



## Creating Literary Workshops

# *WORKBOOK*

A guide to creating a successful and accessible writers' workshop from scratch

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## Course Overview

### About this course

The **Creating Literary Workshops** course is designed to serve as a comprehensive guide to planning and delivering a writing workshop, similar in structure to those offered by the Federation of BC Writers. However, the core principles presented can be applied to a wide range of audiences, including students, academics, professional writers and hobbyists.

### About this workbook

This accompanying workbook is **optional** and intended as a flexible tool to help you organize your thoughts and develop your workshop plans. We recognize that everyone has their own creative process, so feel free to engage with the workbook in whatever way best suits your needs. It is intended as a guide rather than a necessary tool.

Please note that all essential course content is covered within the main curriculum; the workbook does not contain any additional or exclusive material.

## Key Considerations

**Generating Ideas** Use this space to brainstorm early ideas

**Time** How long will you have?

**The BEST workshops you have attended** - what made them so good?

**Type** Generative, Critique or Technique?

**The WORST workshops you have attended** - what did not work for you?

## Know Your Audience

	Participant Profile #1	Participant Profile #2	Participant Profile #3
<b>Name</b>			
<b>Demographic information</b> (age, occupation, educational background, etc)			
<b>Short Description</b> (Background, hobbies, goals, etc)			
<b>Experience / Background</b> as it relates to your workshop			
<b>Reason</b> for attending your workshop			
<b>Barriers</b> to success			

## Learning Objective

**Blooms Action Verbs** - Highlight the words that might suit your Learning Objective

### **KNOWLEDGE** Remember previously learned information

Arrange	Define	Describe	Duplicate
Identify	Label	List	Match
Memorize	Name	Order	Outline
Recognize	Relate	Recall	Repeat
Reproduce	Select		

### **COMPREHENSION** Demonstrate an understanding of the facts

Classify	Convert	Defend	Describe
Discuss	Distinguish	Estimate	Explain
Express	Extend	Generalize	Give examples
Identify	Indicate	Infer	Locate
Paraphrase	Predict	Rewrite	Review
Select	Summarize	Translate	

### **APPLICATION** Apply knowledge to actual situations

Apply	Change	Choose	Compute
Demonstrate	Discover	Dramatize	Employ
Illustrate	Interpret	Manipulate	Modify
Operate	Practice	Predict	Prepare
Produce	Relate	Show	Sketch
Solve	Use	Write	

### **ANALYSIS** Break down ideas into simpler parts and find evidence to support generalizations

Analyze	Appraise	Breakdown	Calculate
Categorize	Compare	Contrast	Criticize
Diagram	Differentiate	Discriminate	Distinguish
Examine	Experiment	Identify	Illustrate
Infer	Model	Point out	Question
Relate	Select	Separate	Test

