Using Sphere Standards in Urban Contexts | **Module 0. Introduction to the course  
INSTRUCTOR GUIDE**

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| For information on how to use this Instructor Guide and related documents, see “Orientation to Training Package” document |

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# MODULE 0. Introduction to the Course

**Instructional Objectives:**

* Introductions: trainer and training participants introduce themselves (see Activity 0.1).
* Identify the course learning objectives.
* Describe the intended audience of the course.
* Provide an overview of the training structure, schedule, and additional logistics.

**Note:** For stand-alone delivery of Module 1 or Module 2, modify Module 0 content by tailoring the Learning Objectives, Training Structure, and Schedule as needed.

This module could be delivered as a standalone module the day before the training and could serve as a a networking opportunity event.

**Recommendations:**

* Before the course start (especially for a remote training delivery), share the “how to use the participants guide” document and the “Participants Guide” slides with participants.
* As part of this module (especially if delivered as a standalone module the day before the training), arrange time to walk participants through the “how to use the participants guide” document and an example of the “Participants Guide” slides. Ensure participants understand the course activity environment and how to navigate and use the participants guide.
* Send training materials each day before the training and notify participants.
* Encourage participants to review the Sphere standards ahead of the course or take the online introductory course. <https://spherestandards.org/online-courses/>. Alternatively, invite the participants to complete the Sphere online course when sending the initial invitation email.
* Ahead of each activity, revisit how to use the participant guide for this activity. For activities with multiple steps, consider doing step 1: breakout, then return to the group to discuss, then step 2: breakout, return, and so on. Alternatively, if the instructor wants participants to go through all steps in the breakout room, go over each step clearly, emphasize that participants are expected to go through each step, and then go over an example.
* Join breakout rooms during activity periods to see if participants need assistance or clarification.
* Create hyperlinks within the participant guide slides to help with navigation.
* Encourage participants to be creative and efficient by using their participant guide; for example, they could create a table to fill out some activities and organize their inputs.
* For some debriefing activities or discussions in the main room, a participant input deck (blank Google slide deck, or structured by activity with placeholders for group input) could be created to encourage participants to share their discussion group findings more. Participants can access this link through their participant guides and paste outputs from their group discussions in the slides. When debriefing the activities, the instructor can switch from the instructor slides to these engagement slides and show participant outputs.

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| Training Assessment | Pre-Delivery | | **Total: 10 min** |
|  | **Instructor Notes**  Share the online Pre-Assessment Survey with participants:  [*https://forms.gle/8pnv6eDpkNWAugtB8*](https://forms.gle/8pnv6eDpkNWAugtB8) | |

