

**“World Café” | Exchange of views on the topic**

<b>Short description</b>	At this point the participants should exchange views on specific questions. The standpoint taken by each individual is shared with the others, to whose point of view careful attention must also be paid. The personal views expressed in this activity are to be articulated in a way others can understand and thus take final shape.
<b>Topics</b>	Humanitarian Principles, Humanitarian actions, personal values, debate
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Presentation of own standpoints and opinions in a comprehensible way</li> <li>• Conscious acceptance of the standpoints and opinions of others</li> </ul>
<b>Setting</b>	Rotation in small groups, each of 3-4 members
<b>Time frame</b>	75 - 90 min.
<b>Materials</b>	Prepared tables (5-7, depending on the number of questions prepared), questions to be written on big sheets of paper, personal project diary, writing materials
<b>Instructions</b>	<p>The “World Café” technique can be used in various forms. Here the appropriate setting is as follows (proposal): After each discussion the small groups are reassembled so that exchanges can be made in constantly changing configurations. Some individuals may find themselves in exchanges on the same question, i.e. at the same table, so that not all questions are discussed. This does not affect the objective of this exercise however, i.e. exchanges involving as many participants as possible. This will also ensure that project groups are not formed prior to the exchange of personal viewpoints. If the participants have difficulties forming groups with new members, then after each discussion round consecutive numbering can be carried out in a circle formed by the entire class to ensure that time is not unnecessarily taken up in forming groups. What questions should be discussed? A few suggestions: What interests me most in what I have learned so far? What significance do the humanitarian principles have in my opinion? What challenges are involved in the application of the principles, and how can these be met successfully? What personal contribution can we make to ensure greater respect for the humanitarian principles? What can be done to ensure that the greatest possible number of people understand what these principles stand for? Assuming we ourselves wish to help raise awareness of the humanitarian principles, what can we do? Is it really important for people in our country to know something about this and if so, why? Teachers are of course free to develop their own questions, making sure that these correspond with the group learning process to date. At the end of the sequence the participants will be able to decide with whom they could collaborate to develop a shared intention for a contribution of their own in a small project on raising awareness of the humanitarian principles.</p>

*Outlook:*

The varied and dynamic exchange in this learning step serves as the starting point for the work in exercise 4.3, which concerns the autonomous formation of project groups and brainstorming, as well as discussion on and deciding together what form the contribution should take.