## Learning Objectives

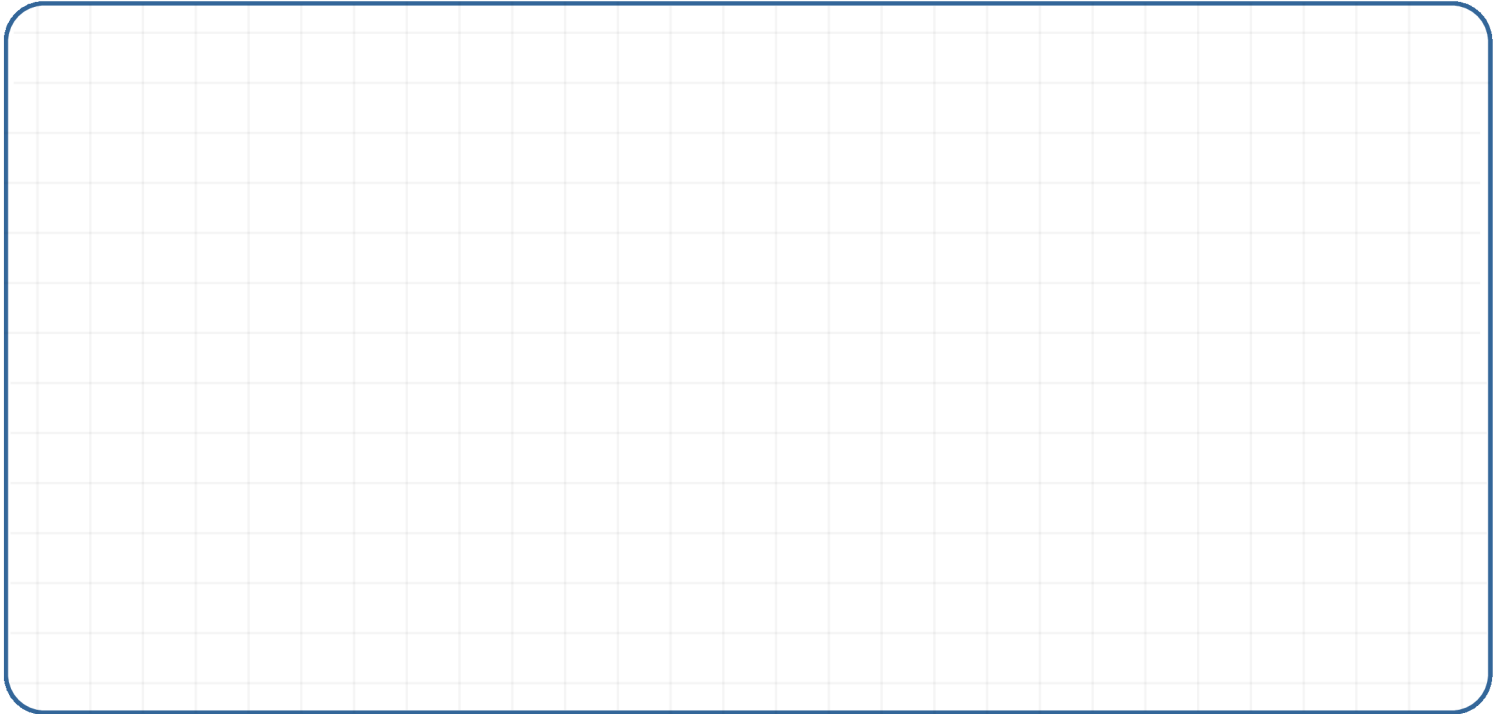
**Blooms Action Verbs** - Highlight the words that might suit your Learning Objective

**EVALUATION** Make and defend judgements based on internal evidence or external criteria

Appraise	Argue	Assess	Attach
Choose	Compare	Conclude	Contrast
Defend	Describe	Discriminate	Estimate
Evaluate	Explain	Judge	Justify
Interpret	Relate	Rate	Select
Summarize	Support	Value	

**CREATION** Compile component ideas into a new whole or propose alternative solutions

Arrange	Assemble	Categorize	Collect
Combine	Comply	Compose	Construct
Create	Design	Develop	Devise
Explain	Formulate	Generate	Plan
Prepare	Rearrange	Relate	Reorganize
Revise	Rewrite	Set up	Summarize
Synthesize	Tell	Write	



Source: [https://davenport.libguides.com/learningoutcomes/action\\_verbs](https://davenport.libguides.com/learningoutcomes/action_verbs)

## Learning Objectives

### Verbs and phrases to avoid

These words and phrases are too vague or ambiguous to give your learning objective enough structure.

#### Words to avoid

Realize	Listen
Capacity	Self-actualize
Intelligence	Memorize
Recognize	Think
Comprehend	Experience
Know	Perceive
See	Understand
Conceptualize	Feel

#### Phrases to avoid

Adjusted to	Interest in
Awareness of	Interested in
Capable of	Knowledge of
Comprehension of	Knowledge about
Cognizant of	Understanding of
Enjoyment of	
Conscious of	
Familiar with	


Source: [https://davenport.libguides.com/learningoutcomes/action\\_verbs](https://davenport.libguides.com/learningoutcomes/action_verbs)

