

# TEEN CERT CERTIFICATION MATERIALS

## Lincoln County School District

Lincoln County School District's Teen CERT Certification is a demonstration of the student's understanding and mastery of certain CERT knowledge and skills. Throughout the Teen CERT semester class, students are taught the entire FEMA CERT curriculum which contains many hands-on skills along with a lot of information about disaster preparedness and response. While all of this information is important, we have found that certain skills and information is essential for our students' safety.

With significant help from our local adult CERT chapter, the *Depoe Bay Fire District CERT*, we have identified which skills and knowledge (at a minimum) we want students to be proficient at to increase safety for themselves, their buddy and those they work to rescue.

The Certification is conducted after the CERT curriculum has been taught and before the final exercise/drill. The skills demonstration checklists and a short power point review are given to students about a week before hand so they know what is expected and can practice. There are seven different stations our Teen CERT students go through:

Station 1: Knowledge Test & Rules of Conduct  
Station 2: Safety Gear Check  
Station 3: Gas Meter Shut-off  
Station 4: Extinguish Small Fire

Station 5: Open Airway  
Station 6: Control Excessive Bleeding  
Station 7: Recognize and Treat for Shock

This activity can be held in a gym, library, classroom, or outside in a courtyard or field. At each station (except the first), Teen CERT students are in full gear, partner with a buddy, and each member of the buddy team demonstrates their proficiency of the skill for that station. Like in real life, buddies can help each other. An adult CERT member or a Teen CERT member who is already certified is positioned at each station to evaluate the students and sign off on their successful demonstration of that skill.

Depending on the number of students in your Teen CERT class, it can take 2 - 3 hours or more to work all the buddy teams through each station. Buddy teams can visit stations in any order...they usually just go to whichever station is available when they complete a prior station. Sometimes the teams have to wait near a station while others are being evaluated. This gives them an opportunity to watch others perform the skill and builds their confidence.

A few notes about some of the stations:

Station 1: Knowledge Test: The Knowledge Test and Rules of Conduct paperwork can be done in advance of the Certification activity, perhaps during class the day before.

Station 3: Gas Meter: We have a demo gas meter that our local gas company donated for practice. This is handy for classroom practice, during the certification, and for the final exercise.

Station 4: Fire Extinguisher: We usually don't use live fire for this exercise. Students can easily demonstrate proficiency of this skill using a fire extinguisher but not pressing the nozzle and using a fake fire (bucket with orange paper). This saves money on refilling extinguishers and is easier to manage logistically.

Station 7: Shock: While you can use mannequins for the airway and bleeding stations you need a live person (actor victim) for the shock station. We require that Teen CERTs demonstrate the ability to recognize all three indicators of shock (mental status, breathing, circulation), and you need a live person in order to do that.

**TEEN CERT  
SKILLS DEMONSTRATION ~ PART 1**

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>SAFETY GEAR CHECK</b>		<b>Instructor Sign-off</b>
Point to each item of your Buddy's gear and verbally confirm it is in place.		
1	Helmet & Chin Strap	
2	Medical Gloves & Leather Gloves	
3	Goggles & Mask	
4	Vest & Whistle	
5	Flashlight that works	

<b>OPENING THE AIRWAY HEAD-TILT, CHIN-LIFT METHOD</b>		<b>Instructor Sign-off</b>
1	Make sure the scene is safe. Get the victim's attention, identify yourself and request permission to treat the individual.	
2	If the victim does not or cannot respond, place the palm of one hand on the forehead.	
3	Place two fingers of the other hand under the chin and tilt the jaw upward while tilting the head back slightly.	
4	Place your ear close to the victim's mouth, looking toward the victim's feet, and place a hand on the victim's abdomen.	
5	<i>Look</i> for chest rise. <i>Listen</i> for air exchange. <i>Feel</i> for abdominal movement.	
6	If breathing is restored, <i>maintain airway</i> . Tag red and move on.	
7	If breathing is not restored, reposition head and do "Head-tilt/Chin-lift" a second time.	
8	If breathing is restored, <i>maintain airway</i> . Tag red and move on.	
9	If breathing is still not restored, tag black and move on.	

