



Student Manual

Instructor Skills and Conducting a Professional Training

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Objectives

- **Selecting Instructors. Qualifications, Experience, Obligations**
- **Training Instructors. Presentation Skills (verbal, non-verbal)**
- **Principles of Adult Learning. Teaching techniques**
- **Conducting a Professional Training Session. Site selection, Setup and Supplies**
- **Training Tools and Tips. Videos, Ice Breakers, Visual Aids, Hands-on Activities**

Instructor Selection

CERT instructors motivate and persuade individuals to change their behavior and be better prepared. Participants must be willing to accept their information and have the desire to follow their direction. Instructors are leaders.

What makes a good leader? (CD Leadership Characteristics)

Who are They? There are a variety of people available to your instructor pool:

Employees vs Volunteers

Using employees is expensive. A combination of volunteers and employees keeps costs down but still allows control of training. In addition, it can allow more flexibility in scheduling.

Former Teachers

Find people who have been schoolteachers. They are trainable and understand what it takes to put on a class.

Mutual Aid

Coordination with other jurisdictions will allow the sharing of instructors. The benefit is increased opportunities for team teaching and sharing ideas.

Establish a joint CERT program committee to discuss standardized training, supplemental training, promotional materials, etc.



Qualifications Decide on the basic qualifications of your instructors.

Pre-Requisite Training (for example)

CERT graduate – Important that instructors know the entire CERT program in order to be able to relate their information to other modules.

IS 195 ICS Training

Must be Firefighter/first responder (FF1A and FF1B certificates)

Other _____

Speak and write clearly

Instructors should be able to speak loudly and clearly enough for everyone to understand. Make sure they use common terminology and not obscure phrases. People who have lived in other countries use different terms.

Enthusiastic & Energetic

Instructors must honestly believe that what they're teaching is valuable and makes a difference.

Knowledgeable and Credible

Instructors should have sufficient knowledge of the subject they're teaching. They must also be willing to acknowledge when they don't know the answer. Avoid instructors who can't seem to say "I don't know."

To help make volunteers appear more credible, give them official clothing, badges, or other identification displaying their authority. The official clothing won't matter if the presenter takes his authority too seriously.

Flexible

Adapt, improvise and overcome! Instructors must be sensitive to needs of all students (know when to take a break, add humor, adapt training style to the situation ex. students vs senior citizens, speed up or slow down)

Attention to Detail

Tasks such as taking attendance, keeping accurate records and prompt follow up to student requests cannot be overlooked.

Willingness to Improve

CERT instructors have positive attitudes. They accept constructive criticism, seek feedback and appear interested in trying different presentation techniques to find the most successful method.

Experience

Public speaking experience is desirable. Encouraging instructors to attend speaker training will build their confidence as well as improve your program. In addition, instructors should assist with several classes before taking on the lead role. Instructors also must have the maturity to manage adversarial situations.



Minimum Obligation/Commitment (CD Handout volunteer commitment) It is important that your instructor understands the level of obligation and commitment you expect. Some items to consider are:

- Teach ___ times per year
- Participate in course review activities
- Help at training exercises
- Conduct supplemental training
- Observe or assist another jurisdictional training
- Attend public speaking training (will discuss more later)

Guest Speakers/Technical Experts

There are times when it may seem more appropriate to have a subject matter expert teach a portion of the class. Ideally, they will be a CERT graduate. If not, have a qualified CERT instructor supervise the session to ensure CERT curriculum is covered. Prior to the class, discuss the CERT outline and discuss key points, time constraints, etc.

Instructor Training Because new instructors have already completed CERT classes, the training focus today is on presenting the materials in the best possible manner.

