LESSON PLAN 20150722

Class Length: 3.5 hours

Class size: 8 – 24

0900 – 1 min

Welcome

SHOW this PowerPoint slide on the screen when students are arriving

INTRODUCE yourself and other instructors (if applicable). Include your name, title, and responsibility in ESS

****

LESSON PLAN LEGEND:

- **p. # – #:** Page numbers, for example p. 1 – 2, refer to the participant guide unless noted otherwise in the instructor guide

- *****:** Important points

- This Lesson Plan is based on a class that starts at 0900. The times for other class start times can be adjusted accordingly

IMPORTANT INFORMATION FOR COMMUNITY BASED TRAINERS:

- In this document, Community Based Training /Trainers will be referred to as CBT

- Certain items will be indicated as "(not for CBT)" if it only applies to face-to-face courses facilitated by JIBC instructors. Any reference to the "Instructor Guide" *does not* apply to Community Based Trainers

- The e-Learning website was created specifically for individual learning and CBT. It is strongly recommended that CBT familiarize themselves with the e-Learning website, http://wp.jibc.ca/igl/, before they start facilitating the learning materials

- The Participant Guide and PowerPoint may also be used for CBT, however, those materials were created specifically for face-to-face classes facilitated by JIBC instructors

Welcome

- Housekeeping
- Forms and paperwork
- Introductions
  - Your name
  - Your community/agency
  - One skill/strength you're bringing to group lodging
- Participant guide
- Icebreaker

0901 – 24 min

Housekeeping

EXPLAIN

- Parking
- Course Duration
- Washrooms
- Breaks
- Refreshments/Lunch (if provided)
- Security of classroom during breaks
- Cell phones/pagers (on vibe)
- Evacuation procedures/meeting place
- Smoking areas

Forms and paperwork

ASK participants, if they haven't already, to:

- Print their name on name tent cards

- Fill out Student Information Sheet and hand in (place in the *Course Materials Return* envelope) ***ensure emails are filled out*** (not for CBT)

- Class List (only for classes at the JIBC New Westminster campus) – sign in (not for CBT)

- EMBC Task Registration Form – Workers' Compensation and Liability coverage, $2 million personal liability coverage for gross negligence involving an EMBC ESS responder. Responders must sign the form, DAILY, to ensure coverage

- Networking sheet (optional)

*** **STATE** we always appreciate your feedback to improve this course. Throughout the course, when you have a recommendation for course content, flow, etc., please write it down to jog your memory when filling out the online evaluation. After this course ends, you will receive an email with the link to the online Course Evaluation survey. Please take the time to fill it out and give us feedback on the course *** (students of CBT will only have access to the online course evaluation survey)

STATE feel free to look at the resource materials during the breaks:
- Newspaper articles
- BC Housing information sheet
- Brochures (can be found on the http://www.ess.bc.ca/pubs.htm website)
    - After the evacuation – help when you need it most (also available in Chinese and Punjabi)
    - Emotional health issues for families & friends of disaster workers
    - One step at a time – a guide to disaster recovery
- Group lodging signs
- Coloured vests

Introductions

ASK participants to introduce themselves
- Name
- Community
- One skill/strength you are bringing to group lodging

Participant Guide (e-Learning Website for CBT)
(p. 1)

EXPLAIN guide contents:

• The Participant Guide is your reference copy – write your name on it and use highlighters or sticky notes to remind yourselves of key information

• PPT slides are embedded into guide

• There are 3 Modules and 4 Appendices (refer to the Table of Contents to talk about them)

STATE The online format of this course is also available for referencing http://wp.jibc.ca/igl/. It is laid out almost exactly the same as the Participant Guide.