<b>CONTROLLING EXCESSIVE BLEEDING</b>		<b>Instructor Sign-off</b>
1	Make sure the scene is safe. Get the victim's attention, identify yourself and request permission to treat the individual.	
2	Elevate and place direct pressure over the wound while putting a clean dressing over the wound and pressing firmly.	
3	Maintain pressure on the dressing over the wound by wrapping the wound <u>firmly</u> with a pressure bandage and tying with a bow. The bow should be over the wound.	
4	Elevate the wound above the level of the heart. Maintain this position.	
5	Tag red and move on.	
6	Demonstrate how to remove medical gloves	

**TEEN CERT  
SKILLS DEMONSTRATION ~ PART 2**

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>RECOGNIZING &amp; TREATING SHOCK</b>		<b>Instructor Sign-off</b>
	Students must demonstrate checking for all three indicators of shock.	
1	Make sure the scene is safe. Get the victim's attention, identify yourself and request permission to treat the individual.	
2	Evaluate Mental Status: Ask: "What is your name" and ask them to squeeze your hand. If the person does not squeeze back, treat for shock.	
3	Evaluate Breathing: If the victim's breathing is rapid and shallow (more than 30 breaths per minute) treat for shock.	
4	Evaluate Circulation: Do a blanch test on the palm of one hand or a fingernail to test capillary refill. If the color does not return to the tested area within 2 seconds, treat for shock.	
5	Treat for Shock: Position the victim on his or her back and elevate the feet 6 to 10 inches above the level of the heart.	
6	Maintain Body Temperature with a blanket over (and possibly even under) the victim if necessary.	
7	Tag red and move on.	

<b>OPERATING A FIRE EXTINGUISHER</b>		<b>Instructor Sign-off</b>
1	Make sure the scene is safe.	
2	Pull the pin from extinguisher.	
3	Test the extinguisher before approaching the fire.	
4	Use extinguisher in an upright position.	
5	Demonstrate the four primary commands: Ready, Going in, Fire out, Backing out.	
6	Aim at the base of the fire.	
7	Squeeze the nozzle & sweep in a back & forth motion.	
8	After the fire appears to be out, watch for the fire to flare back up again, even as your buddy guides you away from the fire.	
9	Buddy: Demonstrate proper hand placement.	
10	Buddy: Demonstrate verbal command confirmation.	
11	Buddy: Watch for hazards behind and around you and your buddy.	
12	Buddy: With hand still on buddy, turn sideways and look behind as you guide your buddy away from the fire.	

<b>GAS METER SHUT-OFF</b>		<b>Instructor Sign-off</b>
1	Identify the appropriate gas shut-off valve.	
2	State if the valve is opened or closed.	
3	Demonstrate how to shut-off the valve.	

**TEEN CERT  
KNOWLEDGE TEST – PART 1  
(Answers are indicated in bold)**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. When should Teen CERTs self-activate?
  - a. When they hear sirens, indicating that emergency personnel could use their help.
  - b. Only during a catastrophic disaster while at school that overwhelms emergency personnel.**
  - c. When they see anyone who needs their help.
  - d. All of the above.
  
2. When Teen CERTs self-activate, what is their first responsibility?
  - a. To report to a fire station with all CERT equipment.
  - b. To call the Teen CERT Teacher to find out where to go.
  - c. To see to their own safety and then to the safety of the students and staff near them at school.**
  - d. To perform a size-up of their neighborhood.
  
3. What is the most important thing to remember during Teen CERT activities?
  - a. Use the 9-step Size-Up process before proceeding.
  - b. Perform a monthly check on your CERT equipment.
  - c. Your safety, the safety of fellow CERT members, and safety of others, in that order.**
  - d. During a Search and Rescue effort, perform a quick three-killer triage first.
  
4. What is the purpose of the CERT Buddy System?
  - a. To make sure one CERT from each buddy team is in town at all times.
  - b. To allow one CERT to talk on the radio & fill out forms, while the other performs CERT tasks.
  - c. To provide a unified appearance during CERT events.
  - d. To strive for the safety of CERT personnel.**
  
5. What are the three main steps of the CERT Size-Up process?
  - a. Assess the situation, make a plan, and act.**
  - b. Select qualified team members, search for necessary resources, and begin Search & Rescue.
  - c. Establish a CERT organization tree, secure authorization from the sheriff; check all equipment before entering a building.
  - d. Gather facts, assess damage, and consider what “might go wrong.”
  