Course Materials Review

- Highlight key points in training outline
- Offer good examples, analogies to use
- Stress the importance of staying on track
 - Ensures coverage of course material
- Stress the importance of staying on time
 - Improves public opinion of training
 - Will get more favorable reviews/recommendations
- Documentation procedures for attendance, etc

Rules for Instructors

- Work with a buddy
- Avoid being alone with students
- Speak within your authority
- Don't make up answers
- Procedure for reporting emergencies
- Procedure for reporting incidents
- Procedure for canceling class or "calling in sick"
- Discuss reasons for suspension of training duties

Presentation Tips (Lessons Learned) (CD Tips for a Successful Presentation)

- Don't give your opinion – especially if you are unsure of the correct answer.
- Don't tell them anything they don't need to know (This is my first class, I didn't get much sleep last night, I really don't like the way this material is presented, we've run out of time so I'm not going to show you....)
- No acronyms or technical terms
- It's not rocket science
- Constantly seek to improve your presentation.
- Lecture as little as possible
- Powerpoint Warning! Use Powerpoint to enhance your presentation, not to replace your notes! New instructors will need to use Powerpoint more. Use photos or clipart that reinforce words because become become conditioned to the slides. They read the words and then they stop listening until the next slide appears. Using a picture will help the words sink in and provide more interest. Put the bullets up on the screen then lecture about them. If you don't have any more to say about a topic than what is on the screen. Don't put it on the screen.
- Enjoy yourself – the class will enjoy you too!
- Adapt, improvise and overcome!

Presentation Skills

What qualities make someone a good teacher?

When you write down instructions, make sure you have someone else read them to make sure there are no misunderstandings. If you are giving instructions, pay close attention to the responses to make sure you are really getting your message across.

It is not only what you say in the classroom that is important, but it's how you say it that can make the difference to students. Nonverbal messages are an essential component of communication in the teaching process. (CD Non Verbal Communication)

Teachers should be aware of nonverbal behavior in the classroom for three major reasons:

- An awareness of nonverbal behavior will allow you to become better receivers of students' messages.
- You will become a better sender of signals that reinforce learning.
- This mode of communication increases the degree of the perceived psychological closeness between teacher and student.



Some major areas of nonverbal behaviors to explore are:

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation (Body Language)
- Proximity
- Paralinguistics – Vocal Variety
- Humor

Eye contact

Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Teachers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.

Include the entire class when talking. Don't just focus on a few people or a few rows. Be comfortable looking around the room.

Facial expressions

Smiling is a powerful cue that transmits:

- Happiness
- Friendliness
- Warmth
- Liking
- Affiliation

Thus, if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and students will react favorably and learn more.

Gestures

If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students' attention, makes the material more interesting, facilitates learning and provides a bit of entertainment. Head nods, a form of gestures, communicate positive reinforcement to students and indicate that you are listening.



Posture and Body Orientation

You communicate numerous messages by the way you walk, talk, stand and sit. Standing erect, but not rigid, and leaning slightly forward communicates to students that you are approachable, receptive and friendly. Furthermore, interpersonal closeness results when you and your students face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest to your class.

- *Moving around vs standing still (Moving will hold student's attention, but no pacing!)*
- *Hands by sides instead of in pockets (jingling change is the worst!)*
- *Standing unassisted vs leaning on a podium*
- *Slouching*
- *Standing too close or too far away*

Proximity

Cultural norms dictate a comfortable distance for interaction with students. You should look for signals of discomfort caused by invading students' space. Some of these are:

- Rocking
- Leg swinging
- Tapping
- Gaze aversion

Typically, in large college classes space invasion is not a problem. In fact, there is usually too much distance. To counteract this, move around the classroom to increase interaction with your students. Increasing proximity enables you to make better eye contact and increases the opportunities for students to speak.

Paralinguistics (Vocal Variety)

This facet of nonverbal communication includes such vocal elements as:

- Tone
- Pitch
- Rhythm
- Timbre
- Loudness
- Inflection

For maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull. Students report that they learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices.

Respect for Audience (CD Creating a Good Environment)

Repeat questions from the audience to make sure everyone hears and avoid negative comments.



Poise/Control of the class

What you ignore, you endorse. *If people are speaking out of turn, by just raising your hand when you say “does anyone have questions?” you can teach the class how you want them to respond.*

Nodding shows agreement or understanding. You can get the class involved by asking a question that requires an affirmative or negative answer while nodding yes or no.