ACTIVITY – Icebreaker True/False

(**Instructor Guide for Activity and Recommended Answers**)

(10 min)

Before exercise, ensure True/False signs are posted on either end of the taped sleeping area

STATE stand and move to the area designated for the exercise. The taped area is how big the sleeping area will be for 1 cot. The area is not very big

STATE I will be making 8 statements. For each statement, move to the appropriate side of the taped area, depending on whether you believe the statement to be true or false. This is a warm-up exercise to get you thinking about the topic of "Group Lodging", and the "answers" to these statements are based on Canadian Statistics and Public Health Agency of Canada Guidelines for facility standards. They do not apply in all situations. Response activities are disaster, community, and situation specific

READ statement and after students move to a side

ASK, for those who believe the statement is false, why do you believe it is false or what would make it true

ACKNOWLEDGE a correct answer or **EXPLAIN** it to the class

Keep discussions about the statement brief

Follow the same procedure for statement #2 through #8. When completed, ask participants to take their seats

Course Introduction – Course Info ***Learning Outcomes***
(Instructor Guide for Learning Outcomes Flip Chart)
(p. 3 – 4 or e-Learning Website for CBT)

STATE Every week (or even more often) the media reports on emergencies or disasters throughout the world, and the impact these events have on people. In some cases, local residents have been required to leave their homes. Other disasters have left people homeless.

Today, we will be discussing what we can do to help these people. Specifically, we will be discussing the topic of Group Lodging. What does this term mean to you?

LIST some emergencies or disasters that have happened in your own community requiring evacuation

STATE keep in mind what may work in one city or town, may not work in another

REVIEW
• Course Goal
• Course description – this is an introductory course
• Audience – all ESS responders who work in GL
• ***Course Learning Outcomes***

- **SHOW** prepared flip chart of Learning Outcomes
- Prerequisites – EMRG-1600 Intro to ESS
- Recommended Course – EMRG-1610 Intro to RC
- Highly Recommended – ESS in a BCERMS Environment Presentation **ASK** for a show of hands who did the prerequisites so you know whether you need to explain (BC)ERMS briefly

STATE this manual can be used with the GL Operational Guidelines and ESS Field Guide as references at GL. These can be found on the EMBC ESS website. Appendix B: Resources, has the site address

PASS copy of GLOG and ESS Field Guide around the room, if available

POINT TO poster of fully expanded GL org chart

STATE having a fully expanded org chart helps us to see what functions we may need

REVIEW Agenda

(Instructor Guide for Agenda Flip Chart)

SHOW prepared flip chart of day's Agenda
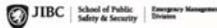
Module 1: Group Lodging Services

ASK Has anyone resided in a dormitory style setting – athletic events, conferences, schools, etc.?

STATE

Firestorms 2003 – GL was needed for evacuees as well as fire fighters and other response workers

In January 1995 the Kobe earthquake left 300,000 people homeless and 600 shelters were opened

And of course there was Hurricane Katrina, leaving thousands of people homeless as well. It could happen here!

ESS is about "people helping people" – it feels good to be a part of a team helping others during a time of disaster

Explain what GL is
(p. 7 or e-Learning Website for CBT)

ASK what is GL?

STATE other names for GL
- Congregate lodging
- Evacuation centres
- Disaster or emergency relief centres
- Emergency shelters (thought the term shelter has several connotations, e.g., women's shelter, nuclear shelters, etc.)
- Emergency accommodations
- Emergency housing

STATE GL facilities are public facilities (e.g., community centres, arenas, etc.) that are not normally used for living purposes, but have been adapted to provide shelter style accommodations for large numbers of people who have been displaced from their homes as a result of an emergency or disaster.

STATE in GL, people will be provided with a sleeping space, meals, as well as information about the emergency

EXPLAIN the GL facilities may have been predetermined by the ESS team in the planning phase. This section will talk about the types of services provided at a GL

Group Lodging Services

- What services are provided?
- When is one opened?
- What is the link between group lodging and reception centres?

