

Community Based Disaster Risk Management

Training Manual

Trainers' Guide



Provincial Disaster Management Authority, Sindh

Preface

PDMA Sindh recognizes the importance of organized, trained and well prepared communities in the Province for reducing the risks which the people in the Province face. Therefore, the promotion of Community Based Disaster Risk Management-CBDRM is one of the foremost objectives of PDMA, Sindh. The CBDRM approach of PDMA Sindh necessitates that community work cohesively to gain information about the likely hazards in community, undertakes vulnerability assessment, capacity mapping in order to plan and initiate appropriate hazard-specific protective actions, learn relevant response skills, make local resources available, and ensures continuity of risk reduction measures. Moreover, Emergency response as a part of CBDRM is particularly essential in remote villages (Ghoots), of province where professional emergency responders and health centers/ hospitals are not immediately accessible.

In the past, several government and non-government agencies have worked to create Disaster Risk Management –DRM and Emergency Response –ER (Basic First Aid, firefighting and Search and Rescue) training material and provide training to the communities. However, PDMA Sindh observed that this work was being done in isolation and with little consensus among various stakeholders regarding standards and quality of training contents. This resulted in varying training materials, training duration, training standards and outcomes, especially those connected to Emergency Response (Basic First Aid, firefighting and Search and Rescue) knowledge, competencies and skills across Province.

Therefore, in an effort to create consistency, standardization and to ensure high quality DRM and ER (First Aid, firefighting and Search and Rescue) training for communities and community level organizations throughout the Province, PDMA Sindh is working in collaboration with World Bank. PDMA Sindh intends to organize communities across Sindh in the form of Village/ Union Council Disaster management Committees V/UC DMC and trained community emergency response teams-CERTs, for establishing effective disaster/emergency management system throughout the Province.

However, in order to put forward a need based high quality curriculum for mobilizing and capacity building of communities, extensive consultations and assessments were undertaken to analyse the situation and identify the training needs of communities. The knowledge (training material) contained in the manuals is based on the findings of consultations and analyses. In addition, the training material created is specifically according to needs of the rural and urban communities of Sindh, Province. During first phase, pilot project will be implemented in six most vulnerable Districts of Sindh, during 2019- 20. It is envisaged that the pilot shall provide PDMA, Sindh the basis on which further revision and refinement of the contents and activities can be undertaken, to formulate a high quality standardized disaster risk management and emergency response curriculum well suited to meet the needs of communities across Sindh, Province.

The CBDRM Training Manual - Trainers Guide is second manual developed by PDMA, Sindh in this regard. It provides information and guidelines regarding the implementation of the curriculum contained in CBDRM Training Manual – Participants Guide. It consists of three Modules; the first module exclusively deals with how to organize and conduct CBDRM training courses at community level while the second and

third modules contain explicit instructions for delivery of each DRM and ER training session at community level.

Overview

1. Purpose - CBDRM Training Manual - Trainers Guide

The primary purpose of the manual is to prepare members of local communities as trainers who can effectively implement the curriculum (DRM knowledge and ER skills) contained in CBDRM Manual – Participants Guide by training their fellow community members

2. Objectives

The key objectives of the training manual are to prepare community level trainers:

- For imparting knowledge and skills needed to undertake disaster risk assessment and DRM planning at village and union council level
- For teaching basic emergency response practical skills (Basic First Aid, Firefighting, Search and Rescue) and
- For assisting communities across Sindh to organize village/ union council level disaster management committees UC/V DMC and form community level emergency response teams - CERT

3. Learning Outcomes

- To prepare a CBDRM training lesson plan
- To organize and conduct training sessions, independently and as part of training team
- To organize and conduct group exercise/work and supervise hands-on training activities (Basic First Aid, Firefighting, Search and Rescue)
- To skillfully demonstrate Basic First Aid, Firefighting, Search and Rescue skills required at community level
- To effectively and safely guide emergency response practical skills (Basic First Aid, Firefighting, Search and Rescue) learning sessions

4. Importance and Need

The sessions contained in CBDRM Training Manual – Trainers Guide are designed using simple language, well-defined objectives and clear outline:

- To facilitate the community trainers in CBDRM course delivery throughout the province
- To ensure uniform CBDRM course delivery by establishing standardized session outlines and lesson plans
- To maintain consistent training standards, especially in emergency response skills and optimum quality of training throughout the province
- To meet the training requirements of communities in a variety of settings in Sindh Province
- To provide an optimal learning experience to all communities in Sindh Province and ensure consistent training outcomes

5. Contents

The CBDRM Training Manual - Trainers Guide is second manual developed by PDMA, Sindh. It provides information and guidelines regarding the implementation of the curriculum contained in CBDRM Training Manual – Participants Guide. It consists of three Modules; the first module exclusively deals with how to organize and conduct CBDRM training courses at community level while the second and third modules contain explicit instructions for delivery of each DRM and ER training session at community level.

Module -1

To be a Community Trainer / Instructor

- Session- 1 Preparing Lesson Plan for Community Level Courses
- Session- 2 Organizing and Conducting Community Level CBDRM Training Course
- Session- 3 Community Level Training Approaches and Teaching Techniques

Module - 2

Disaster Risk Management -DRM

- Session- 1 Conducting - Simplified DRM, Definitions for Communities
- Session- 2 Conducting - Introduction to CBDRM and its Process at Community Level
- Session- 3 Conducting - Organizing Communities in Sindh, Province
- Session- 4 Conducting -Participatory Disaster Risk Assessment Process
- Session- 5 Conducting- Participatory Disaster Risk Management-DRM Planning

Module- 3

Emergency Response (Basic First Aid, Firefighting, Search and Rescue)

- Session-1 Conducting - CERT Organization, Roles and Priorities
- Session-2 Imparting First Aid Skills
- Session- 3 Imparting Search and Rescue Skills
- Session- 4 Imparting Fire suppression and fighting Knowledge and Skills

6. Intended Audience / Readers

The knowledge contained in this manual is expected to be utilized by all the members of rural and urban communities, especially in Sindh Province who aspire to become community level trainers.

7. Prerequisites of Training of Trainer (ToT) Training Course

Participation prerequisite is successful completion of CBDRM Training organized by PDMA, Sindh.

8. Duration of Training

Keeping in consideration prerequisite of successful completion of CBDRM Training organized by PDMA, Sindh, the suggested training duration of course is 5 days. The, first three days of training should be allocated to community level CBDRM training, while the ToT part of training course commences from fourth day and continues till day fifth of training course.

9. Eligibility to Teach the Part -2 of CBDRM Manual (Emergency Response) Instructor/Trainers Requirements

- Advance First Aid/CPR – Trainer Certification from a recognized organization i.e. Red Cross/Crescent, Rescue 1122 and Civil Defence and others
- Emergency Response (Firefighting and Search and Rescue) - Trainer Certification from a recognized organization i.e. Red Cross/Crescent, Rescue1122 and Civil Defence and others
- Emergency Medical Response Trainer Certification i.e. Advanced Life Support-ALS/ Basic Life Support BLS Trainer Certification from a recognized organization
- Certified Trainer in Emergency Nursing / Paramedics
- Doctor with instructor certification for Emergency Medical Response
- PDMA Sindh certified Community Level CBDRM Training Certification

10. Training Delivery Approaches

The training of trainer’s course is designed to be delivered in classroom / training halls setting in respective districts. The sessions/lessons will be conducted through a variety of techniques to conveying consistent, high quality and accurate information to the participants. Delivery methodology consists of presentations, group exercise, skill demonstrations, skill learning sessions and guided discussions, moreover a variety of interactive activities are also integrated into traditional lectures which will assist participants to acquire new knowledge and develop skills and competencies in line with the objectives of the training course.

CBDRM Training Manual – Trainers’ Guide

Module -1 To Be a Community Trainer / Instructor

- Session- 1 Preparing Lesson Plan for Community Level Courses
- Session- 2 Organizing and Conducting Community Level CBDRM Training Course
- Session- 3 Trainers Roles and Responsibilities

Module - 2 Disaster Risk Management -DRM

- Session- 1 Conducting - Simplified DRM, Definitions for Communities
- Session- 2 Conducting - Introduction to CBDRM and its Process at Community Level
- Session- 3 Conducting - Organizing Communities in Sindh, Province
- Session- 4 Conducting -Participatory Disaster Risk Assessment Process
- Session- 5 Conducting- Participatory Disaster Risk Management-DRM Planning

Module- 3 Emergency Response (Basic First Aid, Firefighting, Search and Rescue)

- Session-1 Conducting - CERT Organization, Roles and Priorities
- Session-2 Imparting First Aid Skills
- Session-3 Imparting Search and Rescue Skills
- Session 4 Imparting Fire suppression and fighting Knowledge and Skills

Community Based Disaster Risk Management
CBDRM Training Manual
Trainers' Guide

Module -1

To Be a Community Trainer/Instructor

Session- 1

Preparing Lesson Plan For Community Level Courses

Session Objective

At the end of this session, the participants are expected to understand and know;

- How to effectively plan a lesson
- Important lesson planning considerations
- Various types of Learning Activities

1. Lesson Plan

A lesson is a group of activities that require planning for conducting sessions in any training course. Making an effective lesson plan takes time, dedication, and an understanding of target audience’s abilities and training goals. For effective delivery of training, every instructor strives hard to motivate course participants to acquire and retain knowledge as much as possible. The measurement of a successful lesson plan is often proven through the effective use of time, mode of delivery, group works, and ice breakers to involve the participants.

A lesson plan works as an instructor’s road map for using the most effective training methodology in given time to impart information and knowledge. Based on lesson plan, the instructor designs appropriate learning activities and suitable develop teaching strategies. Having a carefully constructed lesson plan allows the instructor to enter the training hall well prepared and with more confidence which maximizes the chance of meaningful learning experience with the course participants. For designing a well-planned lesson plan, the instructor has to design clear learning objectives, know the duration of the lesson, the content of the lesson, the training methods that he/she will use, different learning aids that would be used followed by the participants’ feedback or assessment.

2. How to Make a Lesson Plan?

A good lesson plan is planned keeping mind three distinct phases i.e. before delivery of session, during delivery and post session phase. In all these phases the pre delivery phase is of extreme importance.

2.1. Before delivery of the session

2.1.1. Know Target Audience -Participants

The instructor should know the profile of the course participants for whom he/she is going to prepare the lesson plan. For this purpose, the instructor may like to know the experience, skills, attitudes, age, knowledge, job/position, education, new responsibilities and training needs of the individual. On the basis of knowing the profile of the course participants, the instructor anticipates various learning styles to impart his session. If an instructor is familiar with the participant’s group dynamics, he/she may choose to plan ahead of time to increase engagement and interaction of course participants.

2.1.2. Identify the Learning Objectives

Before planning the lesson, the instructor should first clearly identify the learning objectives for the lesson. A learning objective describes what the course participants are expected to learn or able to do after the learning experience rather than what the participants will be exposed to during the instruction (i.e. topics). It is advisable to write the objective and overview for the lesson on flip charts and hang it on prominent place for display. The objective and an overview will function as the foundation upon which the lesson will be built.