## Presentation or Interaction?

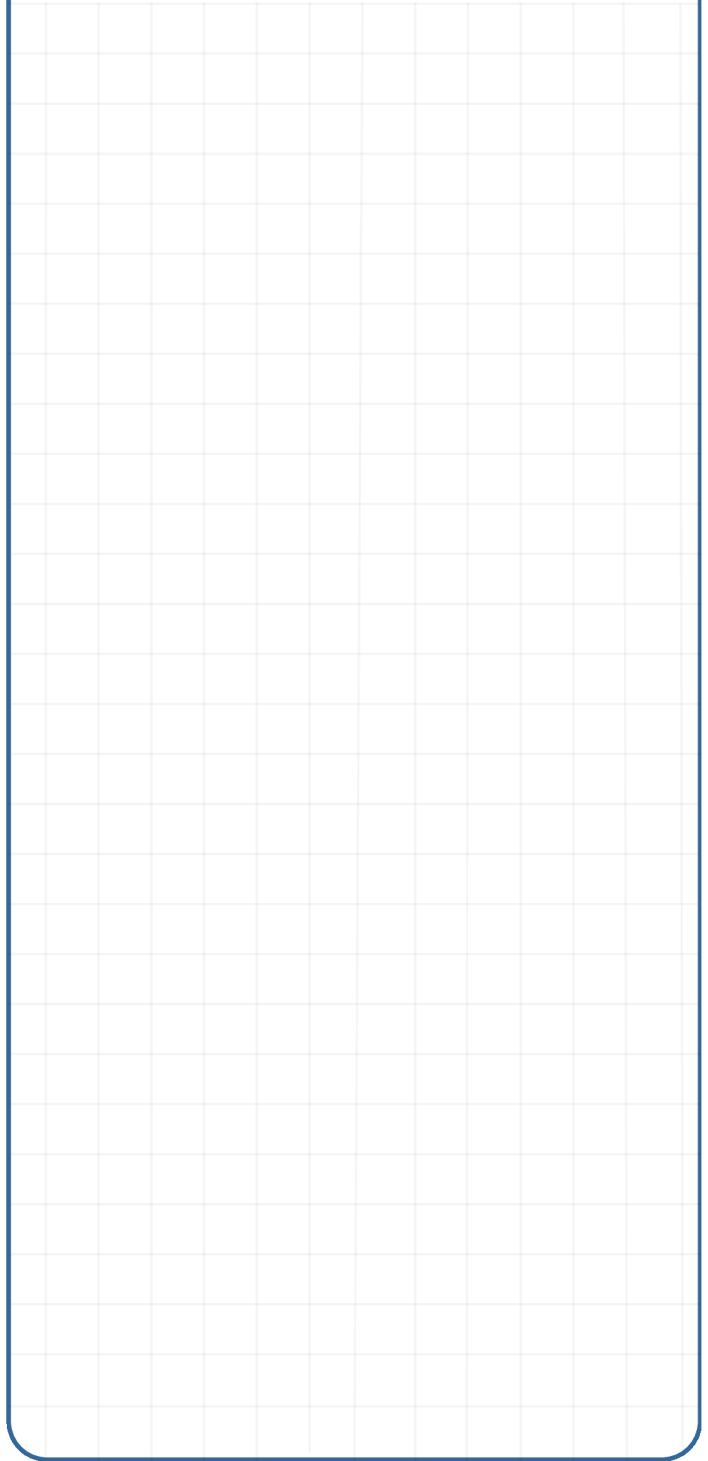
**Use this space to:**

List advantages and disadvantages of presentation-based vs interactive workshops OR list preliminary ideas for presentations and activities OR use it in any other way that supports your planning process.

### Presentation



### Interaction



## Structure and Content

**Use this space to:**

Now it's time to start bringing your ideas together to envision what your workshop might look like. Consider the structure: Presentations, activities, and timings. How will you meet your participants' learning needs? What questions might they have and how can your presentations address them? How will participants receive and process information: Will you make slides and will they have copies?

A large, empty grid area with a light blue border and rounded corners, intended for planning workshop details. The grid consists of small squares, providing a structured space for writing and drawing.

## Introduction

**Use this space to:**

Plan your introduction. Share your background and experience. What made you want to create this workshop? Clearly communicate the learning objective and provide an overview of the schedule. Consider including a short game, discussion, or activity to engage participants and set the tone.

A large, empty grid area with a light blue border and rounded corners, intended for writing the introduction. The grid consists of small squares, providing a guide for text alignment and spacing.

## Presentations

**Use this space to:**

Consider the key teaching points you intend to share. Will you use slides to support your content? Will you need to source examples to illustrate your insights? If your presentation is on the longer side, plan for bursts of engagement (questions, brief activities, or discussions) to hold your participants' interest.

A large, empty grid area with rounded corners, intended for planning presentation details. The grid consists of small, light gray squares on a white background, enclosed by a thin blue border.

