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| **Session 5: Protection Principles** | **1 hour 30 minutes** |
| **Note:** This session is half knowledge based and half attitude based. It is presumed that previous sessions have been conducted covering the Sphere basics (What is Sphere 1 and 2 and the Humanitarian Charter). If this is not the case, you may need to add some time to give a bit of background.  Each participant will need a copy of the Handbook from the beginning of the session. The session combines two elements interwoven throughout its 90 minutes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View” to guide your presentation.  2. Several quick **participant engagement exercises** (both individual and small group) to create a dialogue instead of a lecture and to help participants internalise the key points in their own way. |  |
| **Learning objectives**  By the end of this training, the participants will be able to:   * State the four protection principles in their own words * Give clear examples of how these principles are put into practice throughout the humanitarian programme cycle * Explain the need for, and be able to refer to, the Professional Standards for Protection Work | |
| **Key messages**  These are key messages of the session that you should highlight in your presentation and underline at the conclusion of the session. The goal is that participants will be able to absorb and restate these key messages with colleagues throughout and after the training.   * Everyone should be guided by Protection Principles, even if they do not have a distinct protection mandate or specialist capacity in protection. * The four Protection Principles outline the way individuals and organisations can avoid exposing affected populations to further harm, and how they can help people to achieve greater safety and security. * The Professional Standards for Protection Work are a useful compliment designed for protection professionals (but which also provide useful insights for generalists and other non-protection specialists). * The Protection Principles are relevant to all phases of the humanitarian programme cycle. | |

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| **Concise session plan** | **Timings** |
| 1. Introduction and learning objectives (slides 1–2) | 5 min |
| 1. Definition of protection and the scope of protection needs (3–7) | 10 min |
| 1. Working with the four Protection Principles – quick exercise for small groups (slide 8) | 15 min |
| 1. Practical example activities that support each principle – individual analytical and group-led exercises (slides 9–11) | 20 min |
| 1. The Professional Standards for Protection Work (12–14) | 5 min |
| 1. Short case study analysis in plenary (15–17) | 30 min |
| 1. Wrap-up and summary (18–19) | 5 min |
| **Other files you will need**  The PowerPoint file for this session is **STP 5 Protection Principles.pptx**  There are four Word files for handouts that are also needed:   * **STP 5 Protection Action Cards.docx** (Print one copy and cut into individual cards. Print a second set in a different colour for groups of more than 24 people.) * **STP 5 Protection Actions Answer Sheet.docx** (Print one for yourself.) * **STP 5 Mini Case Study.docx** (Print one for each participant.) * **STP 5 Protection Principles table-headers-full-sheet.docx** (Print one copy. Print a second set in a different colour for groups of more than 24 people.) | |
| **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. As long as participants have access to the Sphere Handbook and materials for writing on flipchart or other large paper, this session should work well in any setting and for any level of technology. | |