0935 – 8 min

Describe the types of services provided at a GL facility
(p. 8 – 9 or e-Learning Website for CBT)

READ visualization narrative
(Instructor Guide for Visualization Narrative)

BRAINSTORM what would you, as an evacuee, like to see in place at GL that would ease your concerns about staying there?

WRITE ideas on a flip chart

EXPECT
- Signage
- Security
- Check in/out, sign in/out
- Information
- Area(s) to sleep
- Refreshments
- Health care – physical, emotional support

DISCUSS more services available at GL

- Volunteer/staff management
- Safety
- Special needs
- Meals distribution
- Multicultural

STATE not all services may be provided; some may be provided at another centre, e.g., in the Kamloops fires 2003, Resource Acquisition and Volunteer Management were done at a separate facility that managed resources for 2 RCs and 1 GL so critical resources could be prioritized

TALK ABOUT pets – generally pets are not allowed in GL due to allergies and health regulations, with the exception of registered assistance animals. Some local authorities have access to larger facilities and may allow pets in a separate room or in a separate facility.

Outline when GL is opened (p. 9 or e-Learning Website for CBT)

EXPLAIN ESS is generally available for a maximum of 72 hours. Give examples of exceptions, e.g., Kamloops fires 2003

EXPLAIN when GL is opened

- Under the BC Emergency Program Act, communities (local authorities) are required to establish an emergency management organization and they may have a plan to respond to local emergencies. The ESS plan is an important part of this local emergency plan
- During an emergency response, the ESS plan is activated under the direction of the local ESS Director (ESSD), Emergency Program Coordinator (EPC), or designate
- Usually activated during a large or complex event, which is a Level 3
    - 1 or more ESS facilities activated (e.g., RC, GL)
    - Involves multiple dwellings

ASK what is the difference between RCs and GL? **EXPLAIN (p. 10 or e-Learning Website for CBT)**

0943 – 2 min

Summarize Module 1 (p. 11)

REVIEW

- What is GL
- Services provided
- When GL is opened

Group Lodging Services

Activity – Matching Services
- Participant guide – end of Module 1
- Assign letter(s) to the space provided for each service. Each choice may be used more than once
- 5 minutes

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0945 – 10 min

ACTIVITY – Matching Services
(5 min to complete, 5 min to review)
(p. 12 or e-Learning Website for CBT)

STATE work in your table groups, in 3s, or in pairs to answer the questions in the table, depending on class size

**STATE** you have 5 minutes to complete this activity then we will go over the answers as a class

READ out answers to the questions
(Instructor Guide for Recommended Answers)
(5 min)

STATE the answers for all ESS course activities can be found on the e-Learning website

CHECK OFF flip chart learning outcome #1: Describe the services of GL
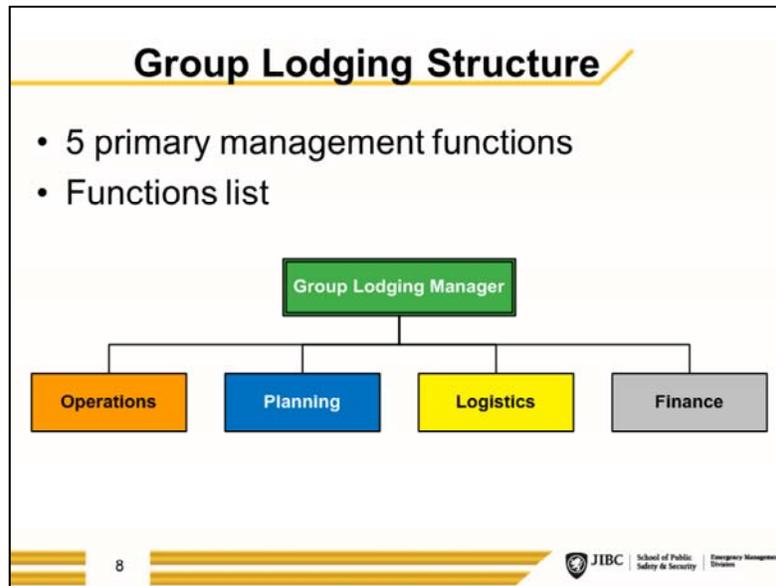
955 – 5 min