Humor

Humor is often overlooked as a teaching tool, and it is too often not encouraged in college classrooms. Laughter releases stress and tension for both instructor and student. You should develop the ability to laugh at yourself and encourage students to do the same. It fosters a friendly classroom environment that facilitates learning. (Lou Holtz wrote that when his players felt successful he always observed the presence of good humor in the locker room.) Try to find fun in the class, not just interject jokes. (I’m not breathing, I’m still not breathing)

Dress

Instructors should look professional. Supply a uniform, logo shirt, badge or other appropriate apparel.

Evaluating Presentations

- Content (course outline followed, rambling, confusing, stories)
- Body Language (eye contact, gestures, posture)
- Vocal Variety
- General Effect
- Always find something positive to say

Table Topics – Activity (CD Evaluations & Table Topics)

Toastmasters has an excellent format for practicing public speaking. You can run the model yourself or arrange for a local club to hold a Speech Craft class for you.

In addition to giving prepared speeches, participants develop their own introductions and practice extemporaneous speaking.

Select an “Ah” counter and a time keeper. Read a topic to participants. They have 1-2 minutes to speak on the topic. Others will talk about their content using the evaluation model. Vote and give a prize.

Another benefit of toastmasters is that all speeches are timed. You begin to get a sense for how long 5 minutes is, 20 minutes, etc. Allows presenter to tailor their presentation to the time allowed.

Anyone who practices speaking will become a better speaker!



Training Opportunities

- Toastmasters www.toastmasters.org
- CSTI Instructional Presentation Skills, Crisis Communication and the Media www.oes.ca.gov
- Red Cross Fundamentals of Instructor Training
- Instructors practice presenting to each other
- FEMA IS-242 Effective Communication
- Community College
- Video Tape training sessions
- Stage a class

Conducting a Professional Training

“Upon enrolling in a course, the students usually know what goal they want to attain. Therefore, they appreciate an educational program that is organized and has clearly defined elements.” Stephen Lieb, Arizona Dept of Health Services

Principles of Adult Learning (CD Principles of Adult Learning)

- Goal Oriented
- Relevant
- Practical
- Hands On

Adults are people with years of experience and a wealth of information. Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.

Hints: Be aware of potential Post Traumatic Stress reactions when talking about specific topics. Some people have lived through death and destruction already. Don't assume the audience knows everything. Explain acronyms. Explain to the level of the least experienced person.

Adults have established values, beliefs and opinions. Demonstrate respect for differing beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas...but stick to your training.



Adults are people whose style and pace of learning has probably changed.

Learning is enhanced by stimulating the senses. Use a variety of teaching strategies such as auditory (recordings or lecture), visual (video or demonstration), tactile (hands on practice) and participatory methods (group discussion and problem solving).

Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age.

Hint: Most adults prefer teaching methods other than lecture. Involve students in the class by asking them to write on the board or distribute handouts. Use as many props as possible! This is a dog and pony show!

Adults relate new knowledge and information to previously learned information and experiences. Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to **relevant practical situations**. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless

Adults are people with bodies influenced by gravity. Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

Adults have egos. Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.

Hint: Instructors who act as if they "Know it all" will be less effective than those who convey information as if the students are their equals. Give structured, helpful feedback and encouragement regularly.

Adults have a deep need to be self-directing. Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants.

Hint: Conduct group activities or ask thought provoking questions that will help participants draw their own conclusions. Ask What if? Encourage them to ask What if? Why don't people assemble their emergency supplies? We're telling them what to do instead of letting them figure it out. (CD EQ Activity)



Adults tend to have a problem-centered orientation to learning. Emphasize how learning can be applied in a practical setting. Use case studies, problem solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.

Hint: Offer simple, practical suggestions that can easily be incorporated into daily routine. Once they feel successful, they'll want to tackle the more difficult challenges. (CD Practical EQ Supply Tips)

Adults like to participate in small-group activities. Move students beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.