## Activities

### Use this space to:

Design activities that align with the workshop goals. Ensure they are:

- *Relevant*: clearly connected to the learning objectives of that session
- *Useful*: practical and applicable. Something the participants can refer to or use at a later date
- *Attainable*: based on content already covered in the session, reinforcing key skills rather than introducing new material.
- *Realistic*: participants should be able to complete the activity based on the information covered in the session.

Also, consider what support you can provide to help participants succeed (refer to the *Scaffolding* lesson in the *Creating Effective Activities* section of the course for more details).

A large, empty grid area with a light gray background and a dark blue border, intended for planning activities. The grid consists of small squares, providing a structured space for writing and drawing.

## Preparing for Questions

**Use this space to:**

Anticipate the types of questions the participants may ask.

What questions did you have when you were new to this subject area? Is this vital information you need to add into your presentations? Will you need to find additional examples to help clarify key points? Are there any resources (books, websites, tools) you can recommend to support further learning?

A large rectangular area with a light blue grid pattern, intended for participants to write their responses to the prompts above. The grid is composed of small squares and is enclosed in a thin blue border.

## Summary

**Use this space to:**

Consider how you will close your workshop.

Some sessions end with their Q&A. Other workshops conclude by providing participants something to take away; prompts to use at home, a recommended reading list, or next steps, for example. Think about what will leave a lasting impression and support continued learning beyond the session.

A large rectangular area with rounded corners, filled with a light gray grid pattern. This area is intended for the user to write their summary notes.

## Writing a Plan

### Use this space to:

Create a plan that details everything on one single page. Use the information you put on this page as your plan, or use it to create a plan with a different layout.

*Find blank plan templates in the appendix.*

**Learning Objective**

**Introduction**

**Presentation - key points** and timings

**Activities** and timings

**Summary**

**Resources**

## Planning Slides


## Planning Slides 2


## Planning Slides 3


## Accessible Slides Checklist


- Simple template
- Unique titles for every slide
- High-contrast color combination checked using <https://webaim.org/resources/contrastchecker/>
- Fonts all at least 20ppt
- Accessible Sans Serif fonts

### Accessible fonts

Arial	Franklin Gothic Book
Helvetica	Lucinda Sans
Futura	Tahoma
Myriad Pro	Veranda
Calibri	
Century Gothic	

### Inaccessible fonts

Garamond	Segoe Script
Baskerville	Papyrus
Cambira	Harrington
Brush Script	Bauhaus 93
Edwardian Script	
Times New Roman	



## Planning Activities

### Use this space to:

Plan the activities you will include in your workshop.

#### Ensure your activities are:

- Relevant
- Useful
- Attainable
- Realistic

#### Possible support:

- Sentence starters
- Templates
- Examples
- Written and oral instructions

#### Your participants could work:

- Independently
- With a partner
- In small groups

A large, empty grid area with a light blue border, intended for planning activities. The grid consists of small squares, providing a structured space for writing and organizing workshop activities.