Module 2: Group Lodging Structure

Differentiate between the 5 primary management functions
(p. 15, Figure 1 or e-Learning Website for CBT)

EXPLAIN 5 primary management functions

INTRODUCE titles for each section to help students remember the function titles:
- GL Manager – Decision Maker
- Operations Section – Doers
- Planning Section – Thinkers
- Logistics Section – Getters
- Finance Section – Payers

SHOW GL vests, if available

STATE the colours on the organization chart indicate the vest colours that these positions would be wearing. Whether the functions are in an EOC, RC, or GL, the colours will always be the same

STATE think *functions*, depending on the size of the community and disaster, 1 person may do several jobs or several people may be required to do 1 job. Remember we heard during the T/F Exercise that 85% of the work can be done by GL residents

STATE the GL Manager is the person in charge in GL. He or she is responsible for the smooth running of the GL. He or she is not alone, however, as there is a management team with specific functions/roles or tasks.

STATE each GL facility will have a GL Manager. If there are many GL facilities opened, as there were in Kobe (600), each of the GL Managers would report to a GL Coordinator. The ESS Director is ultimately in charge of the ESS response for the community

STATE no matter what function you are performing, there will be someone you can ask for information or get help from. The incident command system promotes communication and coordination

Describe the GL structure
(p. 16 or e-Learning Website for CBT)

STATE many people in smaller communities may feel overwhelmed, thinking there is a staggering number of volunteers needed for this organization. If you think functions, it may help. 1 or 2 people may provide all of the functions or services in a small community or small response. It may, however, take several people to provide one function or service in a major disaster in a large municipality. Give examples.

STATE p. 16 has a list of all the functions that may be activated during a response. The functions activated and the number of responders performing the activated functions will depend on the incident and resources available. One responder can perform several functions

Group Lodging Structure
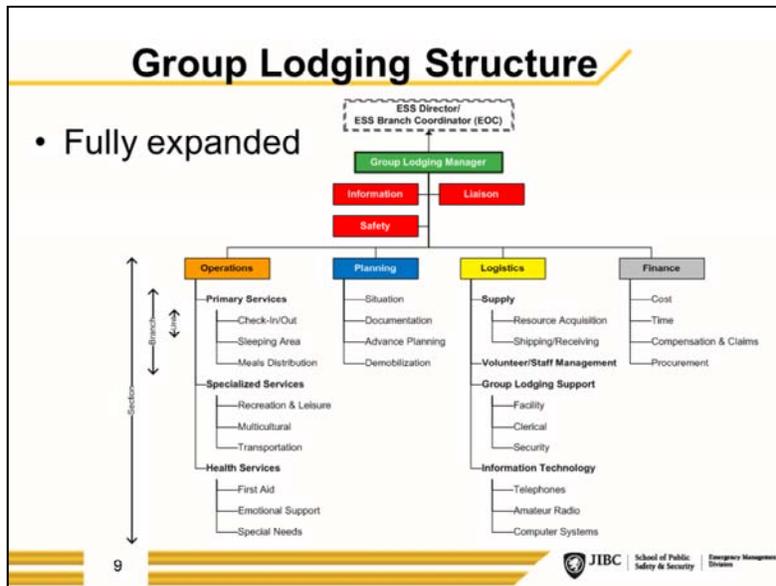
1000 – 15 min

Describe the GL structure
(p. 17, Figure 2 or e-Learning Website for CBT)

STATE if all of the functions in GL were activated, the organizational structure would look like slide 9, Figure 2 on page 17 of your participant guide, or the poster. Many activated GLs may be much smaller. The ESSD is shown here with dotted lines because he/she is usually located at the local authority EOC as the ESS Branch Coordinator within the Operations Section.