Transfer of learning for an adult is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

Hint: Arrange for supplemental training and exercises! Repetition is Good! (CD CERT Responsibilities)

There are four critical elements of learning that must be addressed to ensure that participants learn. These elements are:

1. **Motivation**
2. **Reinforcement**
3. **Retention**
4. **Transference**

Motivation (CD Creating a Good Environment)

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social Relationships:**
To make new friends, to meet a need for associations and friendships. (Reinforce the sense of belonging to a team and being part of the larger CERT organization) Have lots of different brochures so that you'll address a broader spectrum of interests.
- **External expectations:**
To comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority. (Could be taking class because their business wants to start an Emergency Response Team. Could be a "negative" motivation so make sure you reinforce how valuable the person is in assisting with the City's coordination and response)



- **Social welfare:**
To improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work. (CERT teams again)
- **Personal advancement:**
To achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:**
To relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life. (People who are bored are can become some of your most active volunteers if you allow them to feel needed)
- **Cognitive interest:**
To learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

Barriers to Motivation/Learning

Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include:

Lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation.

The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers. Instructors must know their audience and tie training to their greatest motivators. A successful strategy includes showing adult learners the relationship between training and an expected outcome.

Principles of Adult Learning continued

If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.



- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results. Feedback must be specific, not general. Participants must also see a *reward* for learning. (Safety, better prepared, sense of control, peace of mind) The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be **interested** in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

Reinforcement. Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.

Negative reinforcement is normally used by instructors teaching a new skill or new information. It is useful in trying to change modes of behavior. The result of negative reinforcement is *extinction* -- that is, the instructor uses negative reinforcement until the "bad" behavior disappears, or it becomes extinct.

Retention. Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.



Transference. Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participants uses the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- *Association* -- participants can associate the new information with something that they already know.
- *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning* -- participant's degree of original learning was high.
- *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Conducting a Professional Training

Scheduling Classes

Convenience/accessibility is very important to most students.

- Vary Dates/Times if you can
- Offer online and phone registration
- Ask public for feedback about preferred dates
- Include in course feedback questionnaire to students – was this time convenient?
- Offer as modules instead of complete course
- Overtime concerns may dictate classes
- Be sure to advertise! Website and public facilities. The class takes too much time and effort to be half full.



Site Selection (CD Creating a Positive Environment)

Fixed Site. At a fixed site you have control over HVAC, sound and AV equipment, you don't have to transport supplies; however it may be more difficult for participants to travel to your location.

Road Show. Traveling to a community site is convenient for participants but you have less control over the environment, have to transport all supplies and set up.

Outside Locations. Shade/Shelter, seating (depending on the length of time outside. Parking & ADA requirements.

Business Partners. Train the trainer for staff in return for use of facility.

Pre-Course P.R.

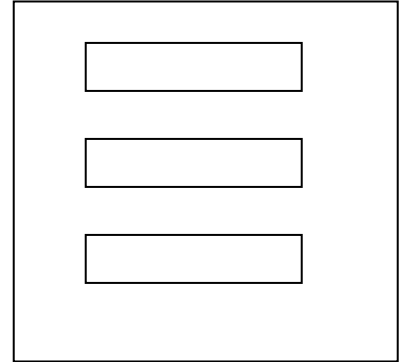
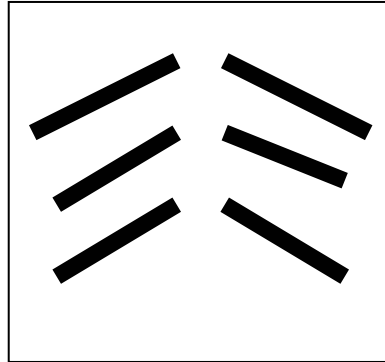
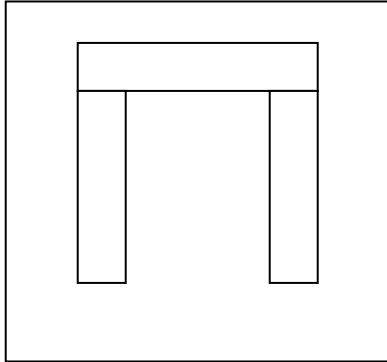
- Acknowledge registration promptly
- Send out a reminder notice with other details you would like the person to have before class (including appropriate clothing suggestions) (CD sample)
- Call and remind them – volunteers can help!