2.1.3. Plan the Specific Learning Activities

When planning learning activities, the instructor should consider the types of activities the course participants may need to engage in for developing the skills and knowledge required. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable participants to engage in and practice to gain enhanced understanding/ skills. While planning the learning activities, plan how much time would be required for each activity. Do remember to plan for extended explanation or discussion. The following questions might be useful to consider while designing the learning activities:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage participants in the topic?
- What are some relevant real-life examples, analogies, or situations that can help participants understand the topic?
- What will participants need to do to help them understand the topic better?

It is important that each learning activity in the lesson must be aligned to the lesson’s learning objectives to meaningfully engage participants in an active and constructive way. Always remember that the participants are more likely to retain and take what they have learnt from engaging in the activity and use it in another context, or for another purpose.

Table 1: Various Types of Learning Activities

Serial	Learning Activity	Explanation and Guidelines
1	Lecture and Presentation by instructor	The lecture is the most effective way to deliver information and start the session to describe the objectives and convey the important learning points. However, because lecturing is a passive way for participants to learn, it should be used sparingly. Too much lecturing causes participants to become disengaged, resulting in less effective learning.
2	Guided Discussions/ Consultative Sessions	The guided discussions are another way of conveying information and reinforcing content. At certain place in the session the use of guided discussion is recommended. The trainers should introduce participants to a questions relating to the objectives of session that can prompt response and subsequent involve all participants in a discussion. Monitor and guide the discussion at all the time and correct any wrong concept as you proceed. Trainers may keep the record of points raised and key ideas by writing on Flip Chart, if required.
3	Using Videos/ Photos	It is always a better idea to supplement the lectures with corresponding photos and videos. In humans the photo or visual memory is more lasting and easy to comprehend. Always explain the purpose and theme of photo or video whenever used, as they could be easily misinterpreted by the participants. Avoid using pictures/ photo/ videos of people, events, incidents and topics which can entice emotions, always use photo/ videos with neutral and positive theme.
4	Group Work and group Exercises	The joint activities designed to provide participants an opportunity to apply newly acquired knowledge and solve problems are termed as group work/ exercises. They are included throughout the course to give participants a chance to associate course concepts with their own personal and local community experience. These activities are done as a group to promote interaction among participants and to build cohesion and team spirit. Some activities might require two to four participants to work together to solve a problem or complete an activity. Small-group activities allow participants to use one another’s knowledge to solve problems and learn from others’ experiences. Large-group activities involve a larger group or the entire class. Large-group activities provide the opportunity to exchange ideas, discuss problems and think about the many ways to solve a problem. When conducting group activities, you should specify both the size and makeup of the groups. Form groups using the fewest number of participants necessary to conduct the activity. Form new groups for each activity. Changing group members for each activity promotes class cohesion and team spirit.
5	Emergency Response Skill Learning Sessions (Search and Rescue, Firefighting and First Aid)	Skill learning sessions are a critical component of this training course. During the skill sessions, participants learn and perfect new skills. For maximum efficiency and the best learning outcomes, skill sessions should be well organized and well managed. For a successful skill session, instructors must provide direction and instruction, ample practice time, encouragement and positive reinforcement and corrective feedback. Always supervise the skill learning session

		<p>carefully, help and correct participants. Be ready to show them how an action (skill) is performed correctly and why it is necessary to perform a skill in a certain way or for certain number of times for example 30 chest compression and 2 rescue breaths. The skill learning session comprise of following methodologies.</p> <p>Instructor-Led Practice: During the instructor-led practice approach, the instructor guides participants through each step of the skill, while he continuously checks on participants to ensure that all complete the steps properly as demonstrated and explained.</p> <p>Partner-Based Practice: The partner-based practice approach is useful for providing participants with experience of giving care to a real person and it relates perfectly with real life situations. One participant acts as the injured or ill person while the other gives care. They learn from each other knowledge and correct one another during practice</p> <p>Reciprocal Practice: The reciprocal practice approach allows the participants to work in pairs or groups. They observe each other performing skills and provide guidance and feedback. The goal is for the participant doing the skill to demonstrate the skill correctly without any assistance from his or her partner.</p>
6	Demonstrations/ role play	<p>Showing and demonstrating certain idea, object, information or a skill by actually doing it in front of the participants. The demonstration can also be a role play / drama with a message inside. The demonstration can be real life or can be shown through audio visual device i.e. TV, laptop or multimedia.</p> <p>The emergency response skill demonstration contains step by step directions and instructions about on how to perform an action (skill) i.e. CPR by performing the act as many times as necessary. Verbal directions commonly supplement the demonstrations as well.</p>

2.1.4. Plan to Assess Participant’s Knowledge

Assessments e.g. pre and post-tests, objective/subjective questions, and performances tests provide opportunities for participants to demonstrate the knowledge and skills acquired and for instructors they offer feedback that can guide further learning.

2.1.5. Plan The Sequence of Lesson

Various learning activities should be included in a logical sequence while effectively utilizing the available time.

2.1.6. Realistic Timelines

Planning your lesson according to time is critical. In case, the material instructor wishes to cover is too much for the time allotted. Instructor can break down the lesson plan into different sections. This allows the instructor to speed up or slow down depending on the amount of time remaining.

2.1.7. Plan for a lesson closure- Wrap Up

Lesson closure provides an opportunity to solidify participants learning. Lesson closure is useful for both instructors and the course participants. The instructor can use closure/ wrap up to:

- Check for participants understanding and inform subsequent instruction (adjust the lesson plan accordingly)
- Emphasize key information and learning points
- Tie up loose ends
- Correct any misunderstandings
- Preview upcoming topics

The instructor can put a closure to the lesson in several ways:

- State the main points i.e. (“today we talked about...”)
- Ask a participant to help in summarizing the key points
- Ask all participants to write down on a piece of paper what they think were the main points of the lesson

2.2. Presenting the Lesson Plan (During the Session)

Present with positive energy, confidence and enthusiasm. Keep your volume and pace of delivery according to the situation. Always begin by letting participants know what they will be learning and doing in training session will help keep them more engaged and on track. Providing a meaningful organization of the session time can help participants not only remember better, but also follow the instructor’s presentation and understand the rationale behind the planned learning activities. The instructor can share the lesson plan by writing a brief agenda on the whiteboard / Flip Chart or telling participants explicitly what they will be learning and doing in the session ahead. Try to be flexible during your presentation and be ready to adjust the lesson plan to participant’s needs and focus on what seems to be more productive rather than always sticking to the original plan. Follow the guidelines given in Table No 1 for carrying out various learning activities.

2.3. Reflecting on the Lesson Plan (After the Session)

Take a few minutes after each session to thin and reflect on what worked well and why, and what an instructor could have done differently. Identifying successful and less successful organization of session timings and activities would make it easier to adjust to the contingencies of the classroom. If needed, revise the lesson plan.

Session- 2

Organizing CBDRM Training Course

Session Objective

At the end of this session, the participants are expected to understand and know the training process and essential training preparation for organizing a successful CBDRM course at the community level.

1. Introduction

In this session, we will discuss how to organize an effective CBDRM training course for communities in Sindh. The target audiences for such types of CBDRM courses are community volunteers, local government representatives, community key influential people, and local level disaster management committees. These CBDRM training courses are essential to equip them with the concepts, knowledge and steps to follow for effective implementation at community level. For ease of understanding, the process for organization of community level CBDRM training course is categorized in three distinct phases i.e. before, during and after the training course.

2. Before Organizing The CBDRM Training Course

The following pre training course activities are suggested to ensure successful organization of CBDRM training course;

- Selection of suitable dates and duration of course: Keep in mind suitable timings and dates while deciding for course delivery as community members may be engaged in the cultivation, harvesting or there might be other busy days for them where they may not be able/interested to attend the course.
- Preparing final agenda and detailed lesson planning for each session as explained in the previous session
- Selection of a suitable training venue: The venue should be located not far from the community as it will be difficult for the community to daily commute unless and until the logistic have been arranged for daily pick and drop of the course participants.
- Preparing training materials in simple local language with plenty of pictures, illustration, stories, and diagrams.
- Preparing checklist to highlight the key activities with deadlines and responsible persons and conduct daily meeting to monitor progress with the team members.

- Preparing evaluation (pre-test and posttests), course logistics including registration forms, evaluation forms, folders for individual participant and hard copies of all training material including agenda copies of the course.
- Developing close liaison with relevant organizations for participant’s invitation.
- Prepare list of participants. The instructors may like to know the experience, skills, attitudes, age, knowledge, job/position, education, new responsibilities and training needs of the individual.
- Making stationary list and training supplies and arranging them well in advance.
- Arranging audio/video, and necessary stationary items including flip charts, flip stands and required markers etc.
- Arranging training aids depending on the sessions which can include manikins, first aid training boxes and firefighting equipment

3. During the course delivery

Once all the preparations have been completed and the actual delivery of the course starts, the following main activities ensure smooth delivery of the CBDRM course;

- Taking care of class room management including light, multimedia, screen, white board, respective markers and other stationary items and arranging logistics.
- Arranging pre-test as a priority activity on first day to judge the level of understanding. The questionnaire should be more in objective types of questions with multiple choices answers.
- Time management during training is very essential for the participants as well as instructors. At community level courses, it is suggested that a management teams be established to support the training team in logistics and smooth delivery of the course. The key responsibilities of the management teams are as follows;
 - *Review previous day & link with the day’s activity*
 - *Get people gathered on time*
 - *Time management of every session & breaks*
 - *Administrative support and class room arrangement (distribution of handouts and materials, Change seating arrangement daily - different people from different organizations)*
 - *Stimulate, engage, or otherwise provoke colleagues -Monitor level of energy of the participants and then create ice breakers*
 - *Make administrative announcements*
- Arrange daily recap and similarly close the day sessions with the conclusion and key learning points of the day.
- Dressing of instructors plays very important role, therefore, it is suggested that instructors should wear local dress and respect to social norms during the delivery of the course.
- Respect and give due regard to the local customs and traditions of the community and if needed plan for separate training of male and female members.
- Training course should be very practical and participatory with plenty of group exercises, group presentations, interactive presentations, simulation exercises and ice breakers. Moreover, use of photos, illustration, stories, audio/videos aids and role play by the instructor are highly recommended

- The instructors are advised to use simple words/paragraph with preferred local language. Avoid use of jargons and technical words.
- Usually it is difficult to use power point / multi-media in the community level courses. As an alternate plan, use of flip charts, black/white boards and illustrations to be planned.
- Encourage group work and group presentations so participants get the chance to showcase their talent with active participation. Allow participants to speak and share their experiences.
- Arrange field exposure and study trip to broaden the horizon of the practical understanding of the trainees.
- Create suitable and comfortable learning environments, frequently seek participants’ feedback and act immediately if there is something which needs improvement
- Do not forget to thank and encourage the participants during wrap session at the end of the day
- Arrange post-test and course evaluation on last day.