Using PPT 9 or poster, **POINT TO** and **EXPLAIN** unit, branch, and section.
(p. 18 – 22 ,Tables 2 – 7 or e-Learning Website for CBT)

DESCRIBE each of the functions while pointing to the PPT or poster

Ones to note are:

MANAGEMENT:

STATE the GL Manager is responsible for the overall smooth functioning of the GL. If there are no other management staff, the GL Manager will also assume the Information, Safety, and Liaison functions

OPERATIONS:

STATE Check In/Out and sign in/out need to be done. Check in/out is at the beginning and end of a resident's stay. Sign in/out when they come and go from the premises. Sign in/out provides for accountability of the residents should the facility need to be evacuated

STATE Sleeping Area function distributes sleeping equipment, sets up area, and assigns sleeping spaces

STATE Recreation & Leisure is important, especially for the children/youth, to keep them busy and out of trouble

STATE there is a ESS Translation Guide (link in Appendix B) to help with Multicultural Services

STATE the First Aid function should be staffed by qualified/certified responders; in some areas, St. John Ambulance volunteers or other support organizations may be utilized for the first aid function

STATE the Special Needs function should be staffed by qualified/certified responders

STATE the Emotional Support function should be staffed by qualified/certified responders; in some areas, organized Disaster Psychosocial Services (in BC, it's DPS) volunteers may fill this service

PLANNING:

STATE in some areas, Recovery Transition can be manned by the Red Cross, insurance company representatives, Municipal or Regional District staff, Agriculture and/or children's services staff from the provincial/territorial offices, if available, or other provincial/territorial offices (in BC, it's Ministries), as applicable

LOGISTICS:

STATE the Resource Acquisition is also responsible for ensuring a GL kit is ready for deployment to the next event before the current event is over

STATE In some areas like the Central Okanagan Regional District, Volunteer/Staff Management and/or Finance branches are combined and when possible.

Volunteer Services Centre is set up away from both the RC and GL. The Centre would train both areas, depending on staffing requests from the Managers. When there were multiple RC and GL facilities open, this would ensure equal distribution of responders.

Finance combined for RC and GL so supplier agreements are not duplicated and some functions may be necessary at both sites but not all.

STATE the Facility function is often filled by municipal staff if using their buildings

FINANCE:

STATE in the Finance function, some municipalities and regional districts will cover some or all of these positions from the EOC

STATE for each of the functions or services listed in the previous section there is a description of the work to be done and a checklist of tasks to be done by the responder taking on this function or service and corresponding function aids, e.g., forms, templates, instructions, etc. In BC, these are compiled in the GLOG (link to the GLOG in Appendix B)

STATE turn to Appendix B for an example of a function checklist – Check In/Check Out Function Checklist

EXPLAIN responsibilities, activation, operations and demobilization tasks, and function aids

Group Lodging Structure

Activity – Matching Functions & Roles
- Review task cards
- Post tasks/activities below the most appropriate GL function
- *Hint:* Reference Tables 2 – 7 in the guide
- 15 minutes
- As a larger group, review functions and make adjustments as needed

10

1015 – 15 min (then break, then review)

ACTIVITY – Matching Functions & Roles
(15 min to complete, 10 min to review or e-Learning Website for CBT)

STATE use Tables 2 – 7 to do this group activity

DIVIDE task cards and hand out to table groups, 3s, or pairs, depending on class size

STATE work in your table groups, in 3s, or in pairs to post tasks/activities below the appropriate GL function

1030 – 15 min

BREAK
CONFIRM time students are to return

1045 – 10 min

DISCUSS as a larger group, review posted activities at each function and adjust as needed
(Instructor Guide for Recommended Answers)
(10 min)

1055 – 5 min

Summarize Module 2

REVIEW main organizational structure and roles and responsibilities, if necessary