Organization of the Meeting

- Anticipate needs – Bring extra forms and handouts. Bring your meeting box of supplies. If you make reference to a website or business that will be of interest to the student, have the phone number and websites available. Ex. Contact information for instructors
- Anticipate questions – Get answers in advance. Such as “Where can I buy fire extinguishers, first aid supplies, CPR barrier devices, cribbing material, Quake Wax?” “What is the nearest hospital?” “Where are the shelters?” “What kinds of supplies should I buy?” “Can I get Community Service Credit?” (CD Samples)
- When a new question comes up, or information changes, make sure all instructors are briefed
- Designate a safety officer
- Have a First Aid Kit and other Emergency Supplies
- Respond to extreme weather conditions
- Know emergency procedures of facility and the address
- Invite Dignitaries to welcome the class
- Have someone take pictures!

Set Up

Room layout can encourage or discourage participation. Be sure your room is large enough for the group to move around and practice skills.



- Depending on the size of the class, you may want to put up signs to reduce confusion, such as “Sign in, Put on name tag, Pick up materials”, etc.
- AV equipment and sound system should be checked ahead of time. You can also run a slide show of past classes, or an interesting video as people arrive.
- Check the operation of the HVAC
- Know the emergency procedures for the building
- Know who to call if there is a problem
- Have instructor consider where to stand (if projection unit is in the way) where to show and tell, demo, etc.

Inclusion...

Languages

- English as a second language -Try to speak clearly and encourage questions
- Offer translation, if available
- If written tests are required, offer to give the tests orally

Mobility Impaired

- Ensure adequate space for wheel chairs, etc.

Hearing Impaired

- Encourage participants to sit near the front

Learning Disabilities

- May need assistance taking tests or performing other skills

Ask for feedback to see if you are meeting everyone’s needs.



Ice Breakers

Your goal is to help people feel comfortable and get to know each other as soon as possible which includes helping them feel safe.

Provide information on:

- Yourself and a program introduction
- Emergency Procedures (*you are teaching a class on preparedness!*)
- Restrooms
- Planned breaks
- Remind students not to exceed limitations
- Well organized binder with course summary
- Introductions around the room help people get acquainted. In addition to their name, have participants answer a second question. "How did you hear about the program?, What street do you live on? or Why do you want to take the class?"
- Any team activity will help break the ice. Make sure everyone is wearing a name tag so they can address each other by name. It helps the instructor be more personal too!

Course Balance

New information and skills must be relevant and meaningful to the concerns and desires of the students. Students do not wish to learn what they will never use.

Add as much variety to your class as possible!

- Lecture – Lecture is the least favorite form of adult learning. Stories of good lessons learned help make lecture more interesting...but make sure the story is worth the time it takes to tell it.
- Video – No more than 20 minutes per segment. Make sure the video is the best on the topic. (Manual - Video Resources page 26)
- Activity – Asking questions, group activities
- Powerpoint - Is not a good medium for motivating people – unless you use it correctly. Dark vs light – Students don't like to sit in the dark for long periods of time. Try to get a projection unit that will work in bright light.
- Photos (Samples Damage Photos...use your imagination)
- Charts
- Hands On Activities (Gas meter, FRS Radios, Lifting stretcher or blanket, Disaster Alley Map)
- Demonstration (CO₂)
- Show and Tell (Backpack Kit – Introducing new ideas and new toys...let them touch and investigate!, Hazmat Placards)
- Give your instructors as many good visuals/equipment/etc as possible, but encourage them to keep looking for more! And send them to Jim Brown to share with everyone. We all want to teach the best of the best!



- Humor - Jokes can help to lighten up a serious subject. Be sensitive to topics that may be offensive and/or too close to home for some people.
- Team teaching
 - Keep each other on track
 - One can handle logistics requests or problems that arise
 - Adds diversity to the presentation

Breaks

Even if you're behind schedule, breaks are important for networking, clearing up misunderstandings, "bonding" with students – who might be your next trainers!

Snacks

Keep snacks light. Coffee, water and cookies for the evening. Coffee, juice, water and muffins in the morning. It's even better if you get the participants to sign up to bring food each week. If you have emergency food supplies, you may be able to use them in class and keep your stock updated.

