



# Seven steps to running a café

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## Guide for schools

We've put together this detailed step by step guide to help you start up a café in your school, but of course you don't have to follow this exactly – do what is going to work best for you!

You could tackle one step in each of the sessions you have with your students, for example in a series of STEM clubs leading up to the café, or your 'Student Voice' meetings if you have them, or as part of your science lessons.

Every school will manage things differently. You can have a look at our Café Sci case studies so you can see how other schools have run their events, and read their top tips for success.

The student handouts in this pack are headed by the Café Sci logo with the Space Shuttle, hot air balloon and flying cow! But you can also have a look in the index to see which pages are for students.



## Step one: Organise your team

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Do you want to give the role of organising a café to a group of students? Or would you prefer to do the lion's share of the organising yourself, but involve the students in a smaller part of the event, such as helping to choose the topics?

If you would like the students to be heavily involved in organising the café then the first step is to gather together an organising committee of about 6 – 10 students. It's a good idea to bring together students with a range of skills and interests, not just science, and ideally you'll need students from different age groups so your café doesn't grind to a halt when older students leave school.

You will need to brief them as to what Café Sci is, and what they are expected to do. It is a good idea to get the students to organise themselves as a team and allocate roles so that it's clear who's responsible for what. The team can benefit from everyone's skills and experience.

You may want them to look through the following list of roles and decide on which they would be most suited to, or you could get them to think about their skills set by completing our totally unscientific personality quiz. If you would like to only allocate certain roles to your students, for example, if you would rather take on the responsibility of being Chairperson yourself, then just remove the options from the personality quiz.

Your role is to support your student committee at each step of the process. Organising an event like this is highly rewarding for the students involved, but they may need additional help at times.



## Which Café Sci role suits you best?

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To help you decide on which role you would be suited to in organising a Café Sci event, we've put together this totally unscientific personality quiz. Answer the questions below and find out which role you are most suited to. There are no right or wrong answers – it's just for a bit of fun!

**Q 1. You are organising a birthday party for your best friend. What would be the first thing you do?**

1. I would design an eye catching invitation
2. I would get things organised, putting together an invite list and making sure people are on board to help me
3. I would book a DJ, giving them an outline of the type of music we want to listen to
4. I would work out how many people are likely to attend and make sure I order enough food and drink for everyone
5. I would start by making sure that everyone knew where and when the party was
6. I would get the word out about the party, making sure that people told their friends about it

**Q 2. Which one of these statements best describes you?**

1. I am hyper-organised and like to keep notes on things just in case I need to refer back to them at any point
2. I'm good at getting information out of people and can draw sound conclusions from a variety of different viewpoints easily
3. I have great interpersonal skills and can coordinate others to do tasks
4. I am a fantastic communicator and can explain sometimes complex information clearly
5. I'm people aware and can draw others into a conversation if I feel they are being left out
6. I am highly creative and have an artistic eye

**Q 3.** You are working in the production team for a big theatre production. The opening show has just finished. What outcome would give you the most satisfaction?

1. It was a full house
2. The audience enjoyed themselves
3. The audience came from all sorts of backgrounds, not just the usual theatre going crowd
4. The star of the show performed well and knew their lines
5. Everything was well organised and the production team knew what they were doing
6. A reporter turned up and took some fantastic photos for tomorrow's newspaper

**Q 4.** You are taking part in a team challenge and are given a difficult task that you have to complete within a set amount of time. How would you tackle it?

1. I would make sure I get expert help, finding out all the facts in advance so that I'm well prepared
2. I would ask lots of people their opinion and then draw my own conclusion on what the best way forward would be
3. I would make a list of everything we needed to do, allocating tasks to others
4. I would think of a number of different ways to approach it, then ask my team which they think would be best
5. I would plan it out, working out a project timeline and making sure that I got help where I was going to need it
6. I would do a mind map, sketching out some ideas and then working out which is the best one to follow

**Q 5.** Which of the statements below best describes how you work in a team?

1. I can work with a wide range of people
2. I can quickly see opportunities to advance and develop ideas when suggested by others
3. I am good at making sure key information gets to the right people
4. I am a great communicator, both written and verbally
5. I am good at getting people enthused about the task in hand
6. I am a good listener, and can sum up a discussion highlighting the key messages