4. After the course

- Analysis of the evaluation form, pre- and post-tests.
- Prepare course completion report.
- Prepare course directory of instructors and participants predominantly with photos, name, designation, present position and contact details.
- Enlist and ensure to include the participants’ general comments in the course report.
- The course report should also have the instructor observations and recommendation for future course of actions.
- It is also suggested to share the course evaluation results with the instructors and course organizers for lesson learnt, analysis and future planning.

Session- 3

Trainers Roles and Responsibilities

Session Learning Objectives

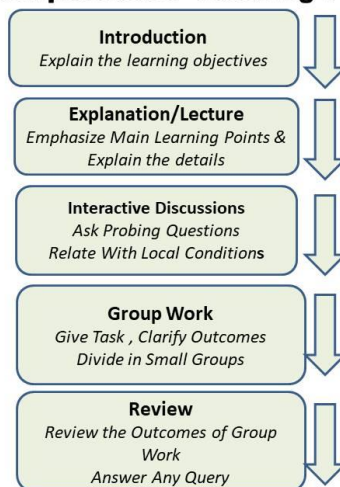
At the end of the session, participants are expected to know:

- ⇒ How to use the Trainers Manual for successfully conducting community training course
- ⇒ Important factors to be considered while organizing community training courses
- ⇒ The main roles and responsibilities of a community trainer

1. Using Trainers Manual - Guidelines

The lecture points included in the subsequent lesson plans represent the fundamental concepts and specific content that instructors must communicate for participants to meet the associated learning objectives and successfully complete the skill sessions. The lecture points in module no 1 and 2 are written so they can be comprehended and followed. The instructor can rephrase the session content to fit his or her natural speaking style and understanding level of participants. The trainers are required to prepare the session presentation on i.e. PowerPoint presentation or flip charts in local language according to the lecture points. The lectures should always be supplemented with visual aids and demonstration to aid participants’ acquisition of the knowledge.

DRM Competencies–Teaching Flow

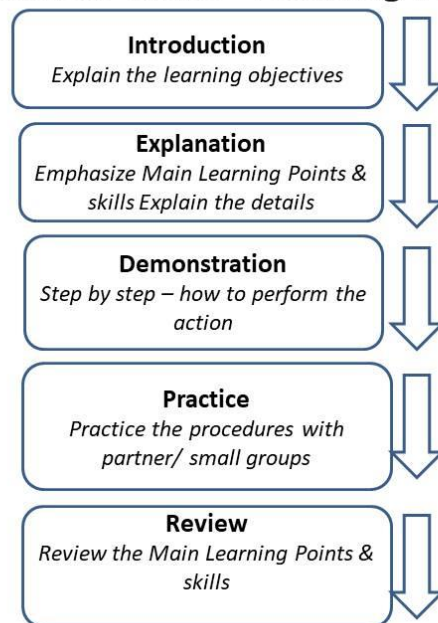


Module No 1: Teaching Approach

Similarly, the conduct of group exercises, skill learning sessions and collective work by participants are explained in easy to follow steps and the details are also explained. Group work/ exercise, guided discussions and demonstrations are designed to correspond with the lesson objectives and reinforce essential information and competencies that participants need to acquire. These activities also allow the instructor/ trainer an opportunity to closely assess participants understanding of the subject. These activities are to be conducted as designed and may not be changed or omitted. Modifications (if necessary) may be made to accommodate participants with disabilities or to cater for the shortage of time.

Module No 2: Teaching Approach

ER Practical Skills –Teaching Flow



The course is laid out in a progressive way to allow the participants to learn in a predictable order as well as have sufficient time to practice. Therefore, to meet the objectives of the training course the course outline and lesson plans must be followed. Facility availability or venue constraints, instructor-to-participant ratios, equipment-to-participant ratios or number participant needs may necessitate adapting the session outline while still maintaining the progress and standards. Adapting the training does not mean that you can add to, delete or change the content. Always keep in mind that a successful instructor understands participants’ background and motivation and may modify their teaching style (not the course) accordingly.

2. Factors to Be Considered While Organizing Community Training Courses

2.1. Recommended Number of Participants and Trainers to Participants Ratios

During the training of life saving skills such as search and rescue, firefighting and First Aid the ideal trainer to participant ratio is considered as 1:6, however, as the objective here is to train community volunteers in the basics of life saving skill there the recommended ratio is 1:10, this may not be exceeded under any circumstances. Therefore, for a class of thirty participants, at least three First-Aid/ Emergency Response qualified trainers are a prerequisite.

2.2. Recommended Number of Training Aids

For the skill learning session adequate quantities of training aids are essential. For CPR session the recommended ratio of adult manikins is 1 manikin for 2 participants, however in this community training course the availability of at least 4 adult and 4 child manikins is required. Due to limited number of manikins instructors are requested to ensure proper disinfecting and sterilizing of manikins to avoid cross contamination.

2.3. Requirements of A Training Hall/ Classroom Space

The training of communities training course is designed to be delivered in classroom / training halls in the respective districts. The course program requires a classroom space suitable for lectures, use of visual training aids, small-group activities, role-playing activities, presentations, demonstrations and skill learning sessions. The training hall/classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit, well ventilated and have a comfortable temperature and ample sitting area, free from distractions. In community setting at times the training can also be conducted in open areas like sheds, shades, cabins etc. Keep in mind that certain activities require bending, kneeling and laying down on floor. In case carpets are not available, clean floor mats and sheets should be part of training supplies. Nonetheless, always remember that learning is at optimum when participants are comfortable, safe and undistracted.

2.4. Materials, Equipment and Supplies

One of the foremost responsibilities of trainer is to arrange the training supplies before the start of training course. The trainer has to also keep in consideration the depletion, use and loss of training supplies during the training course, so that they could be arranged well in advance and the session could progress unhindered as planned. Specific training supplies, equipment and training aids are mentioned at the start of each session plan.

2.5. Evaluations and Assessments of Participants

Assessments and evaluations like pre and post-tests, objective/subjective questions, and performances tests provide opportunities for participants to demonstrate the knowledge and skills acquired and for instructors they offer feedback that can guide further learning. The knowledge and skill level / minimum criteria a participant must achieve and be able to perform actions and skills proficiently without any coaching or assistance is required to be finalized in advance with PDMA, Sindh. This factor will guide the evaluation and assessment process to complete the course requirements and receive a completion certificate.

3. Trainers Roles and Responsibilities

Your responsibilities as a trainer include:

- 1) Prepared and well-rehearsed for your sessions
- 2) Conduct training courses in a manner consistent with course design as described in the CBDRM Trainers manual
- 3) Teach lesson as designed, while following all course outlines, policies and procedures as noted in the CBDRM Trainers manual.
- 4) Familiar with and know how to effectively use materials and training equipment
- 5) Visit training venue at least a day prior to commencement of training
- 6) Ensure all training material, training aid and equipment are complete and in working condition
- 7) Create a non-threatening environment that is conducive to achieving the learning objectives
- 8) Preparing and encouraging participants to meet the course objectives
- 9) Provide participants an opportunity to evaluate the course and your performance as trainer
- 10) Adapt your teaching approach and style to match the experience and abilities of the participants
- 11) Identifying participants who may having difficulty in learning and develop effective strategies to help them to meet course objectives
- 12) Aware of participants who have any physical or mental difficulty to perform the skills and you are aware of participants with any disability
- 13) Inform participants about knowledge and skill evaluation procedures and course completion requirements.
- 14) Evaluate participants as they perform skills and supervise and guide participants while they are practicing skills, and provide timely, positive and corrective feedback
- 15) Identify potential instructor candidates and referring them to PDMA Sindh
- 16) Abide by all the rules and obligations contained in the instructor guide book,
- 17) Provide for the health and safety of participants by always ensuring:
 - Manikins and sheets have been properly **Cleaned and Decontaminated** according to recommended health standards.
 - Course equipment (medical and first aid supplies) is clean and in good working order
 - Participants are aware of health precautions and guidelines concerning the transmission of Infectious diseases
 - Close and careful supervision of activities that may involve close physical contact between participants
 - Take all necessary precautions against slip/trip and fall injuries during the training course
 - Take all necessary precautions in all kinds of demonstration involving firefighting, search and rescue skills

4. Tips to Organize Successful Demonstration and Practice Sessions

Demonstrations

- 1) Arrange the class so that each participant has ample room to view the demonstration (video or by instructor)
- 2) All skill demonstrations should be carried out at a slow pace, step by step
- 3) The demonstrator or other trainer continues to verbally explain each and every step of skill , while skill demonstration is underway
- 4) The trainers are required to make sure that all participants are familiar with the steps involved.
- 5) The skill (demonstration) can be repeated a number of times till trainers are certain that it is understood
- 6) Encourage participants to ask questions if they are unsure how to perform any part of a skill and give ample time to participants for clarifications

Skill Learning –Practice Sessions

- 1) Arrange the classroom for skills practice in advance and ensure that there are adequate amount of training aid, equipment and supplies for the number of participants in the class.
- 2) Please allow each participant sufficient time to practice the skill until they are proficient as per performance criteria.
- 3) The length of the skill session will vary based on the skill and number of training aid as each participant will take turns using equipment e.g. manikins
- 4) One of your most difficult challenges as an instructor is to ensure that participants practice correctly. Continually monitor all participants, watching for errors participants make while practicing.
- 5) During skill sessions, divide the class in manageable sections according to the number of trainers available e.g. In case three trainers are available for a class of 30 participants, you can have 3 sections. Each trainer to guide and monitor his/ her section of 10 participants during practice session.
- 6) Keep in mind that the skills taught will likely be new to most participants; therefore, participants may require frequent one-on-one attention
- 7) Assist the participants to choose their partners. Do not group participants of the opposite gender together in pairs.
- 8) Do not allow participants to engage in horseplay, which can lead to injury or scuffles
- 9) For a successful skill session, instructors must provide correct direction and instruction, ample practice time, encouragement, positive reinforcement and corrective feedback

Community Based Disaster Risk Management

CBDRM Training Manual

Trainers' Guide

Module -2

Disaster Risk Management -DRM

Session – 1 Conducting - Simplified DRM, Definitions for Communities

❖ Session Learning Objectives

The section aims at making the participants to understand the basic concepts & terminologies used in DRM.

❖ Time allocated

1 hour/ 60-70 minutes

❖ Facilitation methodology

Interactive lecture, discussion and Q/A

❖ Reference Section

Part 1- Section – 1 CBDRM Training Manual for Participants

❖ Material required

- ▶ White board
- ▶ Multi-color markers
- ▶ Flip charts
- ▶ Flip stand
- ▶ Multimedia with laptop and screen
- ▶ Session handouts
- ▶ Different photos relating to definitions
- ▶ Cards with terminologies (1 DRR Term written on each card)

❖ Process for delivery of session:

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Set the stage by informing participants about the purpose of the CBDRM training and Importance and need for Organizing Communities.
2. Start with introduction of session; highlight the objectives that have been identified at the beginning of the session. As this is first formal session therefore, encourage participants to be interactives.
3. There are, 16 important terms defined in the participant’s manual, arranged alphabetically, however you can start with most easy and common terms term like Emergency / Disaster and proceed progressively.
4. You are required write these terms on flip charts and hang it on the flip stand or on wall, if multimedia and computer are not available. It is important that all participants can see the definition on chart when you are explaining it.
5. Start your formal presentation by showing the slides/ charts and take at least 2-3 minutes to explain each terminology, keep participants engaged by encouraging participation.

