Instructor Guide to Unit Two:
Understanding Emergency Management

1. The **goal** of this unit is to provide participants with an understanding of Emergency Management as a profession. It will examine local, state, tribal, and federal emergency management. It will offer a glossary of general terms common to the profession.

2. This is the **content** for Unit Two:
   a. Defining emergencies and disasters 10 minutes
   b. The local, state and federal emergency management systems 10 minutes
   c. Comprehensive Emergency Management 10 minutes
   d. The emergency lifecycle 10 minutes
   e. Emergency Support Functions 10 minutes
   f. The language of emergency management 10 minutes

3. **Unit two is scheduled for one hour**
   Time spent on each unit can be maneuvered by dropping content and referring to its placement in the take-home materials. This permits flexibility on the part of the instructor and encourages participants to question or discuss course matters. It also holds the instructor to the time limit for the unit without expecting participants to stay overtime or to have instructors who follow to give up their time.

4. **Supplies** needed for Unit Two:
   - LCD projector
   - Computer linked to LCD projector
   - Computer disk containing Unit Two power point presentation
   - Instructor Guide for Unit Two
   - Participant’s Manual for CERT

5. **Instructional staffing requirements:**
   One instructor can teach this unit. Preferably four instructors will team teach the section, one each with expertise in local, state, tribal, and federal emergency management.

6. **Creative Contributions**
   In the column to the right of each of the slides in this unit, there is space to take notes on teaching techniques that are fun, funky, and innovative. Use the classroom time in this train-the-trainer course to share ideas on how to reach people with different learning styles. Seal good ideas, generate some yourself, and utilize other’s ideas as a foundation to develop new training techniques that benefit all course participants!
7. The field of Emergency Management is usually not well-known by the general public until a disaster strikes. At that time community members must learn about the organizational patterns of disaster response and recovery agencies. It is a lot to learn under stressful circumstances; individuals on a Community Emergency Response Team will learn about this process before a disaster strikes.
Objectives

• Understand the organizational roles and responsibilities of Local, State, Tribal and Federal Emergency Management organizations.

• Recognize and use the most common terms that are a part of the emergency management profession.

8. This unit is not written so all participants understand the full roles of all levels of government in a disaster. It is written to stress the concept of partnership and similar language, goals and organizational patterns.

From Emergencies To Disasters

• Routine emergency
• Non-routine emergency
• Catastrophic disaster
• Presidentially declared disasters

9. This slide parallels the concept of local, state, tribal, federal response patterns. It sets up the slide that follows.
10. Disasters all start at the local level and because there are structures in place at the State, Tribal and Federal level, local governments can look for assistance to come when requested (in a very formal process).
11. An understanding of the local Native American communities will be helpful to the instructor. There are times when the Tribes go through the State government to access federal aid, and times when they go directly to the federal programs. Also, many differences exist in Tribal Emergency Management programs and they vary from region to region. Knowledge of this is important to the participants and can be prepared ahead by the instructor according to the region the training is taking place.

12. Understand the concept of uninsured and underinsured needs for this section. The federal government will not make people whole again after a disaster. Managing expectations comes through an understanding of the scope of programs.
13. Regardless of the type of hazard, it is the responsibility of emergency management to help put in place mitigation, preparedness, response, and recovery programs to deal with these hazards. The concept used for handling all types of disasters and their consequences is called “comprehensive emergency management” (CEM).

14. There is no ‘one spot’ where this circle of the emergency lifecycle begins. This is a good discussion point for participants.
15. When the President has declared a disaster, the Federal Emergency Management Agency (FEMA) has been tasked to coordinate planning, training, mitigation, response and recovery efforts. FEMA can utilize other government agencies as the disaster conditions mandate by calling upon their emergency support functions. There is a chart in the participant’s handbook (Unit 2, Chart 2) that indicates which agencies perform which tasks.

16. The last ten minutes of this unit is slated to explore the language, terms, and acronyms of emergency management. Participants should get comfortable asking what terms mean if they don’t know. Often they will not feel it is appropriate to ask, and instructors use the terms freely assuming everyone knows their meaning.
17. The last twelve slides in this unit are examples of partnerships during disaster response and recovery. They highlight different organizations, different tasks that need to be accomplished, and highlight services the general public often takes for granted, except in time of disaster. For example slide three shows a woman doing laundry. She is a volunteer from the Southern Baptist Disaster Services. She does laundry for a 12-hour shift for the Urban Search and Rescue team members.
18 This slide is an example of how many voluntary agencies might be at a major disaster. This is from the Florida Emergency Management response to a hurricane. It is posted so people know who is in the area and what they are helping with.
19. This slide is good to reference the chart of partners (Unit 2, Chart 2) that help respond from federal agencies other than FEMA. “What would the USDA Forest Service help with?” is a good question to have participants utilize that chart.
20. This slide is a good example of mitigation as well as a link to the SBA which funded the loan to this family to build it, after a previous tornado hit the area.
21. Announcements before the participants are dismissed:

If your CERT class continues on the same day, take your break and return to this classroom.

Or

If your CERT class continues on another day (next week or next month) Your **Homework Assignment** is to read Unit Three: Fire Safety