CHECK OFF flip chart learning outcome #2: Explain the roles and responsibilities of the functions in a GL

Module 3: Working in Group Lodging
(p. 27 – 28 or e-Learning Website for CBT)

DESCRIBE once you've been called out
- Communicate with family and employer – how to maintain contact
- Dress casual, in layers, and for the season
- Take your grab and go bag (Intro to ESS course)
- Take a cell phone and charger
- Bring your ID – vest, hat, jacket, name tag, local and provincial photo ID

STATE usually when you arrive on-site, the GL Manager will already be at the facility and the GL kit will have been located (check your local ESS Plan)

EXPLAIN the importance of having a personal preparedness plan

ASK who has a PPP in place?
- More information can be found in the Introduction to ESS online course

STATE there are some things all ESS responders can do to get started. The full function checklist can be found in the GLOG

- Sign in on the EMBC Task Registration Form
- Confirm who you report to and work assignment
- Wear your ESS identification (vest, name tag, ID card(s))
- Introduce yourself to your co-workers
- Set up workstation
- Buddy up with a co-worker to watch out for each other
- Listen for the call to briefing and attend
- Review the assigned function checklist and corresponding function aids
- Notify your supervisor of any resource requirements
- Obtain equipment, supplies, and required forms

Working in Group Lodging

- Group lodging set-up
  - Group lodging kit
  - Additional equipment and supplies
  - Function/service areas

13
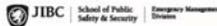
1103 – 3 min

Outline how to set-up GL

(p. 29 or e-Learning Website for CBT)

STATE depending on size of disaster and response expected, the entire facility may or may not need to be set up. The GL Manager, with the management team, will determine what services need to be set up. **GIVE EXAMPLES**

EXPLAIN GL kits

- ESS team puts together during planning stage
- Ideally 1 per GL, but if sharing with other GLs, the GL Manager is responsible for making arrangements for delivery of the kit to the GL

ASK what do you think would be useful to have in a GL kit? Refer to the participant guide for a complete list of GL kit contents

(p. 30 or e-Learning Website for CBT)

WRITE on flip chart

EXPECT

- ESS identification: colour coded vests and lanyards, name tags
- Sign set, wristbands
- Office supplies
- Safety equipment: flashlights, cones, power bars

- First aid supplies
- Personal hygiene supplies
- Recreation supplies
- Supplier list with contact numbers, function checklists and aids

DISPLAY GL kit contents, if available

DISPLAY vests and signs and note their importance for a professional image

STATE some teams are now organizing the GL kit according to colour code and function.

STATE not all ESS teams have storage facilities. If not, it may be helpful to have a list of suppliers handy

DESCRIBE additional Equipment and Supplies – some may already be on site
(p. 31 or e-Learning Website for CBT)
- Office equipment
- Emergency equipment
- Sleeping/Lodging equipment/supplies
- Sanitation supplies
- Feeding and baby supplies
- Water and food

List the function/service areas that may be set up in group lodging
(p. 32 or e-Learning Website for CBT)

LIST a few of the function/service areas that might be set up
- Waiting area for services
- Information area (bulletin board, tv, internet)
- Check in/out and sign in/out area
- Staff quiet and break/lunch area
- Emotional support, first aid, sleeping, and eating areas

1106 – 1 min

STATE this is a sample floor plan for facility with rooms

Working in Group Lodging

- Group lodging set-up
  - Sample floor plan for facility *without* rooms

15

1107 – 1 min

STATE this is a sample floor plan for facility *without* rooms

STATE these are only samples. The actual set up will depend on what is needed during that specific event

**STATE** for this reason, it's beneficial to consider optional set ups if the primary one, for whatever reason, if ineffective

STATE this is a sample sleeping area set up adapted from North Shore Emergency Management Office ESS GL Plan 2009

STATE even when GL is set-up and running, changes in the layout of the GL may be needed to meet the changing needs of the ESS response. Meetings of the GL management team throughout the day will identify issues, challenges, and possible changes of the GL

STATE this is a sample sleeping area set up used during the Kamloops fires in 2003

Guidelines for working in group lodging

Describe how to respond to some common challenges in group lodging

(p. 37 – 47 or e-Learning Website for CBT)

STATE the participant guide has some sample guidelines that were adapted from the City of Richmond, North Shore Emergency Management Office, and the City of Vancouver in 2010 ESS Regional Group Lodging Field Guide.