6. Group Work No -1 - Time 15 -20 Minutes:

It will be very useful to sensitize the participants through an interactive group exercise. For that purpose, equally divide participants into 4/5 groups.

- ⇒ Distribute 4 sets of terminology cards along with relevant definition on hard copies which should be prepared in advance to each group
- ⇒ Ask the groups to match each terminology with the definition and paste/place the terminology card against the matching definition on a chart
- ⇒ Give them 10 minutes for discussion among the groups. Give groups flip charts and glue sticks to paste on flip charts.
- ⇒ Ask each group to read the definitions and examine the given terminology, discuss and match
- ⇒ After 10 minutes discussion time, ask them to display the charts at prominent place over the wall. They can also hang it on wall with the help of masking tape.
- ⇒ Pay thanks the participants for their active participation, visit every chart individually and mark ✓ or X with the help of permanent markers in order to see that how many correct terminologies the groups have identified.

7. While wrapping your session, pay thank to the participants for their active participations and at the end, examine the group work and see that which group have more correct answers.
8. Announce the group or groups with most correct answers as winner

Useful tips for the trainer

- Make sure that your presentation includes relevant photographs / sketches for each term and concept.
- While explaining the definitions, share simple and local examples so that participants could understand and relate to information with ease
- Encourage participants to share relevant examples with regard to any specific definition of terms and concepts.
- Try to stick to the allocated time. Politely remind participants if they are exceeding the allocated time during group discussion.

Supported reading material

- CBDRM Training Manual Participants Guide
- UNISDR Terminology On Disaster Risk Reduction

Session – 2 Conducting - Introduction to CBDRM and its Process at Community Level

Session Learning Objectives

At the end of the session, participants are expected to understand:

- ⇒ The concept of community based disaster risk management CBDRM
- ⇒ Different steps involved in CBDRM process
- ⇒ Importance ,need and benefits of CBDRM for the communities in Sindh Province

❖ Time allocated

2 hours and 30 minutes /140-150 minutes

Facilitation methodology

Interactive lecture, discussion and Q/A

❖ Reference Section

Part 1- Section – 2 CBDRM Training Manual for Participants

❖ Material required

- ▶ Multimedia
- ▶ Laptop
- ▶ Screen
- ▶ Flip Charts
- ▶ Permanent markers
- ▶ Session handouts
- ▶ Color Meta Cards

Process for delivery of session

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Start the session with introduction of session and its objectives. Please inform the participants that this session will have brainstorming exercise in addition to interactive lecture and questions/answers.
2. Set the stage by asking participants about their understanding with regard to the definition of “community”. Participants will most likely come up with different responses.
3. You can write their responses on a flip chart. You may ask one of the participants to volunteer for writing key points on a flip chart.
4. Participants can also use color meta-cards and can write the definition on the cards and share.

5. After getting response from participants, display/show the definition of term community and described as given in relevant section of manual. Try not to take the discussion beyond 20 minutes. Identify similarities of participants answer and encourage them for their knowledge
6. After that discuss CBDRM with participants; explain the concept of CBDRM. Start with definition, it will be a reiteration (covered in earlier session). Ask for a few examples from participants of CBDRM from their local community.
7. The next step is to highlight the importance of CBDRM. Explain to participants the key factors that make CBDRM approach useful for community refer to relevant section of the training manual. Try to finish in 15-20 minutes.

Importance and Need :

- 1) Based on Community Perceptions and Local Knowledge
- 2) It Strengthens Cohesion and Cooperation within the Community
- 3) Promotes Community Reliance on Their Own Resources
- 4) Prepare Communities as First Responders
- 5) It Values the Communities
- 6) Promotes Sustainability of Risk Reduction Actions
- 7) Valuable and Cost beneficial

7. At this stage, the trainer will highlight that the foremost responsibility of community level preparedness and CBDRM is on community and will also point out towards inclusion of vulnerable groups in CBDRM and try to identify various vulnerable groups within the local community.
8. In next slide, explain about the various steps involved in the CBDRM process. The slide/ flip chart that you will show should have the following steps, for details *please* refer to the relevant section of training manual.

CBDRM Process

A process of working together as a team to:

- 1) Gain information about the likely hazards in community,
- 2) To undertake vulnerability assessment,
- 3) To carry out capacity and resource mapping
- 4) To plan and initiate appropriate hazard-specific protective actions and vulnerability reduction measures
- 5) To prepare and learn relevant response skills,
- 6) To make local capacities and resources available for disaster risks reduction
- 7) Monitoring and evaluation
- 8) Ensuring continuity of actions

9. Briefly explain each step of the process and try to relate to the local conditions, do not go into details from point 1 to 6. These points shall be covered in detail subsequently. Discuss more on implementation, sustainability and continuity. Try to finish in 15-20 minutes.
10. At this stage, once you are almost at the end of your lecture, point out towards the benefits of CBDRM for the communities refer to relevant section of the training manual. Try to finish in 10-15 minutes

11. Group work No- 2 Time 20-30 minutes

Group Activity - Time 20-30 minutes

- Trainer can form two discussion groups of 7-9 persons each. Each group will be required to make a case in support of one of the following two statements.
 - *The responsibility of disaster risk management should exclusively belong of government/ state and government should be in charge of both the decision-making process and the implementation of disaster risk management arrangements at community levels*
 - *Best results will be obtained when communities are responsible and in charge of decision-making process and the implementation of disaster risk management arrangements at community levels*
- Trainer can form a judge panel /group consisting of 5 course participants, and will be asked to decide which of the cases prepared by the groups is the most effective. Instruct the Judges to provide detailed reasons for their decision.
- Each discussion group will operate as a team. The team will present a comprehensive set of arguments to support the statement they have been allocated. Team members will work together to present the arguments.
- Give 5 minutes for preparation/ discussion within group and 3 minutes for presentation.
- Judges will give their decision and reasoning in 3 minutes
- After the group work, the trainer should summarize the discussion to justify the comments of both groups.

Note: In the case the time is less you can involve the participants directly by offering both statements to the participants (one at a time) and ask for comments from them.

12. After completing the activity, request the participants to get back and sit on their respective seat.

13. Wrap up the session by emphasizing that CBDRM is one of the most effective frameworks for making communities resilient to natural and human induced disasters. Take 10-15 minutes to wrap up the session

Useful tips for trainer

- For group work (debate), give requisite time to groups for preparing their arguments. During this time the judges group will be instructed to prepare judging criteria to use during the presentation of arguments.
- The group debate may take more time than allocated one; therefore, the trainer should strictly follow the timing in order to complete the session. Trainer can gently remind to the participants and if debate or discussion is prolonging.
- It will be very useful to encourage participants to share examples of CBDRM projects that they might have witnessed.
- Make sure that your presentation includes relevant photographs / sketches for each term and concept.
- While explaining use simple and local examples so that participants could understand and relate to information with ease
- Try to stick to the allocated time. Politely remind participants if they are exceeding the allocated time during group discussion.

Supported reading material

- CBDRM Training Manual Participants Guide

Session - 3 Conducting - Organizing Communities in Sindh, Province

Session Learning Objectives

At the end of the session, the participants are expected to understand:

- ⇒ The process of formulation of Disaster Management-DM Committees and Emergency Response- ER teams
- ⇒ Duties, roles and functions of DM Committees and ER Teams at village Level

❖ Time allocated

2 hours/120 minutes

❖ Facilitation methodology

Interactive lecture, discussion and Q/A

❖ Reference Section

Part 1- Section – 3 CBDRM Training Manual for Participants

❖ Material required

- ▶ Multimedia
- ▶ Laptop
- ▶ Screen
- ▶ Flip charts
- ▶ Permanent markers
- ▶ Session handouts

Process for delivery of session

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Introduce participants with session and its objectives. You may refer to the objectives that have been identified in the beginning of the session.
2. As a first step, it is important to identify already existing organization (s) within the community. It could be cultural, social or development group / organization. Therefore, ask the participants regarding various organizations and write down with a permanent marker on a flip chart visible to all participants.
3. Ask participants to share their own individual views on these various identified cultural, social or development group / organization in the community.
4. Discuss with participants the meanings and purpose of community organization and concept of mobilization.
5. Emphasize that to achieve community mobilization people need to realize common threats to community and agree to put together their joint efforts for the elimination or mitigation of those

threats. For this purpose, it becomes inevitable to bring the community members to a common platform in form of community groups. Try to complete first 5 steps mentioned in 20-25 minutes.

6. Now is the time to probe further and relate the organization of community groups with DRM. Ask participants to share their understanding about village or Union Council level disaster management -DM committees and Emergency Response ER team. They may be able to share some/handful of information regarding VDMC/UCDMC. Try to complete in 20-25 minutes.
7. In next step, ask participants, why it is important to mobilize and organize a community? What role a Disaster Management Committee and Emergency Response Team can play?
8. Explain to participants why it is important to form different kinds of DM / ER committees at village level, which represent all social groups of the village.
9. The next step is to develop a proper structure of the disaster management -DM committees and Emergency Response ER team.
10. Show suggested organization of committee and its suggested members on Flip Chart or slide already prepared in advance. Explain who could be the potential and suitable members and ask the participants about their views. **Remember it is their community and it is their committee, so give them the Say!** Try to complete in 20-25 minutes.
11. Now it is the time to show them DM committee community ER team role and responsibility slide or flip chart already prepared in advance.
12. Highlight that most important part is to impart training to committee members and build their capacity on various task assigned them such as on emergency preparedness and response management.
13. You can also ask from participants to enlist kind of trainings they would require for disaster management committees at the village and union council level. While participants are enlisting name of the trainings, trainer can write it down on flip charts on two different sheets i.e. for village level training courses and second for emergency response team. Try to complete in 20-25 minutes.
14. After enlisting some of the important trainings, show the respective slide for detail training which would require for the committees.
15. Wrap up the session in 15-20 minutes by reinforcing that successful mobilization leads to making communities more organized which in turn results into reducing disaster risks and managing emergency situations on their own instead of sitting idle and waiting for external help to reach.

Useful tips for trainers

- it is strongly suggested that the trainer should have enough reading in advance and collect all relevant information to impart the knowledge and guide the members in right direction for the formation of the committee.
- It will be important to clarify to participants that there is difference between a VDMC and a UCDMC and the roles and responsibilities of both should clearly be defined during the session.

