Inclusive workshop checklist

This checklist is based on the Inclusive Workshop Toolkit. If you would like to see further information about each of these statements, including rationale and resources, use the Rubric.

If you are just starting with inclusive and accessible practices, or are new to workshop development and facilitation entirely, aim to check off at least half of each section. The more experience you have in this work, the more items you should aim to check off!

Workshop title:

Review date:

Reviewer(s):

# Preparation: Beginning in a good way

I begin with acknowledging the land and traditional territory on which the workshop is located

I have practiced saying Indigenous place and community names before giving the workshop.

I have reflected on how the workshop content relates to Indigenous pedagogies and epistemologies.

I have reflected on how my own positionalities relate to the workshop material.

I have included relevant personal examples or privileged points of view I might have.

# Preparation: Logistics

I have created a facilitator guide.

I have created a participant guide.

I have looked through material to see if I should include a [content note](https://www.cctl.cam.ac.uk/content-notes/what-are-content-notes/why-use) on things like sensitive material, and/or stimuli (e.g. repeated/flashing images).

I have incorporated accessible features e.g. turning on closed-captioning, providing alt-text for images, finding a physically accessible location, etc.

I have advertised which accessibility measures I incorporated into the workshop.

I have provided a space or contact for participants to reach out if they have any [access needs](https://celebratingdisability.co.uk/asking-about-disability-on-a-form/).

I have a plan to accommodate needs that arise.

# Facilitation

I introduce myself at the beginning of the session, including my [pronouns](https://pronouns.org/what-and-why) if I’m comfortable with doing so. I invite others to share as well.

I set and facilitate discussion on norms or [community agreements](https://www.mcgill.ca/sustainability/files/sustainability/quick_guide_to_community_agreements.pdf) at the beginning of the workshop?

I involve participant voices in the creation of these norms.

I break up lecturing content so that there is some form of interactivity every 10-15 minutes.

I have included a break if the session is over 2 hours.

I have planned activities with [active learning strategies](https://www.mcgill.ca/tls/instructors/strategies) in mind.

I describe verbally any images, charts, or graphs that appear on the slides.

I define jargon in plain English and explain acronyms.

I share instructions in multiple formats and ensure they are visible throughout the duration of the activity.

# Participant engagement

I have created [learning-centered learning outcomes](https://www.mcgill.ca/skills21/facilitator-guide/initiate/writing-learning-outcomes).

I provide [alternative options](https://udlguidelines.cast.org/engagement) for engagement to remove barriers to participation.

I help [connect content](https://udlguidelines.cast.org/engagement/recruiting-interest) to participants’ prior knowledge on the topic.

I [break down tasks](https://udlguidelines.cast.org/action-expression) in a way that makes it clear who will do what.

I ensure activities have [multiple options for engagement](https://udlguidelines.cast.org/engagement), meaning not all activities are the same format, taking into consideration the modality.

I ask participants for [feedback](https://www.mcgill.ca/skills21/facilitator-guide/reflect/workshop-feedback-forms) following the session.

# Slide deck

I have informed participants about if and when they will receive the slides

I have followed good practices on [document and presentation accessibility](https://www.mcgill.ca/sustainability/files/sustainability/quick_guide_to_document_and_presentation_accessibility.pdf).

I have added alternative text to images.

I have run the an [accessibility checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f) on the PowerPoint slides and any accompanying digital handouts.

I have ensured images offer diversity in term so people, bodies, and lived experiences represented.

# In-person considerations

I have booked a room of appropriate size.

I have provided instructions on how to find and get to the space.

I have (re-) arranged the furniture so participants can see/hear me.

If the room is large enough to hold 25 people, I have ensured there is a working microphone and speakers, which I will use during the presentation.

I have ensured the room has enough seats for each participant.

I have made sure there is chairs suitable for people with larger bodies, to the extent possible.

I have ensured there is space and flexibility in the room for wheelchair users.

I have made it clear that people can stand up or move around the space if they would like to do so, and indicated where they can do that.

I have ensured the room has the appropriate technology and equipment, such as cables, connectors, speakers, tables, markers, or I have made plans to bring what I need.

I have made the font on visual aids large enough so everyone in the room can see it.

I have identified for participants the location of nearest washrooms, including gender neutral, single-stall, and step-free washroom(s).

# Online considerations

I have turned on closed captions or a live transcript.

I have pronouns next to my name on the platform.

I have alerted participants if the session will be recorded.

I have told participants about the expected level of engagement, including if they will need to have their microphone and/or camera on at any point in the session.