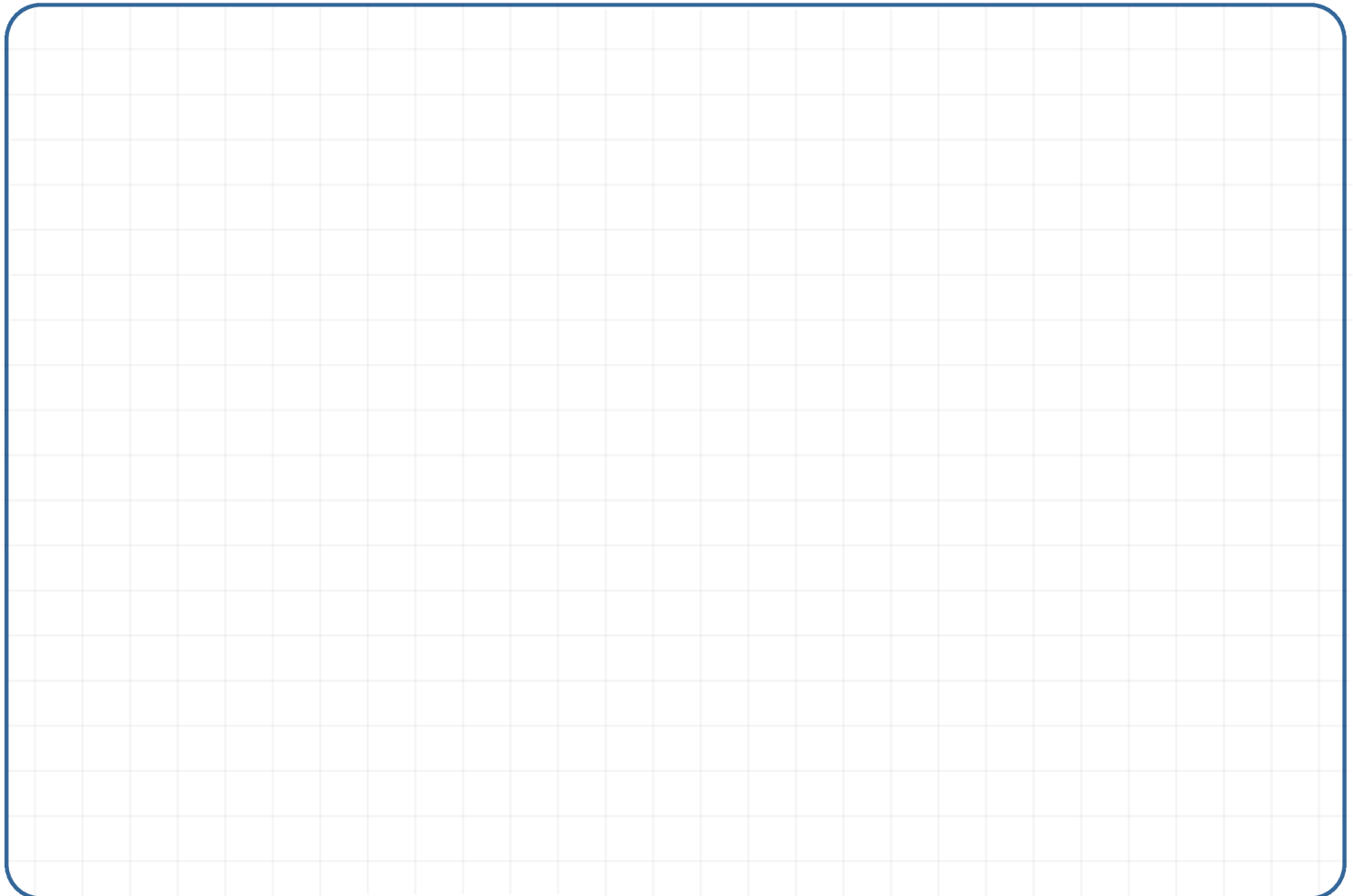
## Offline Checklist

### Before the day of the presentation

- Have your one-page plan ready to go
- Rehearse presentations to check timings
- Have slides created, reviewed and tested
- Double-check when and where your workshop will take place
- Know how long before your workshop begins you are expected to arrive and how long you have to set up and tidy
- Print all resources

### On the day of the presentation

- Have your plan somewhere easy to read
- Have any tabs / resources you need open and ready to access
- Test any equipment

A large rectangular area with a light blue grid pattern, intended for taking notes or adding additional items to the checklist. The grid consists of small squares, approximately 20 columns wide and 40 rows high.

## Online Checklist

### Before your workshop begins

- Have your one-page plan ready to go
- Rehearse presentations to check timings
- Have slides created, reviewed and tested
- Double-check when your workshop will take place
- Familiarize yourself with the appropriate Zoom features (eg screen sharing, breakout rooms, mute/unmute functions)
- Have a decent pair of headphones and a microphone
- Find a quiet space to host the workshop in
- Check that all your resources and links are functioning.

### During the workshop

- Have your plan somewhere easy to read
- Know where all your resources are
- Pre-set your meeting to mute. Remember to inform participants they will need to un-mute to talk
- Cover basic Zoom etiquette to help ensure the session runs smoothly.



## Writing a Proposal

### Include:

- Your experience and background
- The learning objective
- Intended audience
- Expected outcomes
- Required materials
- Format and duration
- Cost

A large rectangular area with rounded corners, filled with a light gray grid pattern, intended for writing the proposal content.

## Reflection

What went well?

What could be improved?

How accurate were your timings?

How could you make the workshop more efficient?

How effective were your presentations / activities at helping participants meet the learning objective?

A large rectangular area filled with a light gray grid pattern, intended for participants to write their reflections.

## Creating a Feedback Form

Highlight the questions that may be useful:

### Knowledge and Content

- What key skills or knowledge did you gain from this workshop?
- Which specific topics / activities did you find most useful?
- Were there any areas you would have liked to see covered in more detail?
- How would you rate the facilitator's knowledge on this subject?
- Did the workshop meet your initial expectations?

