

## World Café

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| □Time<br>Required  | <ul style="list-style-type: none"> <li>• Two weeks' out-of-class preparation,</li> <li>• 90 minutes for sharing in class</li> </ul>   |
| □Key Skills  | <ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Speaking and listening if the discussion is in English.</li> <li>• Ability to listen to others' opinions</li> </ul> |
| □Type  | Group activity of four to five people. Having a class of at least 20 students is preferable, as it will create diversity when moving between groups.  |
| □Overview and Goals  |   |
| <p>The World Café is a unique type of discussion format conducted in a cozy relaxed atmosphere, as in a café, outside the formality of a classroom or conference room. The term, the World Café, has become widespread since it was first used by Brown, Isaacs, and the World Café Community in 1995. Additionally, in recent years, it has been used in problem-solving workshops by companies and NPOs in Japan. These are the seven basic principles of the World Café:</p> <ol style="list-style-type: none"> <li>1) set the context</li> <li>2) create hospitable space</li> <li>3) explore questions that matter</li> <li>4) encourage everyone's contribution</li> <li>5) cross-pollinate and connect diverse perspectives</li> <li>6) listen together for patterns, insights, and deeper questions</li> <li>7) harvest and share collective discoveries</li> </ol> <p>(Brown, Isaacs, &amp; World Café Community, 2005, p. 40)</p> <p>Particular attention should be paid to 2) creating a relaxed atmosphere where everyone can freely express their opinions, 5) interacting with diverse opinions and ideas, like bees pollinating flowers, and 7) generating innovative ideas from the resulting "accumulation of knowledge." The World Café differs from conventional group discussions in that the members circulate and change groups every 10 to 20 minutes to meet other participants and get different opinions. Each group is given a large piece of paper to record its discussions.</p> <p>In these days of active learning, group discussions tend to be the order of the day, but simply dividing the participants into groups does not guarantee constructive and creative discussions. In the World Cafés, groups are seen as islands and the participants as travelers. The goal is for all the participants to deepen their own thinking or gain new insights by "traveling" through a world dotted with multiple islands, encountering diverse opinions. The participants record their thoughts on large pieces of paper placed at each destination. Later, when new people visit the group island, they can read the notes on the paper to learn others' opinions. The World Café is one of the most popular</p> |   |

activities I use in my extensive reading classes; every year, students comment that they would like to do it more often.

The World Café allows students with limited reading experience to learn about new reading possibilities by listening to the opinions of more experienced students; it allows students who are not good at speaking to participate in writing instead; there are no fixed groups, making it easier to intermingle the students who are usually active in discussions with those who are not; and writing allows ideas to be easily visualized and shared.

References: Brown, J., Isaacs, D., & World Café Community. (2005) *The world café: Shaping our futures through conversations that matter*. San Francisco, CA: Bernett-Koehler.

#### □Advance Preparation (Required Materials, Equipment, etc.)

Prepare as many sets of large paper and colored markers as there are groups. For example, if you have a class of 20 students, you will need five sets of colored markers and five sheets of paper for each group of four students.

The most suitable books are those with nuanced ideas that invite discussion and even re-reading, including those with open endings that allow different interpretations. Postmodern picture books and short stories are recommended. The following is a list of works that have proven to work well.

English picture books:

Anthony Browne, *Voices in the Park*

Shel Silverstein, *The Missing Piece*

Short stories:

Raymond Carver, “A Small, Good Thing”

Haruki Murakami, “Super-Frog Saves Tokyo,” “Kino”

Tim O’Brien, “On the Rainy River”

J. D. Salinger, “A Perfect Day for Bananafish”

#### □Procedure

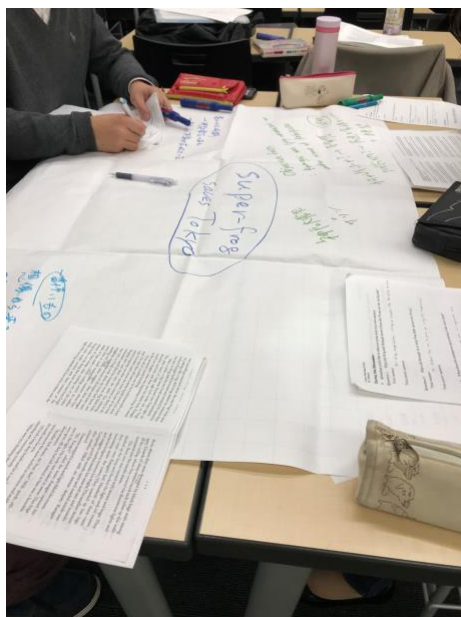
1. Instruct the participants to read the assigned materials on their own. This can be done as homework or, if it is a short piece, by having pairs of students read it aloud in class. (15–20 minutes)
2. Explain the purpose and procedure of the World Café. (5 minutes)
3. Group formation (5 minutes): 4–5 participants will form the first group (Home). Spread the large piece of paper on each group table. Assign a host for each table; the Hosts remain at their tables while the other participants move to other groups.
4. Round 1 (10–15 minutes): The participants at each table write or draw the discussion theme