Now use the table below to see what role you could take:

Results

Ans	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5
1	D	A	D	C	B
2	A	E	B	E	E
3	E	B	F	A	C
4	B	C	C	F	D
5	C	F	A	B	A
6	F	D	E	D	F

**Mostly As** Café Manager

**Mostly Bs** Café Coordinator

**Mostly Cs** Café Spokesperson

**Mostly Ds** Marketing and Publicity

**Mostly Es** Reporter

**Mostly Fs** Chairperson

## Café Manager

The Café Manager leads the Café Sci project in their school. You will need to have an understanding of all the different tasks involved in running a café and their deadlines and know which members of the team are responsible for achieving them.

The key element of this role is leadership. The rest of the team will look to the manager to make sure that everything is running smoothly. If any problems arise, the manager will need to know who to go to for help. While you're not the 'boss' of your school's Café Sci, you might need to give other team members a gentle push in the right direction if they aren't doing their job properly!

A good manager will be organised, confident, a good communicator and have leadership qualities. Reasonably good IT skills will help you keep everything in order.

The manager has dealings with all the other members of the team. You will be the person that the rest of the team will come to for information: when the next meeting is, where it will be held, how to get a message to someone, and a variety of other things.

The Café Manager's tasks could include:

- Note who has volunteered for which role and circulate this list round the team including the staff contact. Find the best way to contact people - email, phone, tutor group, etc.
- Arrange team meetings and make sure that everyone knows where and when they are.
- Let the team know about meetings as soon as possible but also remind people a couple of days before.
- Chair the team meetings.
- During meetings, take notes of anything that needs to be done and who will be responsible for doing it.
- Keep your teacher up-to-date with the planning for each café, including the topic you have chosen. This is essential so that they can help you find a speaker in time.
- If anyone drops out of the team, liaise with your teacher contact to find a replacement and make sure the rest of the team knows about the change.
- Keep tabs on the main elements of the café. Familiarise yourself with the other team roles and check at the team meetings that all the others are on track.
- Make sure that you have a copy of any vital information in case someone is ill on the day of the café.
- On café day, check that the whole team can attend and that no one is ill or away for any other reason. If they are, either reallocate their role or do it yourself.

## Café Coordinator

The Café Manager organises the café programme as a whole but the Café Coordinator makes sure each individual café runs smoothly. You will be responsible for a range of tasks, from sorting out where the refreshments are coming from, to making sure that the cleaners know the café is on, so they don't come in halfway through. It can be a pretty big job: a couple of people could easily share this role.

The key element of the Café Coordinator's role is practical organisation. The rest of the team will expect you to have booked the room, arranged the refreshments, set out the tables and chairs, made sure anything the speaker has asked for (such as a flipchart) is there and that everything is ready on time. Other people's jobs rely on yours, so you will need to work with them and communicate well.

The Café Coordinator has to keep the rest of the organising committee informed about the practicalities of the event; you'll work with the Café Manager to ensure they have the most up-to-date information. Some of the responsibilities will need 'all hands on deck' – don't be afraid of calling in the rest of the team to help. You will work with members of staff, from receptionists to caretakers and may have to rope in some last-minute help – politeness and pleasantness is a big advantage!

A Café Coordinator's tasks could include:

- Produce a timetable for the day of the event, including details such as arrival times and when you have access to the rooms.
- Find out from your teacher contact which other members of school staff, such as receptionists, caretakers or cleaners, need to know about the event. Speak to these members of staff to make sure that they know about the café and what it involves, and if they need to make any special arrangements, such as moving tables.
- Agree the room layout with the rest of the team.
- Find out what time the room is available on the day of the event and line up other members of the team to help you set out the tables and chairs.
- Discuss refreshments with the rest of the team. Find out what you want to offer and what you will need to organise.
- Speak to your teacher contact about how to organise refreshments: for example, will hot water, cups etc. be available from the school kitchen? Whom do you need to speak to make arrangements?
- If you need to buy refreshments, work out how much you will need to spend and find out from your teacher contact if the school is willing to cover these costs. If the school cannot pay for refreshments, find out if any of the team members work in a café or supermarket that might be willing to sponsor the refreshments. If not, are there any local shops, cafés or other companies you can ask? If you do get sponsorship, make sure the advertising team includes it on posters/flyers.
- Make sure that you have enough helpers to get the refreshments to the room in plenty of time for the audience to help themselves before the café starts, and that you have enough help to clear away the refreshments/re-set the room after the event.
- Troubleshoot any unexpected problems – your teacher contact will be around to help.

## Café Spokesperson

The Spokesperson is in charge of all the communication between the organisation team and people outside the school, such as the speaker. You will be the main point of contact for the speaker and the person they will contact if they have any questions about the event so you will need to give a professional impression and have good interpersonal, organisational and communication skills. You will also need to have the ability to sort things out as and when they arise.

You will need to brief the speaker before the event, giving them background information about your café and what is expected of them; we've put together a briefing checklist to help you.

Your speaker might be nervous about coming in to talk to a group of students, so try to give them as much support as you can. Be clear about where and when they should arrive, who they should ask for at reception, who the audience is going to be, and remind them of the format of the event. It is also a good idea to let them know why the group is interested in the topic – this sort of information can help them prepare and deliver a good presentation. There are also a number of guides on the Café Sci website to help them prepare.

You will also need to support your speaker on the day, helping them set up and making sure that they are offered refreshments – little things like this can go a long way!

A Café Spokesperson tasks could include:

- Get full contact details for the speaker, including a mobile number in case anything goes wrong
- Be the point of contact for the speaker - the person they will contact if they have any questions about the event
- Make sure that the speaker has details of where the school is, when they are due to arrive and where to go
- Brief the speaker about who the audience is, what you want to talk about, why you chose the topic and how you would like to manage the discussion
- Check whether the speaker needs travel expenses covered
- Let the speaker know that there is help and guidance available to them on the Café Sci website to help them prepare.
- Meet the speaker in reception on arrival and take them to the venue
- Help them set up the presentation on the day
- Make sure the speaker has everything they need. Offer them refreshments. Show them where the staff toilet is.
- After the event, ask the speaker how they think everything went. Note down anything they say (good or bad) to take back to the team to improve future cafés. Show the speaker back to reception.
- Send an email/letter to thank the speaker for coming to your café.

## Advertising & Publicity Team

A successful café requires more than just a good speaker and an efficient organising team – it also needs an audience! The task of letting the rest of the school know about the café calls for more than one person; better to have an advertising and publicity team.

Different methods of advertising will suit different schools and it is best to test a range of methods and then focus on the ones that work best in your school. You might want to try producing poster and flyers, putting information on the school's website or display screens, giving a presentation in assembly or asking teachers to make announcements during classes. Remember that the cafés should be open to all students, not just the ones who like science, so you'll need some original ideas to persuade students that cafés are not just a normal science lesson.

Creating these different types of advertising will involve a team with a wide range of skills: creativity, artistic ability, public speaking skills and IT/web confidence. Ideally, the team will come from different social groups, to reach as many people as possible.

The advertising team will mostly communicate with the potential audience members, but you will also liaise with the Café Manager to get details of upcoming cafés so you can create the right publicity.

The speaker's name and topic should be included in all your advertising. The whole team can contribute to thinking up catchy titles or tag lines for the café: not just 'Stem Cells' but 'Could you grow yourself a new arm?'

The Advertising and Publicity team tasks could include:

- A month before the café, start planning your publicity schedule: what materials will need to be distributed, where and when. Consider the different groups of people you will be advertising to
- Give short presentations about Café Sci in assemblies
- Circulate information to tutor groups through the register system and ask tutors to read it out.
- Two or three weeks before the event, put up posters and distribute flyers
- If your school has display screens, arrange for information about the café to be shown for one or two weeks before the event. Can you get a pop-up screen at log-in on to the school's computers?
- A few days before the event, send another reminder out in the registers
- Throughout the publicity period, check posters etc. are still visible and information is circulating.
- Consider ways to find out which pieces of publicity have been most effective – perhaps ask the reporter to include a question about this in the café evaluation
- As part of your advertising strategy, consider asking people who currently do not attend cafés what kind of topics would attract them. Use this information at the team meetings when discussing ideas for cafés

## Café Reporter

The role of the reporter is to record what happens at the café and supply some details to be included on the Café Sci website, so good analytic, interview and communication skills are important here. The reports you produce will help capture what happened at your event which can be shared with other schools. It also helps you learn from each café and gives your school a record of your achievement in holding a café. The report doesn't need to be long; it could be just a couple of paragraphs. The kinds of things you might include are:

- Title of the talk, speaker's name and a little bit on what the café was about
- Did the audience find the topic interesting?
- What questions were asked and how were they answered?
- How many people came and what year groups were they from?
- Did the speaker do anything unusual, like playing music or using models?
- Comments from one or two members of the audience
- Comments from the speaker
- A photo (but ask your teacher about the school's photography policy)

The report is also an opportunity to share any tips you'd like to pass on to other schools via the Café Sci website. You can submit your report via an online form which takes about 5 – 10 mins to complete. We'll take the information you submit and turn it into a case study which we'll send back to you and your teacher for checking before it is published on the website.

It can be very useful for your café's development if you do some audience evaluation. You don't have to ask everyone who comes – it depends on how many students attend but aim to get responses from about 30% - 50% of the audience. We've put together an example evaluation form you could alter to suit your school.

The Café Reporter tasks could include:

- Before the café, edit the evaluation form, decide how many to print and how you will distribute them.
- Distribute evaluation forms at the café.
- During the café, take some photos. (Find out about your school's photography policy and get the speaker's permission to take photos of them.) Or take a photo of your advertising material.
- After the café, gather in evaluation forms as people leave. Hand this task to another member of the team if you want to interview the speaker.
- Interview the speaker and members of the audience after the café has finished.
- Submit a report via the online form on the Café Sci website.
- Collate the evaluation forms. You don't have to do a full statistical evaluation; you just want to know if most people were happy/unhappy, felt able to ask questions, etc.
- Circulate the results of the evaluation to your team members - either by email or at the next team meeting.
- Keep your reports as a record of your cafés and make them available so that other students and members of staff can refer to them.

## Chairperson

The Chairperson is responsible for managing proceedings during the event itself. They welcome the audience and speaker, direct audience questions, encourage discussion and introduce new questions if things slow down.

Although the Chairperson's tasks mainly take place on the day of the café, it doesn't make them any less important than the other roles – in fact the Chairperson can make all the difference to a successful café, so you will need to be ready to do some preparation and be confident at managing other people.

It's not an easy role, and can be a bit daunting if you are not used to it, but it can be very rewarding and will help you develop some key skills. It may be a role for one person or you might want to rotate it around the team.

We've put together some facilitation notes to help you manage discussion, and remember you will always have the support of your teacher coordinator if you get stuck.

The Chairperson tasks could include:

- Before the café, talk to your teacher about the way you plan to manage the discussion. See our facilitation notes to help you.
- Check with the speaker on how they would like to take audience questions.
- Welcome the speaker and the audience and give a short introduction to the café.
- Make sure the speaker sticks to time, letting them know that they've got 5 mins left if necessary.
- Manage the audience questions, making sure that everyone has a chance to speak and prompting the audience if discussion dries up.
- At the end of the event, sum up the discussion and thank the speaker.
- Thank the audience for attending and let them know when the next café will be held.



## Step 2: Choose a Topic

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There is a wealth of subjects you could cover in your café, but it is a good idea to get your students involved in suggesting topics. This will help them think about the science that is relevant to their lives and of interest to them, and will help drum up interest for the event.

To help prepare you could ask your students to keep an eye on the science news for a week, or give them an hour exploring science news on the internet. We've put together some sites that might be of interest in the following hand out, but you can also have a look at Twitter for the latest Tweets from places such as the Royal Society, BBC science and Nature.

Once they have had a chance to do this research you could ask them to select a topic that they would like to see presented at a café and feed it back to the group.

They would need to give a very quick summary of the research or topic involved and why it is of interest to them. The rest of the group can then vote on what topic they would also like to see presented at a café. You can keep this list of topics and refer back to them over the year, or ask the students to review their choices every term, suggesting new topics of interest to them.

Have a look at our case studies to see what other schools have run cafés on.



## What would you like to talk about?

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This is your opportunity to suggest topics for your café. You may already have lots of ideas about what science topics interest you, or you may need to do a bit of research first – fortunately there are some great websites out there that can help you. We've highlighted a few here, but if you search around you'll find more!

### The Royal Society Summer Science Exhibition

Every year the Royal Society, the oldest scientific academy in continuous existence, holds a Summer Science Exhibition. This Exhibition invites researchers from across the UK to present their work in cutting edge science and technology. The Exhibition is held every July in London and is a fantastic place to come and talk to some leading researchers, but even if you can't visit the Exhibition you can learn about the science behind the exhibits online: [www.royalsociety.org/Summer-Science](http://www.royalsociety.org/Summer-Science)

You can browse through the exhibits, or search within a subject that interests you. You can also find links to video and the Journal papers upon which the exhibit is based. These Journal papers can be quite hard going as they tend to use highly technical language, but this is for a reason. Scientists write Journal papers so that other scientists can replicate their research, and refer to it in their own work.

### BBC News

Have a look at the BBC's Sci/ Environment pages for up to date science related news stories. Look out for their 'Related Stories' links that sometimes accompany the news articles, or the Features and Analysis section that will give you a more in depth read: [www.bbc.co.uk/news/science\\_and\\_environment](http://www.bbc.co.uk/news/science_and_environment)



## Step 3: Finding the Speaker

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So you've decided on a topic, or selection of topics, now you need someone to speak at your event!

We suggest planning at least six weeks in advance to find a speaker. Finding a speaker can be the trickiest part of your event, but there are places to try.

First thing to do is get a cup of tea (and a biscuit) and settle yourself at a computer.

You can use the source of inspiration or the topic as a starting point. If you are looking for someone to speak on a very narrow field then you might be making it quite hard work for yourself, so think creatively around the topic and see if you can search under some related broader topics. You may want to get your students involved in sourcing speakers, as this will help them understand how and where scientists work, but we recommend that you approach the speaker yourself.

You don't need to invite a speaker who works exactly in that field, but someone who works in a related field and feels comfortable talking about it. Once you have a broader idea of who might be suitable to talk at your café, then you can start to look for your speaker.

Scientific Research and Development is funded through a variety of sources such as business enterprises, government funding and not-for-profit organisations. Scientists often need to apply for grants to undertake their research, funding organisations include the Research Councils UK and the Wellcome Trust, but you are likely to find it much easier if you go through a contact within an organisation who is used to responding to requests for speakers, rather than trying to approach scientists directly.

## STEMNET

We recommend that your first port of call should be the STEM Ambassadors scheme: [www.stemnet.org.uk](http://www.stemnet.org.uk). Ambassadors are volunteers with an interest, either personal or professional, in Science, Technology, Engineering or Maths (STEM) related topics. Following training, Ambassadors agree to participate in activities with school and college students on a voluntary basis.

Ambassadors are Criminal Records Bureau checked and covered by the programme's insurance whenever they participate in an activity (another important issue when considering student safety). The Ambassador programme operates across the UK through regional contract holders. You can contact your regional contract holder via the map on the STEMNET website: [www.stemnet.org.uk/content/stem-ambassadors](http://www.stemnet.org.uk/content/stem-ambassadors), or you could use the online request form: [www.networking.stemnet.org.uk/node/add/ambassador-request](http://www.networking.stemnet.org.uk/node/add/ambassador-request).

## Universities/ Research Institutions

If you have a local University or Research Institution then you can try there. Every University will manage schools liaison differently and not all Universities will cover all subjects. Try finding the correct Department and see if they have an Outreach Officer, or Public Engagement representative. Some Universities have a team who coordinate Outreach (or Public Engagement or Widening Participation) activities across the whole organisation.

Café Sci is a fantastic opportunity to develop relationships with your local University or Research Institution if you haven't done so already.

## Science and technology businesses

Many science and technology based businesses support their employees in working with the local community, but getting to speak to the right person can be a bit trickier than Universities. However, a good way in is through the Public Relations team - you will always be able to find their contact details and they are used to picking up the phone and answering enquiries.

## Local evening café scientifique

If there is an evening café nearby the organiser may be able to suggest local speakers who can help – you can find a list of evening cafés on our website. These speakers will have the advantage of knowing something about how cafés work and they're often scientists from nearby Universities. If you can't locate a nearby café, use the contact address on the Café Scientifique website to enquire further:

[www.cafescientifique.org](http://www.cafescientifique.org).

## Scientific membership organisations

There are many more organisations that may be able to put you in touch with scientists and engineers in your region. Some membership organisations, such as the Institute of Physics, or the Royal Society of Chemistry, may be able to request a speaker on your behalf. You can also try your local Astronomy Group, or ask your Governors and parents for ideas.



## Step 4: Briefing the Speaker

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Once you've found your speaker you should brief them in advance of the event. This will include details of the age of students involved, and the format of the event. We've put together a briefing check list that you can hand to your student Café Spokesperson if you have one.

Speakers should be able to have their travel expenses covered through their organisation as part of their public engagement/ outreach work; however, it is advisable to check this with them in advance.



## Speaker briefing checklist

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You can use this checklist to make sure that you've covered everything necessary with your speaker before the event.

### **Date & location**

When and where is your event being held?

### **Time of event**

Remember to ask them to arrive at least 20mins before the café to set up.

### **Who to ask for when they arrive**

All visitors should report to reception, but let them know who to ask for once they get there.

### **Who the audience is**

Let them know who to expect at the event, what age, whether they are science students, or from across a range of subjects.

### **Why you are interested in the subject**

Give them some information on why your group selected this topic for your café. This will help them prepare.

### **Length of presentation**

Remind your speaker that they will need to introduce the topic for 10 – 15 mins which will be followed by a discussion.

### **Managing the discussion**

You may want to check how they would like to manage discussion after their presentation. They may want to take questions themselves, or they may want the Chairperson to do it. You can direct them to the Café Sci website for additional help and support if they would like to manage the discussion themselves.

### **Travel expenses**

Speakers' travel expenses will often be covered by their organisation, but it is worth checking this in advance.



## Step 5: Promote your café

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You've got the venue, the topic, the speaker, now you need an audience and how you promote your café can make the difference. Your student Advertising and Publicity team can help out here if you have them.

Depending on whether you want your café to be open to all, or exclusive will help determine how you advertise your event.

Some schools 'sell' tickets to their students to add value to attending the café. These tickets are limited and are given to students who request them free of charge. However, they have to give the ticket back in advance if they decide not to attend the event so that another student can have their place. If they decide not to attend, but don't give the ticket back then they will have to explain why!

Remember to advertise your café. You can print out the Café Sci poster from our website, or ask one of your students to design one. You can also make sure the event is mentioned at assemblies, in student bulletins and during form time. Also make sure that staff know about the event in case they would like to attend.



## Step 6: On the day

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Once your café is up and running you will need to make sure it runs smoothly on the day.

If you have a student organising committee then check with your Café Manager that everyone is on track to deliver what they need to deliver both on the run up to the event and on the day itself. Give your students any extra help they need in their roles – you can use the role descriptions to check that they've covered everything.

Make sure the Café Coordinator has ordered catering, the Café Reporter has prepared evaluation forms and check whether they have plans to interview the speaker, and that the Café Spokesperson has checked that the speaker has everything they need.

Once your speaker has given their short presentation you will need to help manage the following discussion.

Café Sci is all about giving students the opportunity to ask questions, helping them make up their own minds about the issues that they may come across in their lives, so getting the discussion going is vitally important.

Decide before the event who is going to manage the discussion. Will it be the speaker, yourself or the student Chairperson? The Café Spokesperson responsible for briefing the speaker can discuss this with them in advance of their presentation.

Whoever manages the discussion, they will need some good facilitation skills. We've put together an overview of how to manage discussion and have given some suggestions for activities if all discussion dries up!!

You can give this to the person who is going to be managing the discussion at the event, but we recommend that you also talk through in advance how they are going to do this.



## Getting the Discussion Going

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Café Sci is all about discussing science and its relevance to our lives. As Chairperson one of your jobs is to make sure that everyone has the opportunity to talk and express their opinions, but at the same time keeping things on track. It can be a tricky job, but we've put together some guidance on facilitating the discussion to help you.

### Listen!

The first skill in facilitation is to pay attention to who is speaking and listen to what they are saying. You will need to be impartial and non judgmental about the views being expressed, but you may need to clarify by feeding back the key points that have been conveyed to you.

### Give everyone a voice

Make sure you include everyone who appears to want to ask a question. Sometimes someone can start talking, but get interrupted. If this happens make sure that they get to finish what they were saying.

### Prompt

You may find that you have very few questions coming forward.

If this happens see if you can broaden out the discussion to wider society issues upon which people may more easily have an opinion on by having some questions up your sleeve. For example, if you are talking about treatments for malaria, you could ask your audience about whether governments should be making malaria medication freely available to everyone across the world.

### Dealing with heated debate

Sometimes a heated debate can start up with two opposing views clashing. This can be very healthy and can help you to pull out some interesting ideas, but you should avoid a situation where there are just two people debating the issue between themselves. If this happens, you may need to step in and take back control to involve others in the room. You can summarise the discussion so far, and then ask for other people's opinions, or you can try to move the discussion forward by using the points raised to develop a new question or angle for debate.

## Activity

If you find that some of your audience members are doing all the talking, and others are quite quiet, then you can approach the discussion in a more structured way.

Draw an imaginary line on the floor, have 'strongly disagree' at one end, and 'strongly agree' at the other. In the middle of the line is 'don't know'. Read out a statement that relates to the topic, for example if your session is about treatment for malaria then you could say 'The richer nations should have a responsibility to provide free medication to those within developing countries'.

Ask the group to stand along the line to represent how much they agree, or disagree with the statement. Then select a few to explain their reasoning behind standing on the line at that point. It is good to select some from either end and some in the middle to give an overview of opinions.

If you haven't got room to move around, then you can do a similar exercise but ask the audience to stand up if they agree with a statement, stay sitting if they disagree, and put their hands up if they are unsure. Again, pick out a few to help explore the different opinions.

This method is a good way of getting the audience to think about their own opinions and beliefs, and then giving them the opportunity to provide the reasoning behind their thoughts which can then provide a springboard for a wider discussion.

You may want to do this exercise first, have a speaker's introduction, followed by a wider discussion, before repeating the same activity to see if opinions have changed.

## Sum up

Try to sum up the discussion at the end of the event, making sure that you include the different views that have been expressed. You don't have to reach a consensus, and more often than not cafés don't end with a definitive concluding statement, but as long as discussion has taken place and the audience have had the space to think about something new and make informed opinions then you've done a good job!



## Step 7: After the event

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After your event remember to thank your speaker – a reassuring warm thank you for their time can make all the difference. Your Café Spokesperson can help you do this if you have one.

You might like to take the opportunity to keep in touch with your speaker after the event and get them involved in other events that you are running in the future.

It's a good idea to evaluate your event so that you learn from the experience. If one of your students has taken on the role of a Café Reporter then they can manage the evaluation - we've put together an evaluation form to help them.

You can also share your experience of running a café with other schools by completing a short form on our website. This will be turned into a case study, highlighting what went particularly well and top tips for other schools running events.

You will also need to think about how to keep the café going year after year. Are all the students involved in the same year group and leave school at the same time? If so then make sure you get some younger students involved so that they can carry on with the events in the future.

# Evaluation

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(You can complete Name of School, Speaker and Topic of talk before you copy this form)

<b>Name of school</b>												
<b>Name of speaker</b>						<b>Topic of talk</b>						
<b>Your age</b>						<b>Have you been to a café before?</b>						
<b>What made you want to attend this café?</b>												
<b>How would you rate the topic:</b>												
<b>Interesting</b>	1	2	3	4	5	6	7	8	9	10	<b>Boring</b>	
<b>Was the presenter:</b>												
<b>Easy to understand</b>	1	2	3	4	5	6	7	8	9	10	<b>Hard to understand</b>	
<b>Was the café:</b>												
<b>Enjoyable</b>	1	2	3	4	5	6	7	8	9	10	<b>Dull</b>	
<b>Did you feel that you got a chance to express your views?</b>									<b>Yes</b>		<b>No</b>	
<b>Would you recommend this speaker to another school?</b>									<b>Yes</b>		<b>No</b>	
<b>Did the café make you want to:</b>												
<b>Find out more about the subject?</b>									<b>Yes</b>		<b>No</b>	
<b>Take part in another café on the same subject</b>									<b>Yes</b>		<b>No</b>	
<b>Take part in another café on another subject?</b>									<b>Yes</b>		<b>No</b>	
<b>What did you enjoy most about the café?</b>												
<b>How do you think it could be improved?</b>												
<b>Any other comments?</b>												

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