### Structure

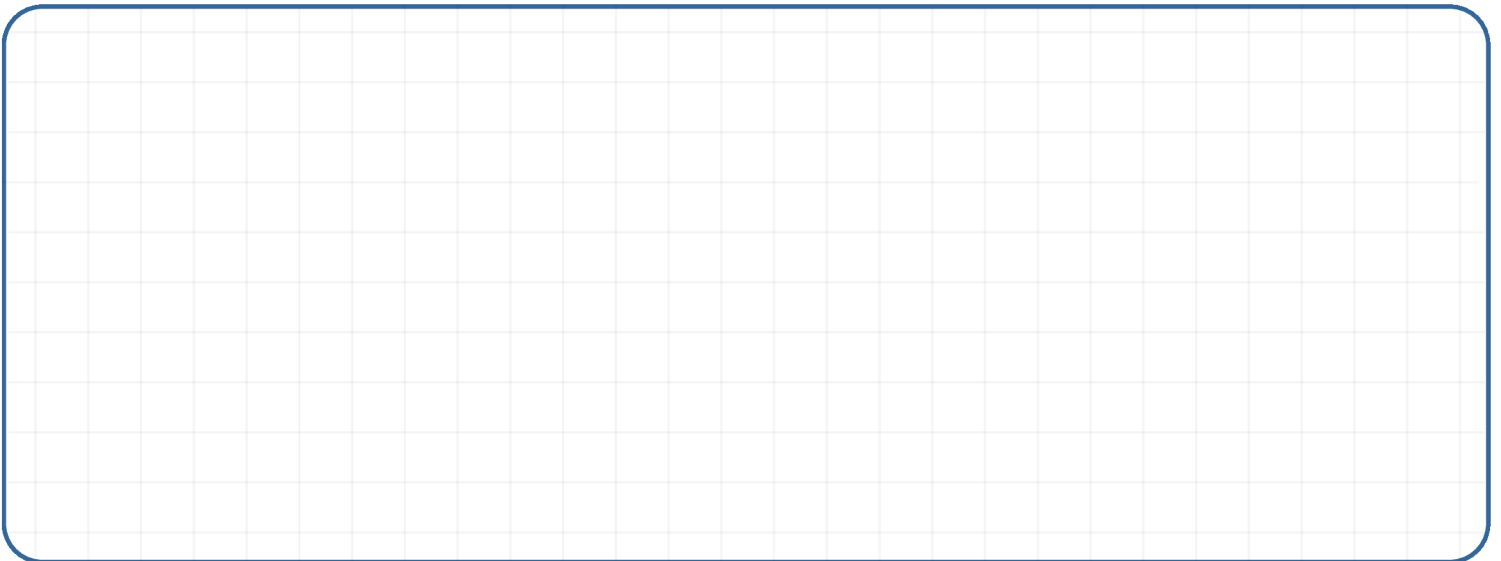
- Was the pacing appropriate?
- Were the objectives of the workshop clearly defined?
- Were the objectives of the workshop achieved?
- How useful were the workshop resources?

### Overall satisfaction

- How satisfied were you with the overall workshop experience?
- How likely are you to recommend this workshop to a friend or colleague?
- What was the highlight of the workshop?
- Was there an area of the workshop that could be improved?

### Other

- Do you have any suggestions for workshops you would like to see in the future?
- How comfortable did you feel engaging in the workshop?
- Did anything surprise you about the workshop?

A large rectangular area with a light blue grid pattern, intended for handwritten feedback.

## One-page Plan Templates

On the following pages you will find a selection of planning templates.

These are also available in PDF and Google Docs format in the Lesson Materials tab of the Write a Plan lesson in the Planning the Details section.

Name of Course:  
Learning Objective:

Introduction:

Time	Teaching Points	Activity	Resources

Summary:

Name of Course:

Learning Objective:

Starter:

:

Teaching Points:

:

Activity:

:

Teaching Points:

:

Activity:

:

Teaching Points:

:

Activity:

:

Summary:

:

Resources:

Resources:	
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Name of Course:  
Learning Objective:

Introduction:

:

Teaching Points:

:

Activity:

:

Summary:

:

Resources:

Name of Course:  
Learning Objective:

Introduction:

Time	Teaching Points	Notes

Summary: