

## Summary of Training Methods

What It Is	When To Use It
<b>Lecture</b>	
One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and <u>little feedback to the lecturer.</u>	In large groups where discussion is not practical. When an expert is relaying new information to learners who have no relevant personal experience.
<b>Informal Talk</b>	
Similar to a lecture, except learners are more involved through feedback and participation. Less formal.	In groups when ample time is available for questions and feedback. Material presented is not entirely outside the experiences of the learners. Most <u>Scouting programs.</u>
<b>Demonstration</b>	
A person or team of persons actually perform a task and explain it to show learners how to do a task. Usually followed up by having learners practice the <u>task.</u>	Especially helpful for teaching a skill when plenty of time is available. Need to have enough instructors to limit learners to small groups.
<b>Discussion</b>	
A planned conversation (exchange of ideas or viewpoints) on a selected topic. Guided by a trained discussion leader.	Where the ideas and experiences of the group help them to discover the point they are learning. Needs an experienced leader to keep things on track. Few <u>major points.</u>
<b>Case Study</b>	
A realistic situation or a series of actual events presented to learners, either orally or by handout, for their analysis and solution.	Real-life situations get points across most effectively. Multiple points of view help learners to better understand concepts. No clear cut solutions.
<b>Role-Playing</b>	
Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the <u>situation.</u>	Where high learner participation is desired. The subject involves person to person communication.
<b>Simulations</b>	
A more complex form of role-playing and case study. Used to recreate environments where participants experience potential situations that <u>might actually develop during an assignment.</u>	Excellent for disaster, rescue, first aid, or other crisis management situation training. When an elaborate role-play can best teach the subject.
<b>Brainstorming</b>	
Group members suggest possible solutions to a problem in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and <u>editorializing are not allowed.</u>	When the things to be learned involve pulling together shared ideas of the whole group. For program planning. For an indecisive group.
<b>Buzz Groups</b>	
A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion <u>and solution.</u>	When the group is too large for general discussion or brainstorming. When the experiences of the learners can lead them to discover solutions for <u>themselves.</u>
<b>Question and Answer Session</b>	
An opportunity for an expert to provide specific knowledge, responding to the direct questions about the specific topic from the group of learners.	Near the end of a training session. When an expert is available whose knowledge is either superior or whose authority makes his answers correct.
<b>Learning Centers</b>	
A series of stations/tables/corners. Each accommodates a small group. All stations teach related parts of the same general topic. Learners <u>rotate through all the stations.</u>	Excellent way to teach a lot of information in a short period of time. When the group is too large to effectively teach by the other training methods <u>above.</u>
<b>Reflection</b>	
A series of guided questions leading from the facts of what happened to interpretation to application.	As a form of evaluation tool. When connecting activities or connecting an activity to a larger picture.