Supported reading material

- CBDRM Training Manual Participants Guide

Session- 4 Conducting - Participatory Disaster Risk Assessment Process

Session Learning Objectives

This session aims at making the participants to *know* and *understand*:

- ⇒ The process of participatory disaster risk assessment process at community level
- ⇒ Variety of hazards, vulnerabilities and capacities assessment tools employed in disaster risk assessment process at community level

❖ Time allocated

5 hours and 30 minutes

❖ Facilitation methodology

Interactive lecture, discussion and Q/A

❖ Reference Section

Part 1- Section – 4 CBDRM Training Manual for Participants

Material required

- ▶ Multimedia
- ▶ Laptop
- ▶ Screen
- ▶ Flip Charts
- ▶ Permanent markers
- ▶ Session handouts

Process for delivery of session

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Start your session, with the definition of hazards, vulnerability and capacity. It is important that the participants are clear on hazard, vulnerability and capacity concept before you start to explain disaster risk assessment. Please ask participants to define these terms also display on multi-media or flip chart.
2. After that, start discussing disaster risk assessment; followed by defining participatory disaster risk assessment – PDRA. Its process and steps for implementation along with highlighting importance of participatory disaster risk assessment at community level.
3. While discussing PDRA also highlight and define the term Elements at risk. Involve participants by asking them to identify various elements at risk in the community. Write those down/ record the answers on flip chart.
4. After describing the whole disaster risk assessment process the next step is to make participants understand the practical steps to conduct PDRA. Start with hazard assessment; generate discussion by asking participants for few examples of hazards at household and community level.

5. To generate further discussion, probe the participants how the various hazards affect the elements at risk in community . Moreover, ask them about different secondary hazards, rapid /slow onset hazards and probe participants for different examples.
6. Put questions about earthquake as hazard, what will be the secondary hazard. While participants are giving answers, you can write it down on the flip charts. Similarly, ask about other secondary hazard in case of flooding and drought. Note down the examples on flip charts and add where participants left some points.
7. In the next slide discuss about different types of vulnerabilities and describe them ;
 - Physical Vulnerability
 - Social Vulnerability
 - Motivational Vulnerability
8. In next slide discuss about different types of resources and capacities available in the community;
 - Physical Capacity
 - Social Capacity
 - Motivational Capacity
9. Keep asking participants about the vulnerabilities and capacities in their community. Write all important aspects on Flip Chart.
10. At this stage, when participants have acquired clarity of hazards, vulnerabilities and capacities, initiate the discussion on hazard, vulnerability and capacity assessment in their community. This is the time to introduce participants with various hazard assessment tools .
11. After introducing and explaining selected hazard assessment tools like seasonal calendar, historical profile, and hazard map ask the participants to practice.

12. Group work 3 – time 25-30 minutes

- Divide the participants in 2 equal groups
- **Group 1:** To draw a seasonal calendar and hazard matrix of village.
- **Group 2:** To make a of village historical profile
- Each group to have 2/3 participants who have good knowledge of village.
- Give both groups 25-30 minutes
- Have sample seasonal historical profile ,calendar and hazard matrix made on flip charts in advance for aiding participants
- Close the group work well in time to proceed to next part of session
- After groups have done the hazard tables, visit each table and go through the contents with each group. Add your opinion and populate chart where the details are missing with the help of group.

13. After the group work is complete, explain hazard mapping as an important tool for hazard assessment, which can be given as a combined group work (homework) for all the participants. They will practice on it overnight and record all information of tables on the map. Discuss / debrief the hazard map in next day first session.
14. Explain participants on how to draw a hazard map i.e. to draw boundary line, legend and north in the map, use of different colors for different symbols like red lines for roads, broken red lines for unmettled road, green for agriculture land and brown line for showing high lands etc. For different

hazard on the map, use different colors and symbols and demarcate the boundary. The use of legend and way of making legend in a hazard map of community. In this regards write important instructions on how to make a map on a flip chart and display it at a prominent point so every participant can see that.

15. Next is to introduce participants with various vulnerability assessment tools. Explain the following two tools with the help of respective slides and flip chart

- *Table No 4 – Vulnerability Assessment (Hazard) Matrix*
- *Table No 5- Vulnerability Assessment (Socio-economic)*

16. Have these two table made in advance on Flip Charts for the following group work

17. Group work 4 – time 25-30 minutes

- Divide the participants in 2 equal groups
- **Group 1:** To fill in the table No 4 - local village information
- **Group 2:** To populate table No -5 - local village information
- Each group to have 2/3 participants who have good knowledge of village.
- Give both groups 25-30 minutes
- Have sample seasonal both table made on flip charts in advance for aiding participants
- Close the group work well in time to proceed to next part of session
- After the group work is complete, visit each table and go through the contents with each group. Add your opinion and populate chart where the details are missing with the help of group.
- Thank the participants and congratulate them on work well done.
- Instruct participants to record all information on vulnerability tables onto hazard map. Show them pictures of hazard maps with vulnerabilities and guide them if they have any query/ question.

18. Next important step is to introduce participants to the importance of including vulnerable groups and their concern in vulnerability assessment. The following table i.e. Table No 6 of participants manual will be completed in an interactive group work as given below:

19. Group Work No-5- Time 25-30 minutes

Table No- 6 Key Questions to Highlight the Vulnerable Groups

- Are there any social/ development/ religious community level organization in village?
- Are women and disable people part of the organization
- Does everyone have equal access to land?
- Do women have access to land?
- Do the poor have access to land?
- Who makes decision on land allocation?
- Where do people go to collect water?
- Who collects water?
- Where do people go to collect firewood?
- Who collects firewood?
- Where do people go for grazing livestock?
- What kind of development activities do you carry out as a whole community?
- Which resource do you have the most problem with?
- Are there disable men, women and children in community?
- Who cares for their needs?

- Do they participate in social/ communal activities?
- Do disable children attend school?
- Do men work locally or work outside community
- Do religious or ethnic minorities exist in community?
- Do they live among or away from community house cluster?
- What jobs/ work/ profession the minorities perform?
- Have the Table No- 6 made in advance on a Flip Chart
- Display it where every one can see the Table
- Ask the above Question one at a time from the participants and record their answers
- After the table is well populated and you have all the community vulnerable group information , initiate discussuion and make all participants well aware of the special needs and vulnerabilities of special groups in community.
- During discussion try to establish:
 - **Elements at Risk: What** are the impacts of the hazard on various elements at risk
 - **Why** these elements are at risk
 - **Pressures: Who** is creating the vulnerable conditions / **how** it is done
 - **Underlying Causes: Why** vulnerable conditions are created or **Why** certain groups are ignored
- Thank the participants and congratulate them on work well done

20. At this time, explain the participants how to undertake capacity assessment. Introduce participants with various capacity assessment tools explained in participants’ manual with the help of respective slides and flip chart

21. Have Table No 9- Sample Questionnaires of Community Capacity Assessment Discussions of participants manual made in advance on Flip Charts for the following group work

22. **Group work No-5 – time 25-30 minutes**

Have **Table No 9- Sample Questionnaires of Community Capacity Assessment Discussions** made in advance on a Flip Chart. The table i.e. Table No 9 will be completed in an interactive group wok as given below:

- No of Community Social & Religious organizations working on disaster response /awareness
- No of External actors i.e. NGOs and INGOs working on disaster response and awareness
- Early warning systems time of warning in hours
- No of villages Covered Out reach of Early warning system
- No of literate adults (males/females)
- No of disable (adults, children, females/males)
- No HH Access to electronic media TV, Radio & internet
- Emergency Response Plan Exist Y/N
- Evacuation Plan exists Y/N
- Early warning available in hours before disaster
- No of villages - Out reach of early warning
- No of community emergency response teams
- No of PRCS volunteers/ teams
- No of female community emergency response volunteers
- No of Religious/Welfare organization networks working on emergency response
- No of External actors i.e. NGOs and INGOs working on emergency response
- Is Pak Army involved in emergency Response? Y/N

- No of Health facilities and staff
- No of Evacuation Centers/ schools used as evacuation centers
- No of Displaced Pop last year floods
- Risk transfer mechanism such as insurance and loans Exist Y/N
- Display flip chart with Table No -9, where every one can see the
- Ask the above Question one at a time from the participants and record their Answers
- After the table is well populated and you have all the community information on resources and capacities, generate discussion by asking leading question?
 - *What is most strong aspect of community/ most glaring capacity in face of a hazard?*
 - *Why it is the most strong aspect in your opinion?*
 - *What else capacities can makes the community more resilient and safe?*
- Thank the participants and congratulate them on work well done.

23. After undertaking hazard, vulnerability and capacity assessment, it is essential to conduct risk analysis. During the *Risk Analysis* discussion involve participants and ask them to develop some risk scenarios. Those scenarios will be based upon the information obtained during assessment about hazards, their frequency and intensity and the elements-at-risk e.g. people, houses, crops, buildings, roads, schools etc. It also identifies the extent of the impact; e.g. how many people might be killed, how many might be injured, how many hectares of land will be negatively affected or inundated.

24. The final step of risk assessment is to prioritize and rate various hazard risks as Very High, High, Medium and Low. In order to do so have in advance Table No 9: Sample Risk Analysis Matrix made on Flip Chart and with the help of participants and in light of information obtained during risk analysis try to prioritize/ rate various hazard risks faced by the community. Similarly, also prioritize or rank the most vulnerable and high-risk locality, municipality areas or community groups.

25. Take 15-20 mins to conclude the session. Please highlight that the whole process of PDRA is meant to enable community to divert the resources at most needed location or to mitigate the effects of most destructive hazard or hazards in the community.

26. At the end of the session, ask participants for any questions regarding the session.

Useful tips for trainers

- It is advisable to ensure that each group contains people who know their communities well. Moreover, also distribute participants who understand the use of tools equally among all groups as they can support the rest of the participants in practicing the tools.
- Explain each aspect of PDRA in detail. First the term hazards, vulnerability and capacity and second the tools relevant which are mentioned in the participants’ guide book.
- It is suggested to be deliberate, gradual and methodological and to take all the participants along.
- Allocate at least 40-50 minutes at the end of session to explain how to prioritize and rate various hazard risks as Very High, High, Medium and Low

Supported reading material

- CBDRM Training Manual Participants Guide

Section- 5 Conducting - Participatory Disaster Risk Management-DRM Planning

Section Learning Objectives

This section aims at making the participants to *know* and *understand*:

- ⇒ Participatory DRM planning process and its relationship with risk assessment at community level
- ⇒ Essential steps and contents of a practical DRM plan at community level

❖ Time allocated

5 hours and 30 minutes

❖ Facilitation methodology

Interactive lecture, discussion and Q/A

❖ Reference Section

Part 1- Section – 5 CBDRM Training Manual for Participants

❖ Material required

- ▶ Multimedia
- ▶ Laptop
- ▶ Screen
- ▶ Flip charts
- ▶ Permanent markers
- ▶ Session handouts

Process for delivery of session

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Introduce session objective, please refer to the above mentioned objective
2. After session objectives, mention the importance of disaster risk management –DRM planning for reducing vulnerabilities by utilizing existing community capacities, thus achieving the goal of risk reduction
3. Explain that the participatory disaster assessment of risks including hazards, vulnerabilities and capacity assessment leads to a concrete action planning. Explain that it is important to identify hazards, vulnerabilities and capacity so that the affected community together with outsiders (Experts) plans to identify pre, during and post disaster risk reduction measures and actions
4. Refer to earlier sessions on hazard, vulnerability & capacity assessment and explain that these assessments remain meaningless until and unless they are transformed into a **Practical Plan** for implementation and reducing the disaster risks
5. Discuss with participants the outline of the DRM Plan, which may include the following;

- Description of community location, population, livelihood etc.;
 - Summary of disaster history and risk assessment findings;
 - Risk reduction measures and activities;
 - Roles and responsibilities;
 - Schedules and timetables
 - Annexes
6. Also explain following key steps that are usually required to be taken for developing a DRM Plan, take 50-60 minutes to explain in detail.
- How to formulate objectives and set targets;
 - Identify risk reduction measures for pre-, during- and post-disaster phases. Take help of the sample checklist in session 5 participants’ workbook and explain the importance of preparedness at village level.
 - Available and required resources for the implementation of identified risk reduction measures;
 - Delegate responsibilities and identify implementation timelines. Highlight the significance of roles and responsibilities of VDMC and community ER teams.
 - The operational modalities and procedures;
 - Identify constraints and challenges that may obstruct the implementation of Plan;
 - Seek support and commitment from relevant stakeholders for implementation purposes;
 - Develop monitoring and evaluation mechanism.
7. Before wrapping up the session, invite participants for Q/A and comments or addition if they want to add.

8. Group Work- 6 - Time 180 minutes

Group work: Disaster Risk Management Measures (pre-, during- and post-disaster)

Part 1- time 60 minutes

- Risk Assessment in the earlier session would set a stage for DRM planning. Please divide the participants into 3 to 4 groups.
- In the light of risk analysis Table No 9: Risk Analysis Matrix (*prioritized hazard risks in community i.e. Very High, High, Medium and Low in Table No 9: Risk Analysis Matrix and prioritized most vulnerable and high-risk locality, municipality areas or community groups*)
- Describe the objective of the group work i.e. to identify measures for reducing the risks in the community, while considering local capacities and resources that can be utilized in reducing risks in response to identified scenarios.
- Assign a single Risk/ hazard specific scenario to each group. For example if any community has risk of flood, cyclone and earthquake, each group will be assigned to work on any one of the above noted hazard scenario. While, the fourth group can be assigned to work on the most vulnerable area/ locality within the village

- In the case of only two hazard scenarios developed during risk assessment (depending on the risks in community). Two groups will work on hazard specific scenarios, while other two groups can be assigned most vulnerable areas/ locality within the village.
- Ask the participants/ group members to identify and write down risk reduction measures for pre-, during- and post-disaster for their respective scenarios. Give 10 minutes each for pre-, during- and post-disaster measures.
- Instruct each group to make three separate flip charts of pre-, during- and post-disaster measure. The groups will get assistance from the hazard, vulnerability and capacity assessment and risk analysis group work in the previous session.
- After the allocated time instruct participants to display their group work on the wall or flip cart stand
- After the group work has been displayed, ask the most high-risk hazards group to present their group work, similarly request the most vulnerable area/ locality group also to present their group work
- After the presentations of group work is complete, the instructor will start the debriefing/ probing the pre-, during- and post-disaster actions and see if they are within the resources and capacities of the community and technically correct. Summarize and give necessary technical input
- Consider and pay attention to the needs of vulnerable people in the identified measures
- Discuss to develop consensus of all the participants on actions highlighted in the group work.
- Thank the participants and congratulate them on work well done.

Part -2 –Functions, Roles and Responsibilities of VDMC and Community ER Teams-CERT and Resources

Time 60 minutes -After a short 5 minutes break Rearrange the participants in two groups

- After rearranging participants in two groups, assign each group to write down the following for VDMC and CERT. One group will undertake VDMC and the other CERT. Remember to instruct participants to plan following according to the pre, during and post disaster measures identified in previous group work:
- Possible members at village level; names
- Define main tasks/duties of the whole committee/ team according to the pre, during and post disaster measures identified in previous group work
- Define the roles and responsibilities of different members;
- What equipment / resources they would require for the committee?
- Who and how the resources will be made available to committee / team
- What kinds of training would require for them?
- What initiative and measures would require sustaining the committee?
- Instruct each group to write down answers from point (i to iv) on four separate chart/ sheets. The rest points can be written on another single chart/sheet.
- After the allocated time, instruct them to display their group work on the wall or flip cart stand. Ask both groups to present their group work to participants.
- The trainer shall debrief /summarize and give necessary technical input for the above actions. Also see if the answers are within the resources and capacities of the community and technically correct.
- Consider and pay attention to the needs of vulnerable people in the identified measures

- Discuss to develop consensus of all the participants on answers highlighted in the group work.
- Thank the participants and congratulate them on work well done.

Part -3 – Consolidation of Community DRM Plan

Time 60 minutes -After a short 5 minutes break, request participants to occupy their seats, groups are not required as this is consultative session.

- Arrange HVC assessment (Risk Assessment) tables on wall or flip chart stand
- Display the Objective and aim of DRM Plan on Flip Chart
- Display Prioritized risks/ hazards
- Display pre-, during- and post-disaster measures
- Display Functions, Roles and Responsibilities of VDMC and Community ER Teams-CERT and Resources
- After displaying all the above work/ information obtained during previous group works generate discussion by asking question regarding the constraints and challenges that may obstruct the implementation of DRM Plan and ask participants to identify relevant stakeholders for implementation purposes from government and private sector.
- Write down the challenges and constraints on a flip chart and record the relevant stakeholders on other flip chart.
- On completion, explain all participants that they have successfully made a practical and realistic Village DRM plan along with assigning roles, responsibilities to VDMC and CERT.
- Ask the newly nominated VDMC members to consolidate all the information on the charts into a well written plan and attach the hazard maps, tables and charts as annex to the plan
- Thank the participants and congratulate them on work well done.

9. Take 15-20 mins to conclude the whole session. Please highlight that the process of disaster management planning is meant to formulate a practical and realistic Village DRM plan along with assigning roles, responsibilities to VDMC and CERT.
10. Do not forget to thank the participants and congratulate them on planning well done.

Useful tips for trainers

- It is advisable to ensure that each group contains people who know their communities well. Moreover, also distribute participants who understand the planning equally among all groups as they can support the rest of the participants in practicing the tools.
- Try to remind participants that their responses should be practical instead of being a wish-list.

Supported reading material

- CBDRM Training Manual Participants Guide

Community Based Disaster Risk Management

CBDRM Training Manual

Trainers' Guide

Module -3

Emergency Response (Basic First Aid, Firefighting, Search and Rescue)

1. Instruction On Using Module 3 Trainers’ Manual

This module is designed to teach and familiarize the trainers with essential skills and the methodology required to impart the emergency response (First Aid, SAR and Firefighting) training. There are various emergency response skills contained in Part 2 and each skill plays critical role during emergency response management. Therefore, each skill learning session is meticulously prepared in a logical sequence to facilitate delivery by trainer and to ease comprehension and understanding by participants.

Most of the skill learning sessions will follow the under mentioned sequence of delivery, please consult the table given below and tips for trainers to successfully conduct ER skill learning training sessions.

- 1) Explanation of actions and essential safety instructions
- 2) Step by step demonstration of Skill by the trainer or Audio-visual demonstration
- 3) Skill practice in pairs or in small groups –
- 4) Wrap up and revision of key points

Table 2: Instruction for Using Module -2 Trainers Manual

Serial	Method of Delivery	Instructions and Points to Remember-
1	Explanation and essential safety instructions	<ol style="list-style-type: none"> 1) Instructor presentation and lecture are the most effective way to introduce the skill learning session and provide safety information to participants 2) Supplement your lecture with power point slides or flip charts 3) You can also write key messages of lecture and safety instruction in bullet points on a whiteboard or chart before the class to facilitate the learning process 4) The key points of skill learning session and safety instruction should be displayed continuously at prominent point, while the participants are practicing
2	ER skill demonstration	<ol style="list-style-type: none"> 1) Arrange the class so that each participant has ample room to view the demonstration (video or by instructor) 2) ER skill demonstration requires at least two role players. 3) One instructor or participant role plays as injured/ ill/victim 4) The demonstrator (<i>instructor</i>) role plays as emergency responder and perform the skill required to be demonstrated. 5) At time two instructors act in pair to demonstrate a skill 6) If bystanders are required to make demonstration more realistic they could be arranged from participants or training admin staff 7) Similarly, some demonstration will showcase firefighting skills and others will demonstrate rescue skills

		<ol style="list-style-type: none"> 8) All skill demonstrations should be carried out at a slow pace, step by step 9) The demonstrator or other trainer continue to verbally explain each and every step of skill, while skill demonstration is underway 10) The trainers are required to make sure that all participants are familiar with the steps involved. 11) The skill (demonstration) can be repeated a number of times till trainers are certain that it is understood 12) Encourage participants to ask questions if they are unsure how to perform any part of a skill and give ample time to participants for clarifications
3	Methods of skill practice in pairs or in small groups	<ul style="list-style-type: none"> ○ Instructor-Led Practice- ILP: The instructor guides participants through each step of the skill, step by step while checking on participants to ensure that all complete the skill steps properly e.g. CPR skill practice on manikins ○ Partner-Based Practice-PBP: One participant acts as the injured or ill person while the other gives care. Participants exchange roles so that each participant has a chance to practice ○ Reciprocal Practice- RP: The participants working in pairs or groups observe each other’s performance and provide guidance and feedback
4	Wrap up and revision of key points	<ol style="list-style-type: none"> 1) While wrapping up go over the key messages of skill session again 2) Revise and emphasise the safety instruction of skill once again 3) In the end, encourage participants to ask questions if they are unsure how to perform any part of a skill and give ample time to participants for clarifications 4) Thank the participants for their active involvement and lively participation in learning of new skills.

2. Useful Tips for Trainers to Organize Successful Demonstration and Practice Sessions

- 1) Arrange the class so that each participant has ample room to view the demonstration (video or by instructor)
- 2) All skill demonstrations should be carried out at a slow pace, step by step
- 3) The demonstrator or other trainer continue to verbally explain each and every step of skill, while skill demonstration is underway
- 4) The trainers are required to make sure that all participants are familiar with the steps involved.

- 5) The skill (demonstration) can be repeated a number of times till trainers are certain that it is understood
- 6) Encourage participants to ask questions if they are unsure how to perform any part of a skill and give ample time to participants for clarifications
- 7) Arrange the classroom for skills practice in advance and ensure that there are adequate amount of training aid, equipment and supplies for the number of participants in the class.
- 8) Please allow each participant sufficient time to practice the skill until they are proficient as per performance criteria.
- 9) The length of the skill session will vary based on the skill and number of training aid as each participant will take turns using equipment e.g. manikins
- 10) One of your most difficult challenges as an instructor is to ensure that participants practice correctly. Continually monitor all participants, watching for errors participants make while practicing.
- 11) During skill sessions, divide the class in manageable sections according to the number of trainers available e.g. In case three trainers are available for a class of 30 participants, you can have three sections and each trainer to guide and monitor his/ her section of 10 participants during the practice session.
- 12) Keep in mind that the skills taught will likely be new to most participants; therefore, participants may require frequent one-on-one attention
- 13) Assist the participants to choose their partners. Do not group participants of the opposite gender together in pairs.
- 14) Do not allow participants to engage in horseplay, which can lead to injury or scuffles
- 15) For a successful skill session, instructors must provide correct direction and instruction, ample practice time, encouragement, positive reinforcement and corrective feedback
- 16) At community level, it is recommended to allocate full day to impart emergency response skills. However, in case additional time is required to practice skills by participants 1-2 hours from fifth day of training could also be utilized.

Session- 1

Conducting CERT Organization, Roles and Priorities

Session Learning Objectives

- ⇒ To know the importance of emergency response at community Level
- ⇒ To understand roles, responsibilities and organization of CERT in Emergencies
- ⇒ To identify the contents of a CERT Emergency Response Kit

❖ Time allocated

30 -40 minutes

❖ Facilitation methodology

Interactive lecture, demonstration, discussion and Q/A

❖ Reference Section

Part 2, Section – 1 CBDRM Training Manual for Participants

❖ Material required

- ▶ White board
- ▶ Multi-color markers
- ▶ Flip charts
- ▶ Flip stand
- ▶ Multimedia with laptop and screen
- ▶ Session handouts
- ▶ ER Tool Kits

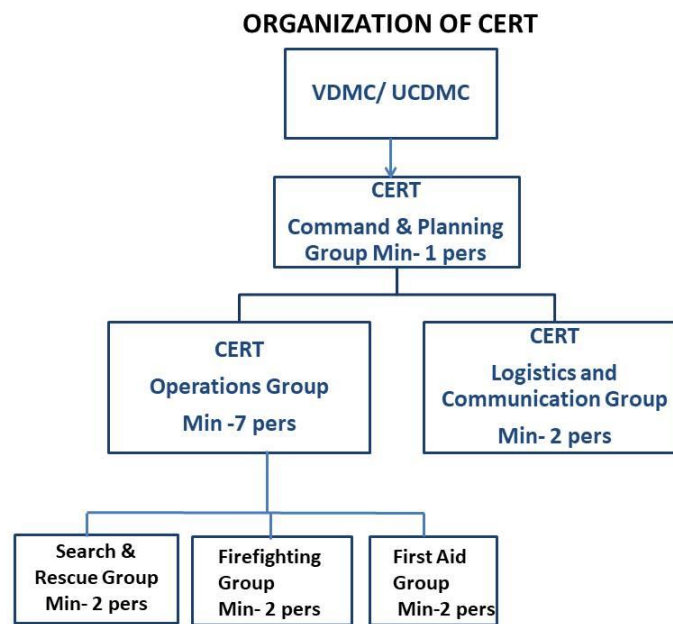
❖ Process for delivery of session:

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

Lecture Points-Steps

1. Set the stage by informing participants about the importance of emergency response at community level and highlight that ***first and foremost responsibility of community level emergency response preparedness is on all community members***

2. Start with introduction of session; highlight the objectives that have been identified at the beginning of the session.
3. The roles and responsibilities of CERT have already been covered in earlier session. Therefore, for refreshing their memories ask participants to narrate various tasks taught the previous day. Write them down on a Flip Chart; add/ correct if they miss out any task.
4. After revising the roles and responsibilities, display / show organization of CERT on a Flip Chart or power point. Clarify that this organization is suggested keeping in consideration minimum (essential) 10 volunteers per team. The groups could be expanded if the human and material resources allow. For example, 2 separate groups can be constituted for command and planning function, similarly 2 separate groups can be formed for executing logistics and communication function. Moreover, the number of volunteers in SAR, Firefighting and First Aid could also be reinforced depending on need and conditions.



5. In the next step explain how to carry out size-up of the scene and the procedure of carrying out initial scene assessment. Explain all the 9 steps one after the other

CERT - Emergency Response Size up

- 1) **Gather facts.** What has happened? How many people appear to be involved? What is the current situation?
- 2) **Assess and communicate the damage.** Try to determine what has happened, what is happening now, and how bad things can really get. Call professional responders/ VDMC
- 3) **Consider probabilities.** What is likely to happen? What could happen through cascading events?
- 4) **Assess your own situation.** Are you in immediate danger? Have you been trained to handle the situation? Do you have the equipment that you need?
- 5) **Establish priorities.** Are lives at risk? Can you help? Remember, life safety is the first priority!

- 6) **Make decisions.** Base your decisions on the answers to Steps 1 through 5 and in accordance with the priorities that you established.
- 7) **Develop a plan of action.** Develop a plan that will help you accomplish your priorities. Simple plans may be verbal set of instruction for team members
- 8) **Take action.** Execute your plan and report the situation accurately to VDMC
- 9) **Evaluate progress.** At intervals, evaluate your progress in accomplishing the objectives in the plan of action to determine what is working and what changes you may have to make to stabilize the situation.

6. After that, introduce the participants with Emergency Response Kit and Equipment. The kits can be displayed outside the training hall / classroom.
7. Provide specific details and instructions on use of personal protective equipment-PPE
8. At this point all participants should be encouraged to wear their individual PPE and will continue wearing it till end of the day. Assist the participants in correctly wearing PPE.
9. Wrap up the session with a reminder that ***first and foremost responsibility of community level emergency response preparedness is on all community members*** and the use of PPE while performing emergency response functions.

Supported reading material

- CBDRM Training Manual Participants Guide

Session - 2

Imparting CERT First Aid Actions & Priorities

Session Learning Objectives

- ⇒ To know the First Aid priorities to include Size-up and START at the scene
- ⇒ To understand and learn First Aid techniques to manage most common emergency situations

❖ **Time allocated**

3 hours/ 180 minutes

❖ **Facilitation methodology**

Interactive lecture, demonstration, practice, discussion and Q/A

❖ **Reference Section**

Part 2, Section –2 CBDRM Training Manual for Participants

❖ **Material required**

- ▶ White board
- ▶ Multi-color markers
- ▶ Flip charts
- ▶ Flip stand
- ▶ Multimedia with laptop and screen
- ▶ Session handouts
- ▶ Triage color ribbons
- ▶ Manikins CPR
- ▶ First Aid Kit (wound dressing, splints, gloves masks etc.)

❖ **Process for delivery of session:**

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

❖ **Part No -1**

Size-up of the scene, START- Triage Color Code and DR ABC

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain</p> <ol style="list-style-type: none"> 1) Definition of First Aid (Emergency Medical Response) 2) Aims of First Aid (Emergency Medical Response) 3) Size-up of the scene -Carryout initial assessment and size-up of the scene 4) START- Simple Triage and rapid Treatment 5) Initial assessment of patient - Carryout initial assessment of patient -DRABC 6) First Aid Priorities for CERT 7) Follow the instruction for lecture given in Table No1 and emphasize the safety instructions 	Explanation and essential safety instructions	10 mins
2	<ol style="list-style-type: none"> 1) The explanation of size-up, START- Triage and initial assessment should be followed by a demonstration arranged with the assistance of other fellow instructors. The demonstration requires total 9-10 role players 2) Five role players will role play as victims/injured. Each victim will have different injuries and medical conditions to give example pf the Triage colors codes 3) There will be four to five by standers (the bystanders can be arranged from participants). 4) Two instructors will act in pair as CERT members. 5) They will perform the size-up of the scene as they approach the victim. 6) Next they will perform the START- Triage and color code the four victims 7) The priority patient will receive DR ABC as per guideline 8) The demonstration should be carried out at a slow pace, step by step. 9) You can continue to explain each and every step of demonstration, while it is underway. 10) Follow instruction for demonstration given in Table No1 	ER skill demonstration	10 mins
3	<p>Partner-Based Practice-PBP</p> <ol style="list-style-type: none"> 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 	Skill practice in pairs or in small groups	15 mins

	<p>5) Practice sequence Size-up of the scene, START- Triage color code, DR ABC DRABC and then shock treatments</p> <p>6) Please ensure the participants do not indulge in horse play</p> <p>7) Follow the instruction for practice given in Table No 1</p>		
4	Size-up of the scene, START- Triage color code DR ABC	Wrap up and revision of key points	5 mins

❖ **Part No 2**

First Aid techniques to manage most common emergency Situations - Actions by CERT

- ▶ Initial Assessment by the First Responder - DR-ABC
- ▶ Cardio Pulmonary Resuscitation (CPR)
- ▶ Shock or Unconscious Patient/ Victim
- ▶ Conscious Choking Patient
- ▶ Wounds and Injuries
- ▶ Fractures and dislocation

CPR with Initial Assessment by the First Responder –DR ABC

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain DRABC techniques followed by the CPR, three simple steps involved in CAB</p> <ul style="list-style-type: none"> ▶ C-Circulation- Compressing and Call ▶ A-Airway ▶ B-Breaths 	Explanation and essential safety instructions	5 mins
2	<p>1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors.</p> <p>2) The demonstration requires total 3 role players</p> <p>3) One role players will role play as victim</p> <p>4) Two instructors will act in pair as CERT members.</p> <p>5) They will perform treatment actions on the victim and initiate the process by DRABC</p> <p>6) Next they will perform the CPR on the victims (the CPR will be performed on Manikin)</p> <p>7) The demonstration should be carried out at a slow pace, step by step.</p> <p>8) You can continue to explain each and every step of demonstration, while it is underway.</p> <p>Follow the instruction for demonstration given in Table No 1</p>	ER skill demonstration	10 mins

3	Instructor-Led Practice- ILP 8) Divide the class in 3-4 equal groups for practice. 9) Assign one trainer for each group 10) Each group to have 1 adult manikin and participants will take turn performing CPR under the watchful guidance of trainer assigned to the group. 11) Practice sequence DRABC -CPR 12) Please ensure the participants do not practice CPR (compressions and breathing) on each other Follow the instruction for practice given in Table No 1	Skill practice in pairs or in small groups	15 mins
4	CPR with Initial Assessment by the First Responder –DR ABC	Wrap up and revision of key points	10 mins

Shock or Unconscious Patient/ Victim

Serial	Lecture Points-Steps	Method of Delivery	Time
1	Explain symptoms, causes, management options and immediate actions ▶ Lower Head- Raise Legs ▶ Recovery Position	Explanation and essential safety instructions	5 mins
2	1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors. 2) The demonstration requires total 3 role players 3) One role players will role play as victim 4) Two instructors will act in pair as CERT members. 5) They will perform treatment actions on the victim and initiate the process by DRABC followed by the process of process of lower legs raise legs followed by recovery position 6) The demonstration should be carried out at a slow pace, step by step. 7) You can continue to explain each and every step of demonstration, while it is underway. Follow the instruction for demonstration given in Table No 1	ER skill demonstration	10 mins
3	Partner-Based Practice-PBP 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 5) Practice sequence DRABC and then shock treatments	Skill practice in pairs or in small groups	15 mins