BRIEFLY DESCRIBE each heading

Ones to note are:

Care homes – GL may not be suitable so generally they have their own contingency plans for evacuation. If they are evacuated to GL, care home staff are responsible for their residents and medical concerns. Settle anxious ones in a quiet area with one-on-one support

Check in/out vs. sign in/out – check in/out occurs at the beginning and end of an evacuee's stay. Residents must sign in/out when coming and going from the premises so they can be accounted for in an evacuation. An example of a Check In/Out Process (from the City of Richmond, North Shore Emergency Management Office, and City of Vancouver Regional Group Lodging Plan) and Sign In/Out Log can be found in Appendix B

Children:

- Should be supervised by their parents/ guardians at all times
- A minimum of 2 qualified and licensed child care workers can look after children at the GL for short periods of time while they are completing paperwork
- If they are separated from their caregivers and arrive at the GL, let your supervisor know (the provincial/territorial children's office has responsibility for them; in BC, it's MCFD)
- Can only be released to their parents, adult siblings, legal guardians – not to neighbours, family friends, or other relatives
- Suspected abuse should be reported to your supervisor

Disputes – everyone is to be treated with respect, without discrimination. If evacuees are not comfortable staying in GL under those terms, they can make alternative shelter arrangements. Notify your supervisor or security, or call the police if your safety is a concern

Drugs & Alcohol – not allowed in the GL. Sometimes, medical issues like diabetes may seem like drug/alcohol issues so if you are unsure, ask First Aid to assess

Food Donations – cannot accept food from the general public due to health regulations. Food can be accepted from restaurants because they are Foodsafe certified, however, if a restaurant wants to contribute, vouchers are better. Make sure that the restaurant is not asking for compensation for these donations before accepting them

Internal Communications – some ways of communicating in the GL include bulletin boards, memos, shift change briefings, staff meetings, and training (sometimes training is on the spot)

Language/Translation – usually a youth within the immediate family, other evacuees, or staff on site will have translation skills. The ESS Translation Guide (link is in Appendix B) provides translations for typical questions in various languages

Media – GL is equivalent of a private residence and only registered guests are permitted to enter. Direct media to speak with the Information Officer or ESSD. If they are off site, provide them with contact information. If media insist on speaking with residents, advise them you will ask residents if they would like to speak to the media – outside the GL

Medical Issues – health care professionals can be brought in to educate about non-infectious diseases. Residents behaving strangely can be referred to Emotional Support or if not activated, then advise your supervisor. Prevention of the spread of infectious diseases is very important. There are steps to contain a situation on p. 44 of your guide

Pets – are generally not allowed with the exception of registered assistance animals due to health regulations and allergies. Some local authorities have access to larger facilities and may allow pets in a separate room. If not allowed and people refuse to stay in the GL without their pets, then they are choosing not to stay in GL

Privacy – respects each other's privacy; limit social media photos and posts to their personal experience only. Tents are not allowed

Sanitation Standards – p. 45 of the guide has standards for water usage, dust control, and garbage collection

Security – is there for directing traffic and movement into the facility, establishing security patrols and night watches. They need to have a list of all residents with them. Fire drill should be reviewed with every evacuee at the time of check in

Sleeping area – there is some information about reserving beds, moving cots, sharing cots, and lights out for shift workers on p. 46

Smoking – is permitted in designated outside areas only

Standards of Conduct – sometimes referred to as Resident Information Sheet, should be posted in a prominent area and given to each evacuee. It can be found in the GLOG (Link to GLOG is in Appendix B)

Vandalism – address issues with the parent or guardian if a minor is involved. If necessary, contact security or police

Volunteering to Help – encourage residents to help. There are many jobs that do not require special training. Residents who help maintain the GL can develop a sense of belonging and take more responsibility for their actions. Remember, 85% of jobs in the GL can be done by residents!

