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| **Session 2: What is Sphere: The Handbook** | **1 hour 30 minutes** | |
| **Note:** This session is primarily knowledge based. Participants should each have a copy of the Handbook in their hands for this session. It explains the structure and use of the Handbook and emphasises some of the key themes of Sphere as a basis for more informed, and practical, use of the Handbook. The session combines two elements interwoven throughout its 90-minutes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”. Explain the key themes on the slides to the participants and encourage them to **use the Handbook to look up key points.** (Make it clear that participants are expected to actually open the book and start exploring it.)  2. Quick **participant engagement exercises** to create a dialogue (instead of a lecture) and to help participants personally interact with some key aspects and overall structure of the Handbook. |  | |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Concisely explain Sphere’s core philosophy * Navigate the Sphere Handbook structure and components as an informed user * Advocate for using all of the Sphere Handbook in guiding humanitarian action * Use the Code of Conduct to guide humanitarian response:   handbook.spherestandards.org | | |
| **Key messages**  These are the key messages of the session that you should highlight. The goal is that participants will absorb and be able to restate these key messages with colleagues after the training.   * People affected by crises have the right to life with dignity and to assistance. * The Humanitarian Charter is the cornerstone of the Sphere approach and Handbook * The foundation chapters and the technical chapters of the Handbook are two halves of one approach. Both are integral to each other and to ensuring quality humanitarian response. * Understanding the overall structure of the Handbook, and the use of its different components, is critical to using it effectively. | | |
| **Concise session plan** | | **Timings** |
| 1. Introduction and learning objectives (slides 1–2) | | 5 min |
| 1. What is Sphere – the big picture (includes embedded video) (3–5) | | 15 min |
| 1. Guide to the Sphere Handbook structure and components (6–18) | | 20 min |
| 1. Working with the Code of Conduct in the real world (gallery walk activity) (19–21) | | 20 min |
| 1. Putting it all together (creative activity) and summary (22–25) | | 30 min |

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| **Other files you will need**  The PowerPoint file for this session is **STP 2** **What is Sphere-the Handbook.pptx**. There are prepared handouts for this session which will make your session logistics easier if they are printed and prepared for distribution ahead of time. This session is supported by two Word documents:   1. The Code of Conduct Principles (**STP 2** **COC Principles.docx**) – print one copy on A3 paper (one-sided) and post the pages around the training room before the session starts. 2. Sphere Components Cards (**STP 2 Sphere** **Component Cards.docx**) You will need four to six sets of the Component Cards (or as many small working groups as you will have) cut to size from A4 sheets. If you are repeating this training often you might laminate them for better reuse.   The Humanitarian Standards Partnership (HSP) is introduced briefly on slide 22 in this session. If you’re not planning to cover the HSP in more detail later in your course or workshop (e.g. using STP session 18), print a copy of the HSP app flyer (**STP 2 HSPapp-A5-flyer-EN.pdf**) for each participant, and encourage them to download the HSP app **during the next break**. |
| **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. 2. If you cannot play the included video, skip it but review the video yourself to be able to make a quick summary of the key points raised. |