

Group 1 – Topic: Verbal and non-verbal communication skills

- *Be aware of the speed, volume, rise and fall (intonation) of your voice when presenting.*
- *Avoid using socially inappropriate language, including slang and ‘non-speak’ (‘er’, ‘um’, ‘like’, ‘you know’).*
- *Be heard clearly by all participants – be aware of those with hearing impairments and ensure you allow sufficient time if they are working with a sign language interpreter.*
- *Be aware of when participants do, and do not, understand what you say*
- *Use terms that will be understood by all the participants.*
- *Maintain eye contact and be aware of your body language.*

Group 2 – Topic: Asking questions

- *Allow time for all participants to think about and respond to the question – don't always take an answer from the first respondent. Some participants may need some time to think, especially if the training is not being delivered in their first language.*
- *Don't jump to answer participants' questions. Help facilitate participants to think of the idea, concept or answer without telling them the answer when possible. Draw answers from the room.*
- *Rephrase questions when needed: if the response from participants is silence, confusion, or a wrong answer, the question may need to be rephrased.*
- *Use open questions to check understanding (for example, 'what are the five models of disability?')*
- *Avoid using closed questions (questions where the response is 'yes' or 'no')*
- *Acknowledge when correct answers are given.*

Group 3 – Topic: Answering questions

- *Sometimes participants ask a question without thinking it through for themselves. When this happens, challenge them to work out the answer themselves.*
- *Help participants find the answer using questioning. For example, ‘What do you think?’, ‘What factors are important to consider when deciding...?’ Draw out the correct ideas from participants, developing their reasoning and problem-solving skills.*
- *If someone asks a question that you do not know the answer to, first ask if any participants or co-trainers can answer it. If no one can answer, offer to look it up and share it with the group before the end of the training.*
- *If there is not enough time to answer a question at the time of asking, use the Car Park to make a note of it and address it later in the training programme.*
- *Avoid spending time on questions that fall outside the objectives for the session. Take the opportunity in a break to discuss the issue with the questioner.*
- *Listen: make sure you listen to the whole question before assuming you know what the question is. This means not interrupting or filling in the sentence.*

Group 4 – Topic – Appropriateness for local context

- *Be familiar with the local environment: understand the community's challenges and what they consider important.*
- *Incorporate local proverbs and sayings in your training.*
- *Follow local customs – for example, in relation to opening ceremonies, closing speeches etc.*
- *Make references to local organizations and individuals to help participants understand concepts.*
- *Use appropriate and respectful language.*
- *Use local case studies to illustrate your training messages.*