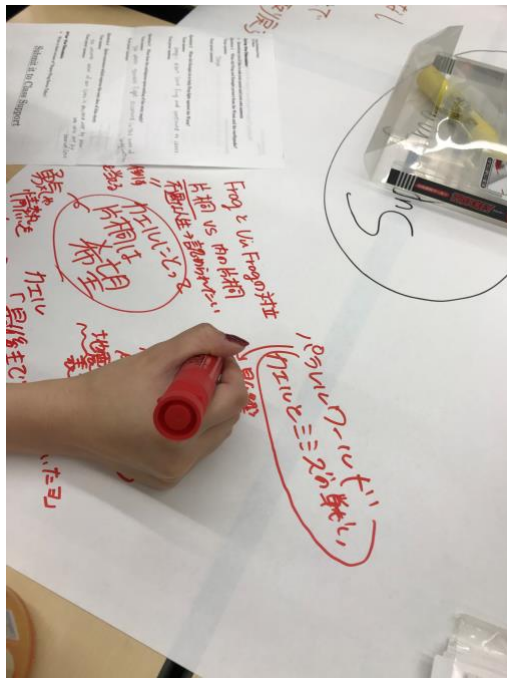
(*the title of the text*) in the center of the paper and begin the discussion. Then, they freely discuss the issues/topics they find interesting and use the colored markers to record (by writing or drawing) key words or expressions that emerge from the discussion. They may also use pictures and symbols (See the picture below).

5. Round 2 (10 minutes): All the participants except the host leave the table and individually move to any other new table. To the extent possible, each new group should comprise mostly participants who have not shared previous groups. The hosts act as links, introducing the discussions from the first round to the new members (travelers). The new members exchange opinions with each other, connecting their ideas with those from the previous groups (from the paper record) and adding their discussion notes to the paper.
6. Rounds 3 and 4 (10 minutes each): Repeat the same procedure as Round 2.
7. The participants return to the original group (Home) and share the ideas collected on the trip. The papers on the tables will now represent the accumulated knowledge and insights of the participants, including the original group, and more can be added (10 minutes).
8. Review (5–10 minutes): Each participant will write a reaction paper on the designated materials based on the ideas they have accumulated. If there is insufficient time, this can be done as homework.
9. Teacher Feedback (5 minutes)

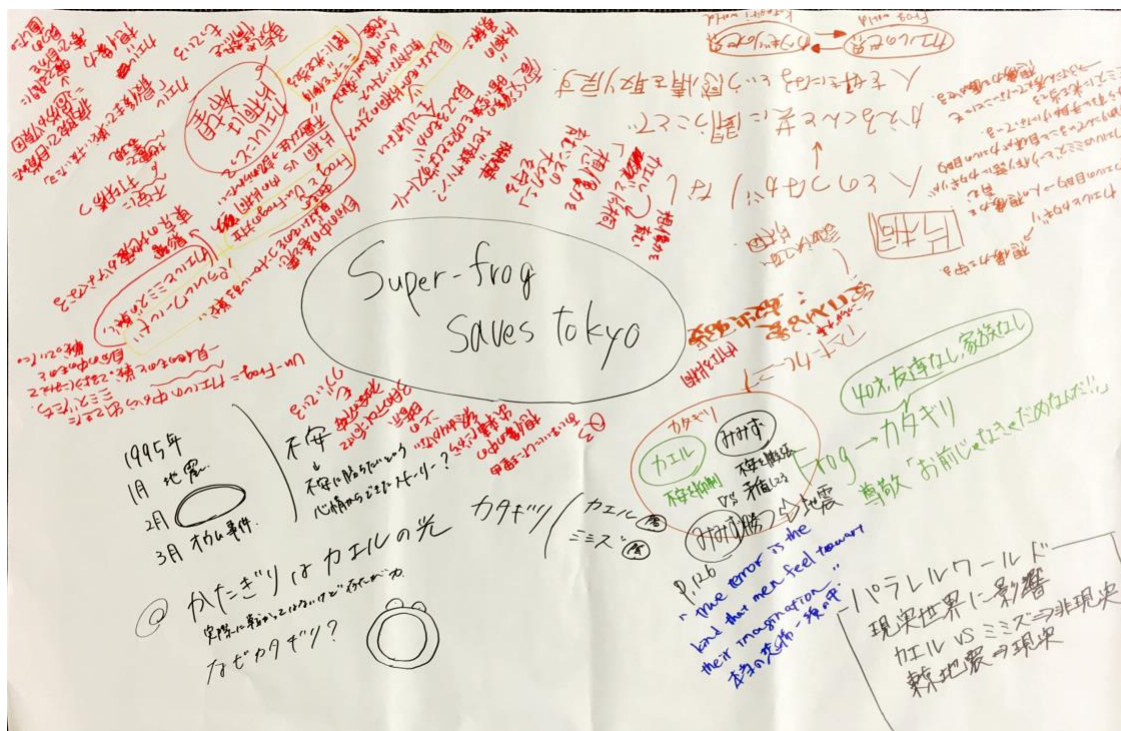
[Other Notes]

[Photo 1 and 2: Participants writing on a large sheet of paper]





[Photo 3: Example of students' written/graphic records]



(Text: Motoko Fukaya)