	6) Please ensure the participants do not indulge in horse play Follow the instruction for practice given in Table No1		
4	Unconscious patient/ victim symptoms , causes, treatment options and actions	Wrap up and revision of key points	5 mins

Conscious Choking

Serial	Lecture Points-Steps	Method of Delivery	Time
1	Explain symptoms, causes, management options and immediate actions ▶ The situation when the victims can’t cough, speak or breathe- Conscious Choking	Explanation and essential safety instructions	5 mins
2	1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors. 2) The demonstration requires total 3 role players 3) One role players will role play as victim 4) Two instructors will act in pair as CERT members. 5) They will perform treatment actions on the victim and initiate the process by DRABC followed by the process for controlling / treating choking 6) The demonstration should be carried out at a slow pace, step by step. 7) You can continue to explain each and every step of demonstration, while it is underway. Follow the instruction for demonstration given in Table No 1	ER skill demonstration	10 mins
3	Partner-Based Practice-PBP 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 5) Practice sequence DRABC choking actions 5 blows – 5 abdominal thrusts 6) Please ensure the participants do not indulge in horse play Follow the instruction for practice given in Table No 1	Skill practice in pairs or in small groups	15 mins

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4	The symptoms, causes, treatment options and actions in situation when the victims can’t cough, speak or breathe-conscious choking Inform participants about the procedure for children (If child manikins are present demonstrate the procedure)	Wrap up and revision of key points	5 mins
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Wounds and Injuries- Controlling Bleeding

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain symptoms, causes, types of bleeding, management options for controlling bleeding</p> <ol style="list-style-type: none"> 1) Apply Direct Pressure 2) Elevate the Bleeding Body Part 3) Apply Bandages 4) Indirect Pressure/ Tourniquet 	Explanation and essential safety instructions	5 mins
2	<ol style="list-style-type: none"> 1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors. 2) The demonstration requires total 3 role players 3) One role players will role play as victim 4) Two instructors will act in pair as CERT members. 5) They will perform treatment actions on the victim and initiate the process by DRABC followed by the process for controlling bleeding emergencies and demonstrate all actions to control bleeding 6) The demonstration should be carried out at a slow pace, step by step. 7) You can continue to explain each and every step of demonstration, while it is underway. <p>Follow the instruction for demonstration given in Table No 1</p>	ER skill demonstration	10 mins
3	<p>Partner-Based Practice-PBP</p> <ol style="list-style-type: none"> 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 5) Practice sequence DRABC , direct pressure, elevate, apply bandages, 6) Tourniquet will not be practiced (discourage its use by CERT) 7) Please ensure the participants do not indulge in horse play <p>Follow the instruction for practice given in Table No 1</p>	Skill practice in pairs or in small groups	15 mins
4	<p>The symptoms, causes, treatment options and actions in situation when the victims can’t cough, speak or breathe-conscious choking</p> <p>Introduce the procedure for children (If child manikins are present demonstrate the procedure)</p>	Wrap up and revision of key points	5 mins

Fractures, Dislocation and Sprain

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain</p> <ol style="list-style-type: none"> 1) Dislocation, 2) Fractures 3) Sprain injury <p>Symptoms , causes, types of fractures and management options</p>	Explanation and essential safety instructions	5 mins
2	<ol style="list-style-type: none"> 1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors. 2) The demonstration requires total 3 role players 3) One role players will role play as victim 4) Two instructors will act in pair as CERT members. 5) They will perform treatment actions on the victim and initiate the process by DRABC followed by fracture and dislocation management 6) The demonstration should be carried out at a slow pace, step by step. 7) You can continue to explain each and every step of demonstration, while it is underway. <p>Follow the instruction for demonstration given in Table No 1</p>	ER skill demonstration	10 mins
3	<p>Partner-Based Practice-PBP</p> <ol style="list-style-type: none"> 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 8) Practice sequence DRABC, followed by fracture and dislocation management 5) Please ensure the participants do not indulge in horse play <p>Follow the instruction for practice given in Table No 1</p>	Skill practice in pairs or in small groups	15 mins
4	<p>dislocation, fractures and sprain symptoms , causes, types of fractures, treatment options for fractures, dislocation and sprain</p>	Wrap up and revision of key points	5 mins

Note:

After practicing the management of above noted most critical common emergency situations, if there is time available trainers can go through the symptoms and management options for heat stroke, drowning and snakebite.

Supported reading material

- CBDRM Training Manual Participants Guide

Session- 3

Imparting CERT Light Search & Rescue- SAR Actions & Priorities

Section Learning Objectives

- ⇒ To get knowledge about Light Search and Rescue -SAR
- ⇒ To learn basic requirements of SAR operation
- ⇒ To know the most common techniques employed in light SAR operations

❖ **Time allocated**

2 hours / 120 minutes

❖ **Facilitation methodology**

Interactive lecture, demonstration, practice, discussion and Q/A

❖ **Reference Section**

Part 2, Section –3 CBDRM Training Manual for Participants

❖ **Material required**

- ▶ White board
- ▶ Multi-color markers
- ▶ Flip charts
- ▶ Flip stand
- ▶ Multimedia with laptop and screen
- ▶ Session handouts
- ▶ First Aid Kit (wound dressing, splints, gloves masks etc.)

❖ **Process for delivery of session:**

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

❖ **Part No -1**

Size-up of the scene, Search, and Location of victims

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain</p> <ol style="list-style-type: none"> 1) Definition of Search and Rescue -SAR 2) SAR Size-up 3) Different Methods for Search and Location of victims <ul style="list-style-type: none"> • Hailing Search • Grid Search • Line Search • Perimeter Search 	Explanation and essential safety instructions	20 mins
2	<ol style="list-style-type: none"> 1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors. 2) The demonstration will consist of Size –Up and different methods for search and location of victims 3) All four methods of search techniques taught earlier will be demonstrated 4) The demonstration should be carried out at a slow pace, step by step. 5) You can continue to explain each and every step of demonstration, while it is underway. <p>Follow the instruction for demonstration given in Table No 1</p>	ER skill demonstration	15 mins
3	<p>Instructor-Led Practice- ILP</p> <ol style="list-style-type: none"> 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group of 10-12 participants will act as CERT team to first size – up the situation and carryout search for missing / lost victim through various search techniques <p>Follow the instruction for practice given in Table No 1</p>	Skill practice in pairs or in small groups	15 mins
4	SAR Size-up and different methods for search and location of victims	Wrap up and revision of key points	5 mins

❖ Part No 2

Basic Rescue Techniques–DR ABC

Serial	Lecture Points-Steps	Method of Delivery	Time
1	<p>Explain the basic Rescue Techniques</p> <ul style="list-style-type: none"> ▶ One Rescuer Lift Technique ▶ Two Rescuer Lift Technique ▶ Three or more Rescuer Technique 	Explanation and essential safety instructions	15 mins
2	<ol style="list-style-type: none"> 1) The explanation will be followed by a demonstration arranged with the assistance of other fellow trainers/ instructors, you also need a few participants to act as victims 2) One participant can role player as victim 3) The demonstrator (instructor) will show how to perform various rescue lifts for one person 4) In part two of demonstration two rescuer lift techniques will be demonstrated by the instructors who will act in pair as CERT members. 5) Similarly, three rescuer techniques will be demonstrated. 6) The demonstration will be made more informative by introducing <i>DRABC</i>, whenever the victim is rescued by the demonstrator. 7) The demonstration should be carried out at a slow pace, step by step 8) You can continue to explain each and every step of demonstration, while it is underway. <p>Follow the instruction for demonstration given in Table No 1</p>	ER skill demonstration	15 mins
3	<p>Partner-Based Practice-PBP</p> <ol style="list-style-type: none"> 1) Divide the class in 3-4 equal groups for practice. 2) Assign one trainer for each group 3) Each group to practice under the watchful guidance of trainer assigned to the group 4) Each group to form pairs of participants for practice 5) Participants will practice various one rescuer lifts and do DRABC on victim 6) The participants will take turn and switch roles so that everyone gets chance to practice 7) After single rescuer practice is complete the instructors can make required arrangements in their respective groups to practice two and more rescuer lifts 8) Please ensure the participants do not indulge in horse play <p>Follow the instruction for practice given in Table No 1</p>	Skill practice in pairs or in small groups	30 mins
4	SAR Size-up and roles and responsibilities of CERT	Wrap up and revision of key points	10 mins

Supported reading material

- CBDRM Training Manual Participants Guide

Session- 4

Imparting CERT Firefighting & Fire Suppression Actions & Priorities

Section Learning Objectives

- ⇒ To know about fire, its chemistry, classes and common causes
- ⇒ To learn basic firefighting and fire suppression techniques
- ⇒ To know the use of fire extinguisher
- ⇒ To understand CERT firefighting Safety Rules

❖ **Time allocated**

1 hours / 60 minutes

❖ **Facilitation methodology**

Interactive lecture, demonstration, practice, discussion and Q/A

❖ **Reference Section**

Part 2, Section –4 CBDRM Training Manual for Participants

❖ **Material required**

- ▶ White board
- ▶ Multi-color markers
- ▶ Flip charts
- ▶ Flip stand
- ▶ Multimedia with laptop and screen
- ▶ Session handouts
- ▶ First Aid Kit (wound dressing, splints, gloves masks etc.)
- ▶ Fire extinguishers
- ▶ Fire Blanket
- ▶ Water and sand in buckets
- ▶ Metal fire pan and wood/ petrol/ oil for igniting fire

❖ **Process for delivery of session:**

Trainers are encouraged to follow the steps outlined below while they facilitate the session:

❖ **Part No -1**

Fire Chemistry and Classes of Fire

Serial	Lecture Points-Steps	Method of Delivery	Time
1	Explain the following use power pint slides and flip Charts 1) Definition of Fire 2) Chemistry of Fire 3) Classes of Fire 4) Common Causes of Fire 5) Firefighting techniques -CERT 6) Use of Fire Extinguisher	Explanation and essential instructions	30 mins
2	1) The detail about should be followed by a demonstration arranged with the assistance of other fellow instructors. 2) The demonstration involves igniting various classes of fire and using suitable firefighting techniques i.e. cooling, smothering and starvation to extinguish those fires 3) The proper use of fire extinguisher will also be demonstrated 4) The demonstration should be carried out in open area and strict safety measures to be adhered too. 5) The demonstration should be carried out at a slow pace, step by step. 6) You can continue to explain each and every step of demonstration, while it is underway. Follow the instruction for demonstration given in Table No 1	ER skill demonstration	15 -20 mins

❖ **Part No -2**

1. After demonstration is complete, request all participants to occupy their seats in the training hall. Explain the process of fire size up in detail and emphasize upon the fire suppression safety rules mentioned in the CBDRM training manual
2. Wrap up the session by defining the roles and responsibilities of CERT in fire related emergencies again the most important aspect is the fire suppression safety rules

Supported reading material

- CBDRM Training Manual Participants Guide

