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| **Session 8: Food Security and Nutrition** | **1 hour 30 minutes** |
| **Note:** This session is primarily knowledge based (explaining some key standards and indicators in the food and nutrition sector and providing context for them) and partially attitude oriented (heightening awareness of the key considerations when deciding on response strategies). There is some analytical skills work, in the form of choosing the best response strategies, and coordinating among different actors and approaches in a food response.  The indicators highlighted in this session were selected because they are the easiest to visualise and grasp through experiential learning, so that abstract numbers (i.e. 2,100kCal) can be comprehended visually in a hands-on presentation.  The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  2. **A small-group** **exercise** to evaluate the strengths and weaknesses of three food programming options in the initial stages of programme strategy development and coordination.  3. **Tactile/visual activities** to be conducted by participants.  4. **A short video** whichdepicts the importance of coordination in the delivery of a food response programme. | This session includes a quick analytical exercise focusing on the strategy development phase of the humanitarian programme cycle. |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Explain the links between the food and nutrition sector and other response sectors * Visualise and describe one of the most commonly cited indicators –the minimum daily food energy requirement * Use common food and nutrition terms and acronyms correctly when reading assessment reports or contributing to multi-sectoral discussions * Choose between food response strategies based on contextual factors | |
| **Key messages**  There are four key messages of the session that you should highlight. The goal is that participants will be able to absorb and restate these key messages with colleagues after the training.   * Underlying factors affecting undernutrition are complex and should be addressed through integrated intersectoral approaches. * There are multiple strategies for addressing undernutrition. These must be considered carefully and decisions should be based on assessment and analysis of the context. * Coordination is key to successful food and nutrition programmes. * Learning and knowing the language and key details of the sector allow you to contribute to decision-making and coordination between sectors. | |

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| **Concise session plan (this is a fast-paced session)** | **Timings** |
| 1. Introduction and learning objectives (slides 1–4) | 5 mins |
| 1. Sphere standards and indicators in food and nutrition (5–15) | 20 mins |
| 1. Food rations and minimum energy requirements slides and quick tactile/visualization demonstrations (16–22) | 10 mins |
| 1. More Sphere standards and terminology – slides and quick run through of common terms and their meaning and importance (23 and 24) | 5 mins |
| 1. Food programme strategy activity – small group activity (25–27) | 45 mins |
| 1. Video and session summary (28–30) | 5 mins |
| **Other files and preparations you will need**  **Files:** Print and prepare the handouts and guidance notes for this session ahead of time to make your session logistics easier.  The small-group exercise requires a printout of **one role sheet for each** **person** from the **STP 8 Food Strategy Development Activity.docx**. There are three roles in the file, so it is important to separate the three roles to ensure correct distribution, i.e. **print one-sided** and use different colours of paper for quick recognition. Read slides 25 to 27 and all three roles before the exercise to familiarise yourself with the scenario and the strategy options the group will consider.  **For the tactile/visualisation activities**, you will need the file **STP 8 Food Ration Activity.docx** and the following supplies:   * a measuring cup or food scale * at least 14 glasses or plastic cups   Bags/bottles (at least two or three times the quantity shown) of:   * 20 grams of sugar * 420 grams of rice * 60 grams of lentils * 30 grams of cooking oil * 30 grams of flour * 5 grams of salt   Before the session, take seven glasses or cups and measure out the quantities shown above. | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. Alternatively, have participants take turns in highlighting the standards for this chapter using the physical Sphere Handbooks. 2. If you cannot play the included video, skip it and ask if there are any particular examples of a food and nutrition programme in the country in which you are holding your training. Ask those who are familiar with the programme to present it as a micro case study. Note that a live presentation will take longer than the video, so you will need to adjust session length accordingly. 3. The tactile visualisation exercise and the strategy selection and coordination exercise are both well suited for situations where there is no power, or when you cannot (or prefer not) to use the PowerPoints slides. | |