6. What is NOT associated with “Light Damage”?
  - a. Broken windows.
  - b. Some damage to interior contents.
  - c. Superficial cracks.
  - d. Breaks in walls.**
  
7. What is NOT associated with “Moderate Damage”?
  - a. Major damage to interior contents.
  - b. Tilting.**
  - c. Many visible cracks or breaks in walls.
  - d. Decorative work damaged or fallen.

## TEEN CERT KNOWLEDGE TEST – PART 2

8. When is it safe to enter a school with “Heavy Damage”?
- Only when the life of a victim is endangered.
  - Only when the life of a CERT team member is endangered.
  - Only when your CERT team leader authorizes the entry.
  - Never.**
9. What is NOT advisable for Search and Rescue in a building with Moderate Damage?
- Enter only to save lives.
  - Perform three-killer triage.
  - Splint broken arms or legs before removal.**
  - Evacuate victims quickly.
10. What kind of a tool is best for shutting off a gas meter valve?
- Screw Driver.
  - Non-sparking tool.**
  - Wrench.
  - Pliers.
11. What does natural gas smell like?
- Gasoline.
  - A dead animal.
  - Rotten eggs.**
  - Paint.
12. What is the best reason or circumstance for you to shut off the gas after an earthquake?
- If there is a fire at a house down the road.
  - Because there are always fires after earthquakes.
  - Because there may be damage to gas lines.
  - If you smell rotten eggs, indicating a gas leak.**
13. Who is qualified to turn the gas meter back on?
- A Teen CERT member that has passed the basic training.
  - The school custodian.
  - Any person with a non-sparking tool.
  - A professional from the gas company.**
14. What does P.A.S.S. stand for?
- P \_\_\_\_\_ (Pull)
- A \_\_\_\_\_ (Aim)
- S \_\_\_\_\_ (Squeeze)
- S \_\_\_\_\_ (Sweep)
15. What size of fire is ok for a CERT member to attempt to put out?
- Dumpster.
  - Couch.
  - Waste Basket.**
  - Trailer.

## TEEN CERT RULES OF CONDUCT

As a volunteer with the Taft High School Teen CERT program, CERT members are expected to comply with the following requirements:

1. Teen CERT members will make **safety their first priority**.
2. When a disaster occurs while at school, the Teen CERT members' first responsibility is to their own safety and the safety of the students & staff immediately around them.
3. Teen CERT members are not professional emergency responders. They function as an extension of Taft High School's response to **catastrophic disasters**, or when directed by their Teen CERT teacher or school principal.
4. Teen CERT members will self-activate only in a **catastrophic disaster** while they are at school when professional emergency responders are not readily available.
5. Teen CERT members will only undertake activities within their capabilities, within the scope of their training, and will not take risks that are likely to cause injury to themselves or others.
6. Teen CERT members agree to be courteous and respectful with the staff and students at school, with professional responders, and with fellow Teen CERT members.
7. Teen CERT members will not carry any weapons or use alcohol, tobacco or other drugs while participating in official Teen CERT activities.
8. Teen CERT members will wear appropriate safety gear during all activations.
9. Teen CERT members will not make statements to the press unless directed by the Incident Commander.
10. Teen CERT members will respect the privacy of other Teen CERTs and the public and will hold in confidence all sensitive, private, and personal information.
11. Teen CERT members will follow the chain of command consistent with their position within the Incident Command System at all times.
12. Teen CERT gear will be kept at school and equipment will **ONLY** be used during official Teen CERT activities.

I, *(print name)* \_\_\_\_\_, have read, understand and agree to abide by the above Rules of Conduct. Failure on my part to comply with any of the rules could result in the termination of my volunteer service with the Teen CERT program.

\_\_\_\_\_  
Teen CERT Signature

\_\_\_\_\_  
Date

CERTIFICATION CHECKLIST For Instructor Use Only			
WRITTEN DOCUMENTATION		SKILLS DEMONSTRATION	
Written Test		Safety Gear Check	
Rules of Conduct		Turn off Gas Meter	
		Extinguish Fire	
		Open Airway	
		Control Bleeding	
		Treat for Shock	
<b><i>Instructor Signature when Complete:</i></b>			