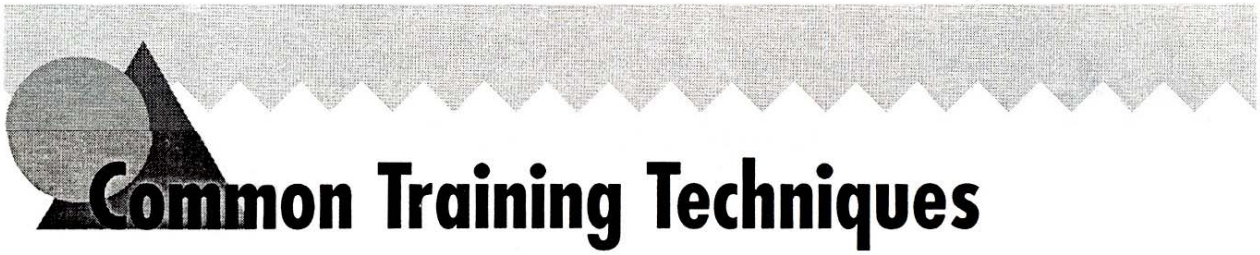

Common Training Techniques

Technique	Description	Use	Key Points	Subject Example
BRAIN-STORMING	A spontaneous outpouring of ideas related to a problem or issue. Ideas listed as rapidly and noncritically as possible.	Identifies alternatives for problem-solving and decision-making. Allows for participation by all. Stimulates interest, group discussion, or small-group activities.	Make sure trainees follow ground rules.	Ways to protect the environment.
BUZZ GROUPS	Short discussions on a given topic. All members are familiar with the topic. Set time limit: 15–20 minutes. Small groups of 3–5.	Creates interaction in groups. Identifies needs and interests. Obtains a large number of ideas in a short period of time. Allows all participants an opportunity to speak. Raises confidence level of timid members.	Best used for simple learning tasks. Watch out for participants who dominate the discussion.	Ways of managing a troop.

(Continued)

Technique	Description	Use	Key Points	Subject Example
CASE STUDY	A written, oral, or filmed presentation based on a real life situation. Use as the basis for individual or group problem-solving.	Allows trainees to apply previously learned knowledge. Develops analytical skills. Gives participants the opportunity to try out different ways of confronting a situation with immediate feedback.	Make sure language is simple and clear.	Handling troop discipline problems.
CONSENSUS SEEKING	Working to reach an agreement on a specific decision through small-group tasks or exercises.	Gets all opinions aired. Uses expertise in the group. Arrives at a decision that is acceptable, at least in part, to all.	Consensus is not compromise, nor majority vote. Vote on individual suggestions as a starting point. It takes longer but everyone "owns" it.	Planning troop activities.
CROSS VISITATIONS	On-the-job visits between participants. Takes place between training sessions. Individual visits to job settings.	Observes peers in action. Follows up by sharing experiences and problems with trainer. Uses observations as basis for a "clinic session." Tries out new ideas.	Observations should be shared in training session.	Conducting meetings.

(Continued)

Technique	Description	Use	Key Points	Subject Example
DEMON-STRATION	A carefully planned presentation that shows how to perform a task or use a procedure.	Teaches participants how to perform a task or use a procedure.	Make time for everyone to practice.	Using an overhead projector.
	Usually accompanied by visual and/or oral explanations, illustrations, and questions.	Promotes participant self-confidence.	Use practical problems.	
	Allows participant to test learning under guidance.	Stimulates interest.	Gear to available equipment and facility.	
	Process usually broken into steps.	Provides visual alternative to written or oral presentation.		
DISCUSSION	A guided conversation or deliberation on a given topic.	Encourages participants to express their own opinions.	Be prepared with background information on the given topic.	How to make Girl Scouting relevant to today's girls.
	May have a leader, resource person, observer, or recorder who also participates.	Provides trainees with an opportunity to share experience and knowledge.	Don't allow one or two people to dominate the discussion.	
		Encourages team building.		
		Explores alternative solutions to problems.		

(Continued)

Technique	Description	Use	Key Points	Subject Example
EDUCATIONAL GAMES	Learning experiences approximating those found in the real job situation.	Applies knowledge and skills to problem-analysis, decision-making, and problem-solving.	Game may be developed or purchased.	Promise and Law, program goals.
		Gives trainees the opportunity to make decisions on a particular problem and learn through the process represented by the game.	May emphasize competition or collaboration.	
		Teaches the cause-effect of relationships.		
		Teaches group dynamics.		
EXCHANGE OF PRACTICES	Documentation of useful techniques or methods.	Recognizes individual inventiveness.	Directions must be clear enough for everyone to follow.	Troop/game ceremonies.
	May use interviews or questionnaires.	Shares new and helpful ideas.	Details include facilities, costs, and problems.	
	Documentation is duplicated and distributed.			
FIELD TRIP	A planned tour or trip.	Provides firsthand knowledge.	Make sure relationship to teaching objectives is clear.	Resource centers.
	The group visits a location to observe and study.	Helps participants relate theory to practice.		
		Creates rapport.		