Pick teams and have them set up ICS to bring in the food!

Managing Difficult Behaviors (CD Managing Difficult Behaviors)

BEHAVIOR

Rambling -- wandering around and off the subject. Using far-fetched examples or analogies.

POSSIBLE RESPONSES:

- Refocus attention by restating relevant point
- Direct questions to group that is back on the subject
- Ask how topic relates to current topic being discussed
- Use visual aids, begin to write on board, turn on overhead projector
- Say: "Would you summarize your main point please?" or "Are you asking...?"
- You are only allowed two "What ifs."

BEHAVIOR

Shyness or Silence -- lack of participation.

POSSIBLE RESPONSES:

- Change teaching strategies from group discussion to individual written exercises or a videotape
- Give strong positive reinforcement for any contribution
- Involve by directly asking him/her a question
- Make eye contact
- Appoint to be small group leader



BEHAVIOR

Talkativeness -- knowing everything, manipulation, chronic whining.

POSSIBLE RESPONSES:

- Acknowledge comments made
- Give limited time to express viewpoint or feelings, and then move on
- Make eye contact with another participant and move toward that person
- Give the person individual attention during breaks
- Say: "That's an interesting point. Now let's see what other people think."
"That's above the level of training for this class. This is basic training."

BEHAVIOR

Sharpshooting -- trying to shoot you down or trip you up.

POSSIBLE RESPONSES:

- Admit that you do not know all the answers and redirect the question the group or the individual who asked it
- Acknowledge that this is a joint learning experience
- Say that you'll will investigate and provide an answer at a later time

BEHAVIOR

Heckling/Arguing -- disagreeing with everything you say; making personal attacks.

POSSIBLE RESPONSES:

- Redirect question to group or supportive individuals
- Recognize participant's feelings and move one
- Acknowledge positive points
- Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."

BEHAVIOR

Grandstanding -- getting caught up in one's own agenda or thoughts to the detriment of other learners.

POSSIBLE RESPONSES:

- Say: "You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject," or "Can you restate that as a question?" or "We'd like to hear more about that if there is time after the presentation."

BEHAVIOR

Overt Hostility/Resistance -- angry, belligerent, combative behavior.

POSSIBLE RESPONSES:

- Hostility can be a mask for fear.
- Respond to fear, not hostility
- Remain calm and polite - keep your temper in check
- Don't disagree, but build on or around what has been said
- Move closer to the hostile person, maintain eye contact
- Always allow him or her a way to gracefully retreat from the confrontation
- Say: "You seem really angry. Does anyone else feel this way?" Solicit peer pressure



- Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- Talk to him or her privately during a break
- As a last resort, privately ask the individual to leave class for the good of the group

BEHAVIOR

Gripping -- maybe legitimate complaining.

POSSIBLE RESPONSES:

- Point out that we can't change policy here
- Validate his/her point
- Indicate you'll discuss the problem with the participant privately
- Indicate time pressure

BEHAVIOR

Side Conversations -- may be related to subject or personal. Distracts group members and you.

POSSIBLE RESPONSES:

- Don't embarrass talkers
- Ask their opinion on topic being discussed
- Ask talkers if they would like to share their ideas
- Casually move toward those talking
- Make eye contact with them.
- Comment on the group (but don't look at them "one-at-a-time")
- Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers
- As a last resort, stop and wait

Feedback

There are a variety of methods to find out how you're doing including:

- Survey/Critique forms in class (sample)
- Verbal feedback
- Mail a follow up in form, asking for feedback. Give a deadline to return.
- Ask them to email comments to you
-

Use positive feedback for press releases or forward them on to elected officials

Record Keeping

As your program grows, record keeping will become more difficult. Get a good format in place early. Make sure it is easy to maintain. Include:

Names, Addresses, Graduation Dates, Email listings, training records, tracking volunteer hours. (CD Samples)



Preparing for Graduation

Take photos during training that can be given to students on a CD, used in recruitment efforts and press releases. There will be room for anything else you want to include for your graduates. Get your elected officials (including State Assembly) to prepare certificates for your graduates – the importance of good, accurate record keeping will become apparent if someone's name has been misspelled!



Training Equipment and Materials

All Classes

- Agenda
- Camera
- Computer projection unit (extra bulbs) and screen
- Computer with PowerPoint software
- Easel
- Extension cords
- Feedback form
- First Aid Kit
- Meeting Box
- Name Tags
- Overhead Projector (extra bulbs)
- Snacks and paper products (if budget allows)
- Student Sign in sheet & clipboard
- Surge protector
- VCR
- White board or flip chart paper (Post It kind work best)
- Be sure you are familiar with use and setup of all equipment!

Unit One: Emergency Preparedness

- Acronyms List
- Building a Tower (for each team)
 - 8 ½ x 11 construction paper (40 pieces)
 - Scissors
 - Scotch Tape
- CERT SOP
- Dignitaries
- Disaster Supply kit (backpack) with list of included items
- DSW Form
- Good Samaritan Law handout
- Handouts specific to your jurisdiction
- Info on Amateur Radio in your area
- Info on Are you Ready? book www.citizencorps.gov
- Liability/Waiver form
- List of Emergency Prep Websites (include translations)
- List of Supply Websites
- Participant Manual with Unit One and Two
- Red Cross brochures (Your Family Disaster Plan)
- Telephone Tips Brochure
- Videos



Unit Two: Fire Safety

- ❑ 1 CO2 extinguisher for demonstration
- ❑ Burn Pan and fuel
- ❑ DOT Book
- ❑ Dry Chemical Extinguishers
- ❑ Electric panel
- ❑ Flares & metal pole
- ❑ Handouts specific to your jurisdiction
- ❑ Hazardous materials labels
- ❑ Natural gas meter & Wrench or shutoff tool
- ❑ Samples of NFPA 704 Diamond and other Hazmat placards
- ❑ Unit Three materials
- ❑ Videos

Unit Three: Emergency Medical Operations – Part 1

- ❑ 1 mannequin
- ❑ 1 triangular bandage per student
- ❑ 4x4 dressings (1 for every 2 students)
- ❑ 6 sets of simulation note cards (patients for triage evaluation)(sample)
- ❑ Blankets
- ❑ CPR Barrier device and information on where to purchase
- ❑ Handouts specific to your jurisdiction (samples)
- ❑ Markers and masking tape
- ❑ Non-latex examination gloves (for each participant)
- ❑ Triage tags, colored electrical tape, ribbon or other marking device
- ❑ Unit Four materials
- ❑ Videos

Unit Four: Emergency Medical Operations – Part 2

- ❑ 1 box of 4x4 dressings
- ❑ 1 mannequin/victim
- ❑ 1 triangular bandage per student
- ❑ 2 poles
- ❑ Blankets
- ❑ Handouts specific to your jurisdiction
- ❑ Non-latex examination gloves
- ❑ One Paramedic
- ❑ Paper cups (small) & pencils for impaled objects
- ❑ Splinting Material
- ❑ Unit Five materials
- ❑ Videos



Unit Five: Light Search & Rescue Operations

- 1 blanket
- 1 mannequin/victim
- 1 pry bar or long 2" x 4"
- CD with damage pictures
- Cribbing materials and levers
- FRS Radios
- Handouts specific to your jurisdiction
- Large flat object such as a table
- Unit Six materials
- Videos
- Wire display

Unit Six: CERT Organization

- Handouts specific to your jurisdiction
- Tabletop exercise handouts
- Unit Seven materials
- Videos

Unit Seven: Disaster Psychology

- Guest Speaker
- Handouts specific to your jurisdiction
- Sanity Kit (sample)
- Unit Eight materials
- Videos

Unit Eight: Terrorism

- Backpack or other "suspicious" items
- Handouts specific to your jurisdiction
- Hand out directions to exercise and proper attire
- Hand out PPE, as needed
- Videos