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| 0.1. Introduction to the Course | | **Total Lecture: 3 minutes  Total Activity: 20 minutes**  **>Required Activities:**  **5-10 minutes**  **>Optional Activities:**  **5-10 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** |
| 0.1. Module Overview | |  |
| **Overview of Module 0** | **Talking Points**  Prepare participants for the training by providing a brief overview of what will be covered in the Module. | **Activity (Required)**  Participants will introduce themselves, become acquainted with other participants and the instructor, and share their past experience with urban contexts.  See **Activity 0.1. Introductions** for detailed instructions. |
| 🔴 Activity 0.1. Introductions (Required) | | **Activity: 5-10 minutes** |
|  | **Activity Type:** Icebreaker Warm-Up Activity  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Identify the past experiences and training motivations of other participants and the instructor * Conceptualise urban contexts on an introductory level   **Preparation:** Flip chart and pens (optional)  **Participant Grouping:** Participants will begin the exercise in pairs (or groups of three, as needed) and then re-group in plenary.  **Activity Instructions:**  Participants will introduce themselves, become acquainted with other participants and the instructor, and share their past experience with urban contexts.   1. Instructor Introduction    1. Action: The instructor should begin by introducing themself.    2. The instructor briefly shares their name, organisation, position, past experience with urban contexts, and past experience as an instructor (optional). 2. Participant Introductions    1. Action: In pairs, participants briefly share their name, organisation, position, past experience with urban contexts, and motivation for taking the course. 3. Share Introductions with the Group    1. Action: If time allows, participants briefly present their partner to the group.    2. Action: If short on time, participants briefly introduce themselves to the group.   **Alternative Activity Option:**  Participants ask their partner to choose one word to describe urban contexts. During the group sharing step, create a Word Cloud on the flip chart with all the participants’ descriptive words (the Word Cloud can be saved for use in Activity 1.0. Why Are Urban Contexts Important?).  If it is an international training, the instructor can mark the countries where participants work on a map to create a map of represented experience.  **Notes for the Facilitator:**   * The instructor’s introduction sets the expectations for the activity. Timing can be an issue with introductions, so keep your own introduction short. Encourage participants to be brief and remind them as needed. * Do not skip introductions! They are time consuming but important for establishing rapport. * This icebreaker activity can be replaced with a similar activity of your preference.   **Online/Hybrid Delivery:**  This activity can be completed using the Main Call and/or the Chat functions of an online video conferencing platform. If short on time, opt for a very brief round of introduction i.e. name, affiliation. Alternatively, encourage participants to briefly introduce themselves in the chat. | |
| 0.1.A. Course Learning Objectives | |  |
| **Course Learning Objectives** | **Talking Points**  Review the overall **Learning Goal** of the training:  *The course will promote ethical, inclusive, rights-based, and people-centred humanitarian response in urban contexts via the proper application of Sphere Standards (including the Humanitarian Charter, the Protection Principles, and the Core Humanitarian Standard), with an emphasis on accessibility, adaptability, and flexibility. Upon completion of the course, participants will feel empowered and prepared to plan humanitarian action in urban contexts and to establish equal, respectful, and supportive relationships with local urban stakeholders to promote their capacity to apply Sphere Standards to urban humanitarian crises.*  Review the specific **Learning Objectives** of the training**:**  At the end of this training, learners will have an increased understanding of how to:   * Apply Sphere Standards to urban contexts to plan and deliver humanitarian response. * Identify differences and similarities between humanitarian response in urban contexts and rural/camp contexts, specifically identifying attributes of cities that present opportunities and challenges for humanitarian response and for the application of Sphere Standards. * Conduct needs analysis using a people-centred, rights-based approach and context analysis using a systems approach, including stakeholder mappings and mappings of existing capacities, resources, and risks in urban contexts. |  |
| 0.1.B. Course Intended Audience | |  |
| **Who Should Take This Course?** | **Talking Points**  Brief overview of the **target audience of the course**, including summary of knowledge and experience the instructor expects participants to already have.  For participants who do not have this experience:   * That is fine! You will still learn a great deal from this course. * Participants with less experience in these areas or different expertise should support their learning as needed with supplementary readings. * Refer to the Additional Reading lists at the end of each section for recommended supplementary readings. | **Activity (Optional)**  Complete a group expectation-setting activity.  For an example, see **Activity 0.1. Setting Expectations**. |
| 🔵 Activity 0.1. Setting Expectations (Optional) | | **Activity: 5-10 minutes** |
|  | **Activity Type:** Ideation Warm-Up Activity  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Identify the past experiences and training motivations of other participants and the instructor * Conceptualise urban contexts on an introductory level   **Preparation:**   * Flip chart and pens * 3 sheets of flip-chart paper prepared with the following headings: Expectations for the Course, Expectations for my Colleagues, Expectations for the Instructor   **Participant Grouping:** All participants as one group, in plenary.  **Activity Instructions:**  This activity takes a participatory and inclusive approach to setting course expectations. Participants will collaborate as a group to develop and establish expectations for the course, their colleagues, and the instructor.   1. Brainstorm and Record Expectations    1. Prompt: Ask participants to brainstorm expectations for       1. The course       2. Their colleagues       3. The instructor    2. Action: Record the expectations identified by participants on the prepared flip-chart sheets.       1. Review the list of expectations as a group, ensuring that the expectations are clear, reasonable, and collectively agreed upon.       2. Retain the list of expectations for future reference.   **Notes for the Facilitator:**   * When describing the activity, emphasise to participants that these expectations form a social contract between all of the people in the room. * Participants may struggle to start brainstorming expectations. It can be helpful to have a few prompts prepared. For example:   + Being polite and respectful to all people.   + Actively listening when others are talking, and ensuring everyone has space to contribute.   + Respecting all questions and ideas.   + Being respectful of time limits. * Aim to adhere to and respect all the expectations that participants establish for the instructor (whenever possible), and clearly acknowledge any expectations that could not be met. * It is useful to retain the list of expectations for future reference to reflect on participants’ expectations of the course and to reinforce the behaviours and conduct agreed upon by the group (e.g., in cases where participants are disruptive, unwilling to participate in activities, or otherwise depart from these expectations).   **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. The list of expectations can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | |
| 0.1.C. Training Structure Overview | |  |
| **Training Structure** | **Talking Points**  **Module 1** focuses on establishing a foundational level of knowledge about humanitarian response in urban contexts.   * There are many misconceptions about urban contexts among humanitarian personnel. These misconceptions can be both positive and negative. * Cities are complex spaces with many interlocking, interdependent systems and stakeholders, which pre-existed the emergency or crisis. * This module helps to establish a shared baseline understanding of urban response.   **Module 2** focuses on how to apply Sphere Standards to humanitarian response in urban contexts.   * Sphere Standards are the same everywhere! * However, needs in urban areas may be different. And how people meet their needs in urban areas may also be different. * Recall those pre-existing urban systems! These systems can be utilised by both disaster-affected people AND by humanitarian actors to help meet needs. * Therefore: the Sphere Standards are applied to urban contexts as they are applied to any other context. But how they are achieved and how they are measured may be different in urban contexts.   **Module 3. The Capstone Simulation Exercise** is a half-day exercise in which participants will have the opportunity to apply the course material.  **The course follows an interactive, participatory methodology**.   * In order to understand urban contexts, you must go beyond rote memorisation of facts and figures. * Instead, this course should help you achieve a realistic and actionable understanding of the complex, interacting systems which you must join with in order to successfully respond to emergencies in cities. * You will be asked to participate: there will be interactive exercises throughout the course, designed to help you reflect on the structures and systems of urban contexts and how to apply Sphere Standards. * Most notably, the course concludes with a half-day simulation exercise in which you will apply the course material. * Two case studies will be used to create the activity environment. The first case study is the based on the Ukraine context, which is a generic scenario with multiple situation updates. This will be used on days 1 and 2. Second, on day 3, participants will have the opportunity to apply what they've learned in the TTX component of the training to a specific situation. |  |
| 0.1.D. Activity Environment | |  |
| **Activity Environment** | **Talking Points**   * Most activities are conducted using breakout rooms * While in the breakout rooms, participants will use a Google Slides document created for their group * This collaborative document will include:   + All activities where participants will collaborate in breakout rooms   + Thumbnails of activity slides with instructions for the activities   + Background Case Study material   + A section for participants to take notes and brainstorm for each activity   + A section for participants to synthesise their discussion in preparation for plenary debrief for each activity   **Instructor Notes**   * Allow enough time to explain each activity and ensure that everyone understands the requirements and steps. * If time allows (especially when using this module as a stand-alone one) use the *how to use the participant guide* document to explain how to use participant materials and stay engaged in the learning environment. |  |
| 0.1.E. Training Schedule Overview | |  |
| **Training Schedule** | **Talking Points**  Prepare participants for the training with an overview of the schedule and break times. |  |