





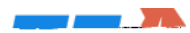




## Disaster Response

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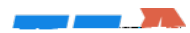
- (B) define and classify the types of hazardous materials;
- (C) define and explain the National Fire Protection Association (NFPA) 704 diamond placard;
- (D) define and explain the different colors of placards and how they relate to hazmat assessment in a disaster; and



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- (A) define and summarize the indicators of injury;
  - (B) distinguish between the extent of various injuries and treatment needed;
  - (C) collect documentation on injuries; and
  - (D) define and describe the most common closed-head, neck, or spinal injuries.
- (15) The student simulates treatment of disaster-related injuries. The student is expected to:
- (A) explain vocabulary terms related to the layers of skin;
  - (B) classify the severity of a burn;
  - (C) define and identify the methods for control of bleeding to prevent secondary infection;
  - (D) simulate the cleaning of wounds and how to apply dressings and bandages;
  - (E) identify treatment options and actions for a foreign object impaled in a patient's body; and
  - (F) define and demonstrate methods for the immobilization of joints immediately above and below the injury.
- (16) The student performs simulated light search and rescue operations. The student is expected to:
- (A) assess a simulated rescue scene and formulate a plan of action based upon the available information;
  - (B) organize teams and apply safe techniques for debris removal and victim extrication;
  - (C) identify necessary materials for cribbing operations;
  - (D) manipulate cribbing materials to stabilize the object prior to lifting; and
  - (E) simulate the lift and troubleshoot possible impediments.
- (17) The student explains documentation requirements required during a disaster response by CERT Team members. The student is expected to:
- (A) organize and deploy volunteer resources such as CERT organizational procedures and command structure;
  - (B) review with the command post the transfer of information ; and



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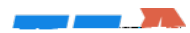
- (D) determine team organization based on the scope of an incident, prediction of overall strategy, review of resources, and evaluation of actions and results.
- (19) The student describes the psychological impact of a disaster on rescuers and victims and demonstrates psychological first aid. The student is expected to:
- (A) investigate appropriate communication techniques for crisis situations;
  - (B) identify and explain the post disaster emotional environment;
  - (C) identify the steps that rescuers can take to relieve stressors on themselves and disaster survivors;
  - (D) analyze the psychological and physiological responses that may be observed in rescuers after a disaster;
  - (E) model and explain to team members, before the effort begins, what they can expect to see and what they can expect in terms of emotional response in the survivors and themselves; and
  - (F) examine and explain the goals of on-scene psychological intervention.
- (20) The student discusses terrorism and its relationship to and impact on CERT. The student is expected to:
- (A) define vocabulary associated with terrorism;
  - (B) identify the risk posed by various weapons employed by terrorists;
  - (C) identify potential targets for terrorist attacks within the community;
  - (D) develop a plan of action for a suspected terrorist incident;
  - (E) define and evaluate the environmental indicators of a biological or chemical attack; and
  - (F) simulate procedures for the protection of people and property from terrorist threats.

### Recommended Resources and Materials:

- Community Emergency Response Team (CERT) model curriculum
- FEMA curriculum, PowerPoint presentations, videos and other resources.
- CERT Community trainer.
  - Assist with development of Personal Response Plans and Campus Response.
  - Provide resources to teach specialized skills.
- American Red Cross
  - Curriculum.
  - First Aid Training
  - CPR Training.
- Local law enforcement agencies and firefighters.

### Recommended Course Activities:

- Formal CERT team organization training and demonstrations.
- Personal, family and workplace preparedness plans.
- Occupational Safety and Health Administration (OSHA) 10-hour safety course.
- Basic First-Aid and CPR certification.



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- Fire Safety.
  - Fire safety walkthrough and reports.
  - Safe fire suppression.
- Hazardous materials safety.
- Disaster medical operations (Red Cross First Aid and CPR).
  - Triage (Simulation and skills assessment)
  - Medical operations teaming simulations and drills. (Red Cross, Irving Fire and Rescue)
  - Emergency treatment (First-Aid).
  - Search and Rescue.

### Suggested methods for evaluating student outcomes:

- Student Certifications (OSHA, CPR, and First Aid).
- Skills assessment rubric will be created and used throughout the course.
- Completion of disaster plans evaluated, and presented, to panel of CERT experts.

### Teacher qualifications:

An assignment for Engineering Applications of Computing (EYW) is allowed with one of the following certificates.

- Trade and Industrial Education: Grades 6-12 with appropriate work approval as identified on the certificate
- Trade and Industrial Education: Grades 8-12 with appropriate work approval as identified on the certificate
- Vocational Trades and Industry: Grades 8-12 with appropriate work approval as identified on the certificate
- Health Science Technology: Grades 8-12.
- Health Science: Grades 6-12.

### Additional information:

None.