

SDG13 Climate Change Engage Game Design



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Lesson 33: Facilitating a World Café

Subjects: Design, Environmental Science, Game Design, Geography, Science, Technology

Lesson Title and Summary: Facilitating a World Café

In this lesson, the learner will experience the World Café methodology as a reflective tool.

A World Café is a series of conversations around a question or issue. It was developed in 1995 and is a simple, flexible and effective way to host large group dialogue. By facilitating a World Café as a reflective exercise for your learners, it will enable them to process their thoughts on the game design process and feedback further on each others' work.

Vocabulary: Collective Discovery, Diverse Perspectives, Harvest, Open Space Technology, World Café

In this lesson, the learner will:

- contribute to discussion
- record information
- actively listen
- reflect and share perspectives

Materials

- Teacher's Guide: Facilitating a World Café
- Poster paper (1 piece of paper per table, per round)
- Markers (1-2 per group)
- Blue-tac
- Tables and chairs or other props to set up a speaking space

4 QUALITY EDUCATION



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG13 Climate Change Engage Game Design

L33: Facilitating a World Café



Activity Instructions

Before the lesson:

- Set up the space how you wish. Refer to Support Resource: Facilitating a World Café for suggested ideas.
- Decide how many groups you will facilitate. Ideally, there are no more than 5 learners per group.
- There will be 3 rounds of conversation. Write each round's question at the top of each piece of paper per group and put them face down in each group's area, in the order that you want them used. Each group will have 3 pieces of poster paper.
- Assign 1-2 markers per group.

In this module, we are using the World Café format as a reflective exercise on game design, see the Support: Facilitating a World Café for question examples.

Activity 1 Preparing for the World Café (10 mins)

1. Divide learners into small groups (no more than 5 per group).
2. Invite them to sit at one of the pre-prepared spaces, where they will find paper and markers.
3. Ask each group to assign a recorder (someone who will write down the ideas that are shared). The rest of the group can either be speakers or listeners (or both), but whichever role they choose, they must be active in it.

Activity 2 World Café rounds (40 mins)

1. Begin the first round of the Café by asking the recorder in each group to turn over the first piece of poster paper. Give learners 10 minutes to discuss the question, the recorder writing and/or drawing key ideas down.
2. Begin the second round by either;
 - Asking the recorder to turn over the second piece of paper
 - Asking all learners to move to a new table (with the exception of the recorders). The recorder can then turn over the second piece of paper with their new group.
3. Repeat the above steps for round three.

Activity 3 The Harvest (10 mins)

1. Ask the recorders to pin the poster paper from each round to the wall.
2. Give learners time to walk around and read the reflections of other members of the class.
3. Ask each learner to share 2 interesting things they learnt from the other reflections.

SDG13 Climate Change Engage Game Design

L33: Facilitating a World Café



REFLECTIVE EXERCISE: 3-2-1 (10 mins)

As this is the last lesson and the World Café is a reflective lesson - this 3-2-1 can be used to gather feedback on the overall module.

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a mentimeter survey - www.mentimeter.com to gather reflections

EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter lesson, reduce the number of rounds in Activity 2.

Extension: For a longer lesson, extend the amount of time for the World Café rounds. Ask each recorder to present key ideas from each round to the whole class.

Other ideas:

- Encourage learners to think about how they might share their game design or implement a playable prototype.
- Flipped classroom: Watch some of the videos (see Media Box) and host a class discussion on how the learners could organise and co-ordinate the World Café themselves - see World Café Hosting Kit in the media box. This could include how they want to set up the space, encourage them to bring props to create the setting, what they want to find out and develop the questions.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

- 'How to Run a World Café' (4:52min) <https://www.youtube.com/watch?v=Tfpyu84pg6k>
- 'How to Facilitate a World Café' (3:07min) <https://www.youtube.com/watch?v=bImYMj88b20>
- 'Powtoon World Café Creativity Technique' (3:51min) <https://www.youtube.com/watch?v=qTiBLZJmd00>
- 'World Café Method' - <http://theworldcafe.com/>
- World Café Hosting Kit <http://theworldcafe.com/tools-store/hosting-tool-kit/>

Local Trip / Expertise / Additional Work and Assessments

- Invite a local expert (e.g. Local Authority Environmental or Planning Officer) to facilitate or attend the World Café
- Invite a local member of the community into facilitate the Café.
- Invite other teachers into the facilitation process.

CCE L33TG: FACILITATING A WORLD CAFÉ

13 CLIMATE ACTION



A World Café™ is a facilitation / social innovation tool that promotes a series of conversations around a question or issue. It was developed in 1995 ([Brown and Isaacs](#)) and is a simple, flexible and effective way to host large group dialogue. You can find out more at theworldcafe.com

Before running a World Café session with your class, here are some tips to get you started based on the :

Create a space

Ideally, you want the space to feel inviting for students to share their ideas in. When they are comfortable, they will be more creative. You could set up the tables to look like a restaurant, with tablecloths and flowers, or you could set up cushion spaces on the floor.

Encourage everyone to contribute

Some people like to contribute by speaking, others by recording and others by listening. Encourage students to contribute in the ways that they feel most comfortable, but remind them that whatever they choose must be active!

Groupings

Each table or space should have no more than 5 students.

Materials

For each table or space, you should prepare the following for the session:

- One piece of poster (or A3) paper per round (e.g. 3 pieces for 3 rounds)
- Write each question at the top of each paper and put them face down on the table, in the order you want them used
- 1-2 markers for the recorder
- Blue-tac for putting the papers on the wall for the Harvest

Find out more about the World Café method at: <http://www.theworldcafe.com/>



L33: FACILITATING A WORLD CAFÉ



As a teacher you can decide, based on your learners and your timetable, how you wish to undertake your World Café (see Extension/Reduction box in the lesson plan).

You may wish to involve learners more by developing questions linked to Lesson 31 - 32 peer assessment or more about their experience of the project.

Below are some sample question ideas you could use as prompts to generate questions or use within your World Café:

- How do you feel your game helps your peers understand the issue of climate change more?
- What kind of changes would you make to your game design and why?
- In what ways has the process of designing a game, helped YOU understand the issue of climate change better?
- What did you find most easy and most difficult about the process? Why?
- How did the process help you to understand how you like to learn? Which other subjects or topics you feel could be learned this way?
- What are the most interesting skills you have developed during the process?
- What skills do you feel might need to develop more? Why?
- How would you improve the learning process? Include suggestions for activities.

We hope you enjoyed the module. We are keen to improve the module, and we would love to know how it went and what you found out. To share any feedback, 321s or what you found out from the World Café, please contact us:

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