

Method	Characteristic	Description	Usage	Limitations
Lecture	Speaking in front of a group using pre-prepared notes	The lecturer is a specialist who presents information on a specific topic to an audience.	This method is used when the audience is unfamiliar with the material, in large groups (30–40 people), or when a large amount of information needs to be presented.	It is the least effective method in terms of information retention and practical application. Listeners may quickly lose interest.
Discussion	Discussion on a topic (problem) common to all. Conclusions are reached based on the answers to questions posed by the trainer.	The trainer uses provocative questions or statements, usually prepared in advance, to stimulate group thinking and to guide the discussion.	This method can only be used when the group has some knowledge or experience on the topic.	There may be uneven involvement of participants, especially in newly formed groups.
Icebreaker	Short activities designed to create an informal atmosphere among participants and bring them closer together. They stimulate group dynamics.	The trainer introduces the activity (often involving movement or unusual situations) in which participants interact directly with each other—physically or verbally. The games may or may not be related to the topic of the session.	They help overcome communication barriers and create a good atmosphere.	The choice of activities should be tailored to the specifics of the group. Some participants may refuse to take part in "childish" games or in activities that involve close physical contact.
Brainstorming	Generating a large number of alternative solutions on a given topic or problem.	It is a quantitative method. The trainer does not categorize or discuss the generated ideas during the process. The ideas are analyzed afterwards.	This method helps generate many creative ideas and works best in small groups (at least 5–6 people), especially when introducing new topics.	It results in a wide variety of outcomes. A lot of energy is required for the subsequent analysis.
Group Work	Participants are divided into small groups in which they work or discuss a specific task.	The groups carry out a concrete assignment and, after a set amount of time, present their results to the rest of the participants. Group division should be done deliberately and purposefully—	This method allows for more effective discussion, interaction, and sharing than in a large group. It also provides a more comfortable space for "quiet" participants to express themselves. It	If not facilitated (i.e., the group works without a trainer), it may not be effective. A potential limitation is that one or two very active participants may dominate the group.

		<p>considering participants' experience with the topic, the group size, and a balanced mix of individuals.</p> <p>If there is a specific criterion for forming the groups, the trainer should clearly explain it to the participants.</p>	<p>is one of the most commonly used methods.</p>	
Role Play	Participants try out different behaviours in a simulated situation within a limited timeframe.	<p>The focus is not so much on the learning outcomes, but rather on the behaviours demonstrated.</p> <p>Real-life roles can be exchanged. Everyone should have the opportunity to participate as well as observe.</p> <p>After the activity, participants analyze the different behaviors and interactions that emerged in connection with the session's topic.</p>	<p>Used to reveal diverse perspectives and opinions on a specific situation.</p> <p>Opposing behaviours often appear, which are later analyzed with minimal risk.</p> <p>This method demonstrates the need for tolerance toward different viewpoints.</p>	<p>Participants need to feel safe and at ease. Using role-play at the beginning of a training session may result in participants refusing to take part or developing a negative attitude toward the trainer or the topic.</p> <p>The method involves many emotional situations, so the debriefing afterwards must include time to address any emotions that arose during the activity.</p> <p>Participants should be given time to "shake off" and exit their roles before the trainer begins the debriefing (discussion).</p>
Case Study	Learners analyze a pre-prepared description of a problematic situation.	<p>This can be done individually or in groups, where participants search for answers related to the described case.</p>	<p>The goal is to build theoretical knowledge through the analysis of a practical example.</p>	<p>Not enough time for an in-depth analysis of the case</p> <p>Difficulties in creating a meaningful case (sufficient facts, realistic situation, and understandable logic)</p>

		The situations should be realistic and likely to occur.		
Simulation activity	Participants take part in a pre-prepared situation in which each person has a specific role or task. This is a more complex version of a role play.	Participants are placed in a scenario with limited information or resources. They make decisions, receive feedback, and take further actions accordingly.	This method is often used to simulate processes that unfold over time or are specific to certain environments (e.g., processes in companies, organizations, teams, etc.). A simulation game can last several hours, a full day, or even multiple days.	Same advantages and limitations as Role Play.
Buzz Groups	Small Discussion Groups without Trainer Involvement	Smaller groups discuss a given or open topic, sharing opinions without the trainer's participation.	This method is mainly used during evaluation activities—often in the evening—when participants can reflect on the day, assess the methods and approach of the training team, and share their feelings.	Chaos during the discussion or drifting away from the topic due to the lack of facilitation.
Open Space	Participants propose topics for discussion and workshops in which they take part together with others. This method requires a certain level of responsibility from the participants.	They suggest topics for workshops and discussions they would like to include in the program. Based on the available time, a schedule is created. The workshops are led by the participants, discussions are open,	This method is suitable for groups that are used to working independently. It supports the sense of responsibility among volunteers in creating meaningful educational outcomes.	When working with participants who lack motivation or do not feel connected to the topic, there is a risk they won't propose suitable topics, and the discussions may

		<p>and participants can move between workshops or open new topics.</p> <p>At the end, conclusions are shared with the rest of the group.</p>		remain general and lack specific results.
Self-reflection	A dedicated time for self-analysis of past events or activities.	<p>Participants individually reflect on situations that have occurred and on their behaviour in those situations.</p> <p>They make connections with past actions and plan future steps.</p>	<p>This is an effective method in complex programs aimed at addressing values and interpersonal relationships.</p> <p>An example of an activity is "<i>Letter to Myself</i>", where participants write a personal letter and receive it after a certain period.</p>	<p>When, where, and what does the reflection focus on?</p> <p>In most trainings based solely on knowledge development, this method is not useful.</p>
Excursion	A planned hike during the training process can provide a more practical dimension to the topic.	<p>The location is selected by the organizers and has a clear connection to the training theme.</p>	<p>It offers the opportunity to observe in practice something related to the training topics.</p>	<p>It requires time and organizational resources.</p>