Worker Care – you will be informed, educated, and supported, but if you are having difficulty with your workload, advise your supervisor. Responders need to look after themselves in order to be able to help others

STATE you are never alone. Ask your supervisor if you are unsure

STATE you can bring these scenarios back to your team and use them to help you design evacuees for your team's first GL functional exercise

Demobilizing

(p. 48 or e-Learning Website for CBT)

STATE one last item. When certain functions are no longer needed, your supervisor will advise when it's time to demobilize or deactivate. Each function has a demobilization checklist. A general one can be found on p. 48 of your participant guide. Checklists are available in the GLOG to ensure all the necessary tasks are completed before you leave

1125 – 20 min

ACTIVITY Addressing Challenges
(10 min for the activity, 10 minutes to review)
(p. 49 – 53 or e-Learning Website for CBT)

DIVIDE up the 17 questions, assign to table groups, 3s, or pairs, depending on class size

STATE work in your table groups, in 3s, or in pairs to answer the questions. Write your answers onto a flip chart and pick a speaker to share with the class

DISCUSS as a larger group, go around the groups and ask for their answers, and ask others for feedback
(Instructor Guide for Suggested Answer Key)
(10 min)

1145 – 1 min

Summarize Module 3

REVIEW set-up and common challenges

CHECK OFF flip chart learning outcome #3: Outline how to set up and work in group lodging

Course Wrap-up

- Course summary
- Review learning outcomes
- Course debriefing
  - Comments
  - Questions
- Course assessment
- Course evaluation survey
- Sign out on Task Registration Form

Thank you!

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1146 – 4 min

Course Wrap-up

SUMMARIZE the course
REVIEW objectives

ASK if anyone has any questions or needs something clarified

1150 – 45 min (likely everyone will finish within 30 minutes)

Course Assessment (for CBT: instructions for registering for the online assessment can be found on the e-Learning website)

STATE the quiz is required to show as having completed the course. This course, once completed, can be used as a prerequisite for the next level of courses**.** If you don't complete it, your transcript will show as "Audit" and cannot be used as a prerequisite for higher level courses

STATE the quiz needs to be completed in class. It is open book, 25 multiple choice and true/false questions (maximum time 45 min)

STATE students:

- who do not wish to complete the quiz may sign out on the Task Registration Form
- who are writing the quiz can sign out after they hand in their quiz

If students change their mind and decide they want to write the quiz at a later date, they can register for the exam on the JIBC website and write the online quiz

HAND OUT course quiz

COLLECT the quizzes after students are finished

Course Evaluation (the online evaluation for CBT can be found on the e-Learning website)

STATE the ESS Training Program Assistant will email you all the link to the course evaluation. Please complete the Course Evaluation online survey as soon as possible. We value your feedback and your feedback is used to improve the course

STATE thank you for your time and willingness to become a trained ESS responder. Have a safe trip home and I look forward to working with you again.

NOTES FOR THE INSTRUCTOR (not for CBT)

FAX OR SCAN AND EMAIL the Task Registration Form/Class List to the ESS Training Program Assistant , *the day after the class*

- The timeline for faxing/emailing the Task Registration Form/Class List is very important, as the course evaluation link cannot be sent to the students until the list is received

ENSURE all of the Student Information Sheets, original Task Registration Form/Class List, and quizzes are in the Course Materials Return Envelope and send it back to the ESS Training Program Assistant within **one week** following the training

- The timeline for sending these forms back is very important, as the student records cannot be updated until the information is received