

# Table of methods

Print, Cut out and Reassign

Name of method	Description	Benefits	Risks
<b>Energiser</b>	Focuses on activating participants, stirring up energy and/or creating a light atmosphere.	<ul style="list-style-type: none"><li>→ usable at almost any time</li><li>→ creates an informal atmosphere</li><li>→ can be linked to the topic under discussion</li><li>→ short activity for 2-3min</li></ul>	<ul style="list-style-type: none"><li>→ the need to adapt to the target group</li><li>→ may be perceived by participants as unnecessary, childish or inadequate</li></ul>
<b>Icebreaker</b>	Focuses mainly on getting to know each other and strengthening interaction between participants.	<ul style="list-style-type: none"><li>→ creates a positive atmosphere and a feeling of security</li><li>→ opens up space for sharing on a personal level</li><li>→ strengthens good relations in the team</li><li>→ helps e.g. in resolving conflicts in the future</li><li>→ suitable for different age groups</li></ul>	<ul style="list-style-type: none"><li>→ rejection by some participants</li><li>→ adapting sensitively to the group</li><li>→ assignments that are too simple or too complicated can lead to frustrations in the group and boycotts</li><li>→ missing understanding why to do these activities</li></ul>

<b>Brainstorming</b>	Produce as many ideas as possible on a given topic, from which the most suitable ones are then selected.	<ul style="list-style-type: none"> <li>→ universal application</li> <li>→ can be used to open a new topic</li> <li>→ fostering creativity</li> <li>→ suggestions for possible solutions</li> <li>→ basic writing equipment (e.g. flipchart, post-its, markers)</li> </ul>	<ul style="list-style-type: none"> <li>→ diversity of outputs</li> <li>→ the laboriousness of subsequent sorting, grouping and analysis</li> </ul>
<b>Discussion</b>	Exchange of opinions, experiences and different perspectives on a given topic between activity leaders and participants or between participants.	<ul style="list-style-type: none"> <li>→ universal use</li> <li>→ knowledge and experience sharing participant</li> <li>→ greater activity of participants</li> <li>→ continuous feedback in the form of answers</li> </ul>	<ul style="list-style-type: none"> <li>→ uneven involvement of participants</li> <li>→ dominance of a few individuals</li> <li>→ inappropriate when participants lack knowledge and experience on the topics</li> <li>→ longer duration risks loss of motivation and attention</li> </ul>
<b>Lecture</b>	Used to impart new information on a topic and to develop knowledge.	<ul style="list-style-type: none"> <li>→ systematic transfer of knowledge and facts in a short time</li> <li>→ suitable for larger groups of participants</li> <li>→ ease of execution</li> </ul>	<ul style="list-style-type: none"> <li>→ not very effective unless combined with other methods</li> <li>→ minimum activity of participants</li> <li>→ the difficulty of maintaining attention</li> <li>→ quality depends on the rhetorical skills of the lecturer</li> </ul>
<b>Exercise</b>	Can contribute to a better understanding of the topic discussed, usually follows the explanation of the theory.	<ul style="list-style-type: none"> <li>→ quick check of participants' understanding of the topic</li> <li>→ can be done individually or in groups</li> </ul>	<ul style="list-style-type: none"> <li>→ with a complex assignment, some participants may take a long time</li> <li>→ different groups have to wait for each other</li> </ul>

<b>Group work</b>	Takes place when participants are divided into smaller groups and given a specific assignment related to the topic under discussion.	<ul style="list-style-type: none"> <li>→ universal use</li> <li>→ doesn't usually have just one right solution</li> <li>→ uses the knowledge and experience of the participants</li> <li>→ creates space for the involvement of all</li> </ul>	<ul style="list-style-type: none"> <li>→ diversity of outputs</li> <li>→ dominance of more experienced people in the group</li> </ul>
<b>Role-playing</b>	Is taking on the identity of another person in order to experience a situation from their perspective.	<ul style="list-style-type: none"> <li>→ Opportunity to gain a different perspective on the topic at hand</li> <li>→ complex experience</li> <li>→ touches on the participant's attitudes</li> </ul>	<ul style="list-style-type: none"> <li>→ eliciting a strong emotional reaction from participants</li> <li>→ uncertainty for the tutor in which way the game progresses</li> <li>→ increased demands on the person who leads it</li> <li>→ challenging to share afterwards unless participants 'step out' of the characteristics of the person</li> </ul>
<b>Open space technology</b>	Meetings on topics proposed by the participants themselves.	<ul style="list-style-type: none"> <li>→ the choice of topics by the participants themselves</li> <li>→ for larger groups of participants with sufficient previous experience</li> <li>→ mutual enrichment through discussions or sharing of experiences from own practice</li> </ul>	<ul style="list-style-type: none"> <li>→ non-participation in the discussion of less motivated participants</li> <li>→ moving participants will disrupt the flow and continuity of work in individual groups</li> </ul>
<b>Reflection</b>	Encourages participants to think more deeply about the context.	<ul style="list-style-type: none"> <li>→ variability of use in different areas</li> <li>→ creates a safe atmosphere for sharing</li> <li>→ also suitable for participants who need enough time to sort out their thoughts</li> <li>→ reinforces the learning process by looking at a topic or situation from the outside</li> </ul>	<ul style="list-style-type: none"> <li>→ Participants may not reach the goal if they do not have sufficient support from the activity leader</li> <li>→ time demands between different participants with different needs for time to think</li> </ul>

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FB GROUP