

8 TIPS FOR MAKING YOUR WORKSHOPS MORE ACCESSIBLE

1 PICKING A SPACE

Choose a location on campus that is accessible. To start, look for a building with an accessible entrance, elevator access to the floor your workshop is on, and locate the nearest accessible washroom.

TIPS:

- i. [Campus map: accessible entrances](#)
- ii. [Single-user and gender-neutral washrooms on campus](#)

2 ADVERTISING YOUR WORKSHOP - ONLINE

Do not hide important information in images! Make sure to use alternative text when putting graphics on your website. If posting to Facebook, make sure any information contained in the graphic is transcribed in the image description.

TIPS:

- i. [Colour contrast checker](#)
- ii. Want to test how your webpage interacts with a text-to-speech screen reader? Test it using something like the [Read&Write plug-in](#) for Google chrome
- iii. [Queen's social media accessibility guidelines](#)

3 ADVERTISING YOUR WORKSHOP IN PRINT MATERIAL

Design your printed materials with accessibility in mind! Think about: colour contrast, font size (12-18 pt), font type (sans serif) and descriptive language.

TIPS:

- i. [Plain language guidelines](#)

4 STRUCTURING YOUR WORKSHOP

Having clear objectives and an outline (i.e. agenda) for your workshop can be useful for some participants.

If your workshop lasts more than 2 hours, be sure to schedule a 15-minute health break for people to use the washroom or for general self-care.

If you will be addressing sensitive topics (e.g., gendered and/or sexual violence) think about letting your participants know via a content warning or trigger warning.

You may also want to bring fidgets that participants can use during your workshop.

TIPS:

[i. Trigger warnings](#)

[ii. Fidgets](#)

5 CREATING WORKSHOP ACTIVITIES - OUTLINE

Use the principles of Universal Design for Learning (UDL) when developing your content. The three principles of UDL are: multiple means of engagement, representation, action & expression. Vary the types of activities you use, and do not be afraid to introduce technology.

TIPS:

[i. UDL resources](#)

[ii. Teaching and Learning Services \(McGill\)](#)

6 USING POWERPOINT

PowerPoint presentations can be a useful visual tool when presenting. When showing a graph, chart, cartoon or other image – be sure to describe the content verbally instead of just showing the slide. Microsoft Office has an accessibility checker on PowerPoint that allows you to fix any errors before you publish or distribute your presentation.

TIPS:

[i. Microsoft Office accessibility tips](#)

7 HANDOUTS AND OTHER PRINTED MATERIALS

If you are distributing any printed materials, be sure to have a few copies of enlarged print on hand. An alternative and paperless approach would be to circulate electronic copies of your material beforehand so people can use it on their devices. Be sure to get permission from the owner of the content before distributing the materials.

TIPS:

- [i. Creating accessible pdfs](#)
- [ii. Accessible word documents](#)

8 REQUEST ACCESSIBILITY FEEDBACK BEFORE AND AFTER

Create the opportunity for individual to self-identify their access needs before your workshop by putting an accessibility statement on your registration and promotional materials. After the workshop, if you send out an evaluation or feedback form, include a question about how the accessibility of the event could be improved.

Here is a sample accessibility statement that can be included in workshop registration forms and other communications:

[Workshop name] coordinators are committed to making our workshop as accessible and barrier-free as possible. Please let us know if you have any accessibility needs or require accommodations to participate. For questions about accessibility, please contact [contact name, email address]