Exercise

- 4x4 gauze, triangular bandages, cardboard splinting materials
- Blankets, mannequin, smoke machine, fire simulators, white board or flipchart paper and appropriate markers
- Burn pan, fuel, fire extinguishers, long metal pole, flares, duct tape
- Clipboards
- Course evaluation form
- Cribbing material, leavers and heavy object to lift
- Damage photos, FRS radios, “site” map
- Dignitaries
- Event schedule
- Gas meter, water meter, electric panel
- Handouts specific to your jurisdiction
- Hardhats, vests, other graduation materials
- Moulage Kit
- Music
- Pin Map
- Snacks & Water
- Victims
- Volunteers

Meeting Box Contents

- 3 hole punch
- Batteries
- Business Cards
- Door wedge
- Dry Erase Markers/Eraser
- Duct Tape
- Extra blank name tags or name tents
- Flashlight
- Marking Pens (Not the kind that leak through paper!)
- Masking Tape
- Paper clips
- Pens/Pencils
- Post it Notes
- Push Pins
- Scissors
- Stapler



Video Tape Resources

Emergency Preparedness

- “The San Francisco Quake, A Matter of Seconds”
Discovery Channel – check their program schedule
- www.oes.ca.gov Click on “Earthquake Program” then “Resources”. You will find a list of videos and publications for sale including “The Earthquake Survival Guide”, “It’s Academic” and “When the Bay Area Quakes”.
- “Make Yourself A Promise” Available in English, Cambodian, Cantonese, Mandarin, Korean, Russian, Spanish, and English open captioned for the hearing impaired, from TODCO (415) 896-1880 or 1/2-inch format. \$15 + shipping, 1990.
- “Surviving the Big One, How to prepare for a major earthquake”. 60 minutes \$19.95 + \$3.50 P&H. KCET Video, 4401 Sunset Boulevard, Los Angeles, CA 90027, (800) 343-4727.

Fire Suppression

- Plan to Get Out Alive – out of print, but very good. 60 min. Produced by First Alert & McDonalds.
- When Disaster Strikes

Utilities

- PG&E Gas & Electric Safety 18 minutes 1-800-743-5000

CISM

- After Shock www.medicfirstaid.com (click on buy products, then videos)
20 minutes \$14.95

Disaster Medicine

- START Triage www.start-triage.com 17 minutes \$185.00

Search & Rescue

- CERT Cribbing Video sam.isenberger@fema.gov

Terrorism

- Coping with Terrorism in a Changing World
Syndistar, Inc. 800-841-9532 22 minutes

CERT Organization

- CERT Training Video sam.isenberger@fema.gov

Public Speaking

Toastmasters www.toastmasters.org

Red Cross Fundamentals of Instructor Training

IS-242 Effective Communication www.fema.gov (PDS Series)



CD Table of Contents

Funding

It's a Disaster Book info

Exercise

Directions to Exercise Sample
Disaster Alley Checklist
Disaster Alley Map
Exercise Schedule Sample
Exercise Volunteer Risk Waiver
Exercise ICS Org Chart

Student Aids

Acronyms
Amateur Radio Info
Backpack Kit
Classroom Disaster Supplies (Sample)
Consider the Possibilities
Disaster Mental Health Handout
Gas Safety
Invitation
Prep Websites
Supply Websites
Telephone Tips

Instructor Resources

Adult Learning
CD Table of Contents
CERT Responsibilities PPT
Characteristics of a Leader
Creating a Good Environment
Disaster Photos
Earthquake Activity
Managing Difficult Behaviors
Non-verbal Communication
Practical EQ Supply Tips
Sanity Kit
Student Manual
Tips for a Successful Presentation
Training Equipment and Materials
Triage Assessment Exercise
Triage Procedure
Triage Simulations
Video Resources



Program Manager Info

- CERT Commitment Form
- CERT Database Sample
- CERT Registration & Sign In Sheet Sample
- Community Service Letter
- Confirmation Letter (Sample)
- DSW Form
- Feedback Form Sample
- Instructor Manual
- Liability/Waiver Form
- Mendocino Propane Burn Pan
- Powerpoint – Teaching Classes, Instructor Training
- Speech Evaluation Forms (2)
- Student Manual
- Table Topics Slips

Marketing

- Backpack Kit handout
- Light Stick Info
- CERT Hardhat Lights Info