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Technique	Description	Use	Key Points	Subject Example
FILMSTRIP	A series of still drawings and pictures placed on a single strip of 35 millimeter film.	Presents introductory material.	Requires a projector and an enclosed space.	The four world centers of the World Association.
		Illustrates and enlarges difficult-to-see objects.		
		Stimulates interest.		
		Provides information to large groups.		
FISHBOWL	A circle-within-a-circle discussion.	Allows groups to report on tasks or discuss plans or feelings.	Each person should have an opportunity to sit in each circle.	Evaluation.
	Inner group talks while outer group listens and observes.	Observation of group process.	One of two empty chairs in the inner circle can allow outer circle members to step in and comment briefly.	
	Groups change places and procedure is repeated.			
FLANNELGRAPH	A chart built up, one point at a time, by placing cutout illustrations or letters against a flannel background.	Teaches a process step-by-step. Supplements verbal explanation.	People should be seated no more than 15 feet away.	Placement of insignia on a uniform.
		Clarifies abstract ideas by picturing them in a concrete way.	Limit the group to 20 people.	

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Technique	Description	Use	Key Points	Subject Example
FORCE FIELD ANALYSIS	Assessment of factors or forces that help or hinder movement toward a goal.	Identifies forces affecting the achievement of goals.	Some forces are inside persons, some are between persons, some are in the situation and/or institution.	Strategy-building.
	Forces listed on a chart. Helping (supporting, driving) and hindering (blocking, restraining) forces identified and weighted.	Helps to make decisions about the most important steps to implement change.	It is easier to strengthen a supporting force than to try to overcome hindering one.	
FUTURE IMAGE TRIP	Individual projections of what might happen after desired progress.	Visualizes a desired result in action.	Observations are concrete and focused on a desired goal.	Membership extension and retention.
		Determines what steps to be taken to reach that result.		
GRAFFITI SHEETS AND WALL MONTAGE	Individual expression on large sheets of paper on wall.	Gets feedback about feelings.	Atmosphere should invite free expression.	Feedback.
	Uses words, phrases, or symbols.	Summarizes learning.	Felt-tip pens or colored pencils should be available near each sheet of paper.	
	Symbols.	Express hope for future.		

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Technique	Description	Use	Key Points	Subject Example
LECTURE/ LECTURETTES	A prepared talk/ a shorter talk.	Presents facts, knowledge, ideas, or information.	Balance with participative activities and visual aids to sustain interest.	Girl Scout purpose.
		Clarifies, reviews, and summarizes.		
		Stimulates interest.		
	Information is presented in logical order.	Saves time.		
PANEL	A moderated discussion presented before a group.	Presents facts, knowledge, and ideas from different points of view.	Panelists need to be well-informed.	Girl Scout Silver and Gold Award projects.
	Includes moderator and several panelists.	Stimulates interests.		
	Audience is involved in question session after panel discussion.			
PROGRESS CELEBRATION	Recognition of steps accomplish-ed toward goals.	Keeps enthusiasm high.	Group can brainstorm about ways they would like to celebrate and use these ideas when they accomplish an important step.	Recognition.
	Identify and celebrate each step of progress.	Recognizes accomplishment along the way.		

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Technique	Description	Use	Key Points	Subject Example
ROLE-PLAY	Portrayal of a situation, condition, or circumstance by selected member(s) of group.	Illustrates various aspects of interpersonal problems for discussion. Promotes understanding. Stimulates the group to listen and observe. Allows participants to present ideas without questions or criticism. Encourages creativity.	Allow enough time after the role-play to discuss what happened and what was learned.	Behavior management.
STOP SESSION	Stopping the group's work periodically to determine how well the members are functioning as a group.	Helps the group look at the way it is working.	A brief, simple rating sheet can be helpful. Data is shared in the group. Decisions are made for improvement.	Group dynamics.
SUPPORTING GROUP WORK	Trainers move around among groups and respond to questions and requests.	Monitors how things are going. Clarifies, if necessary. Provides help, if requested.	Be available but unobtrusive.	Helping relationships.

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Technique	Description	Use	Key Points	Subject Example
TELEPHONE SUPPORT	Trainers make themselves available for telephone consultations, before or after meeting activities.	Supports learners in taking risks and carrying through on intentions.	Availability of trainer is important. Consultations should be brief.	Follow-up on learning.
VIDEOTAPES	Recorded presentation on magnetic tape.	Provides immediate visual feedback of participants' behavior or activity. Presents information in a visual way. Illustrates concepts, preferred behavior, etc.	Videocamera; requires monitor and playback unit. Important to maintain high production quality.	Presentation skills.
WORK GROUPS	Training group is divided into work groups or teams, each of which is given a specific project and the resources needed to carry it out. Usually 3-7 persons per group.	Allows trainees to investigate a subject more thoroughly. Allows participants to apply learning. Encourages participants to become actively involved. Provides experience in group cooperation. Develops leadership within the group.	Allow enough time for learning to be derived from completion of the project.	Developing a training plan.

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