

Toolkit

Inclusive Language



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hello@subscribetoinclusion.com

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Welcome to your Inclusive Language Toolkit.

What is a Toolkit?

A set of practical activities and conversation starters to facilitate with your team to keep important topics on the agenda.

How many colleagues could you train at one time?

Ideally groups of 2 - 15 learners, although many activities can be adapted for one-to-ones too.

When can you run the session?

As part of formal training session, during a team meeting, induction, or one-to-one development.

Where can you hold the training?

Online using a platform that has breakout room capability, in a training room, in the office, or on-the-job.

Who could attend these sessions?

Content is suitable for use with colleagues from any function or level, including new starters.

How long do I need?

Activities are typically 20-60 minutes duration.

Can I customise the content?

You can easily relate the learning to your own organisation's policies, processes, and guidance, as appropriate. An action planning sheet has been included to help learners record at least three role-specific actions at the end of every session.



Preparation

Before running a session...

Prepare:

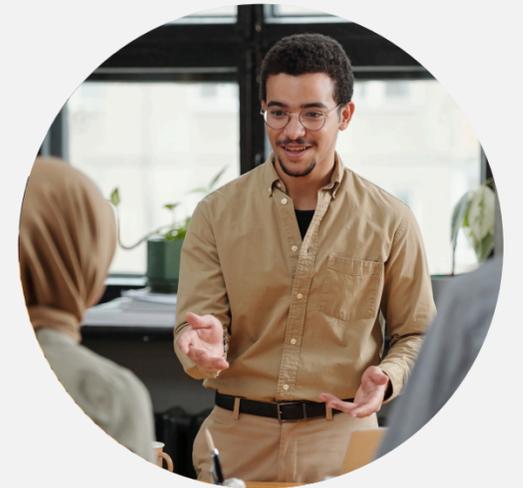
- Familiarise with the session's objectives, topics, and materials. Ensure you understand the learning outcomes and feel comfortable to guide the discussion.
- Collect any necessary materials, such as slides, handouts, or video content or tech.
- Consider potential questions that might arise during the session and digest the supporting information included in the toolkit.

Communicate:

- Reach out ahead of the session to let your team know what topics you intend to discuss, giving them an opportunity to ask questions or share any concerns.
- Optionally you can share the activity links with people beforehand so they can familiarise with the topic ahead of time.

Position:

- Ensure all participants know the role they play in creating a 'safe space' (respectful, non-judgmental and confidential) for everyone to share thoughts and feelings and to learn together.
- Create an opportunity for individuals to reach out following the session to ask questions or share thoughts privately if preferred.



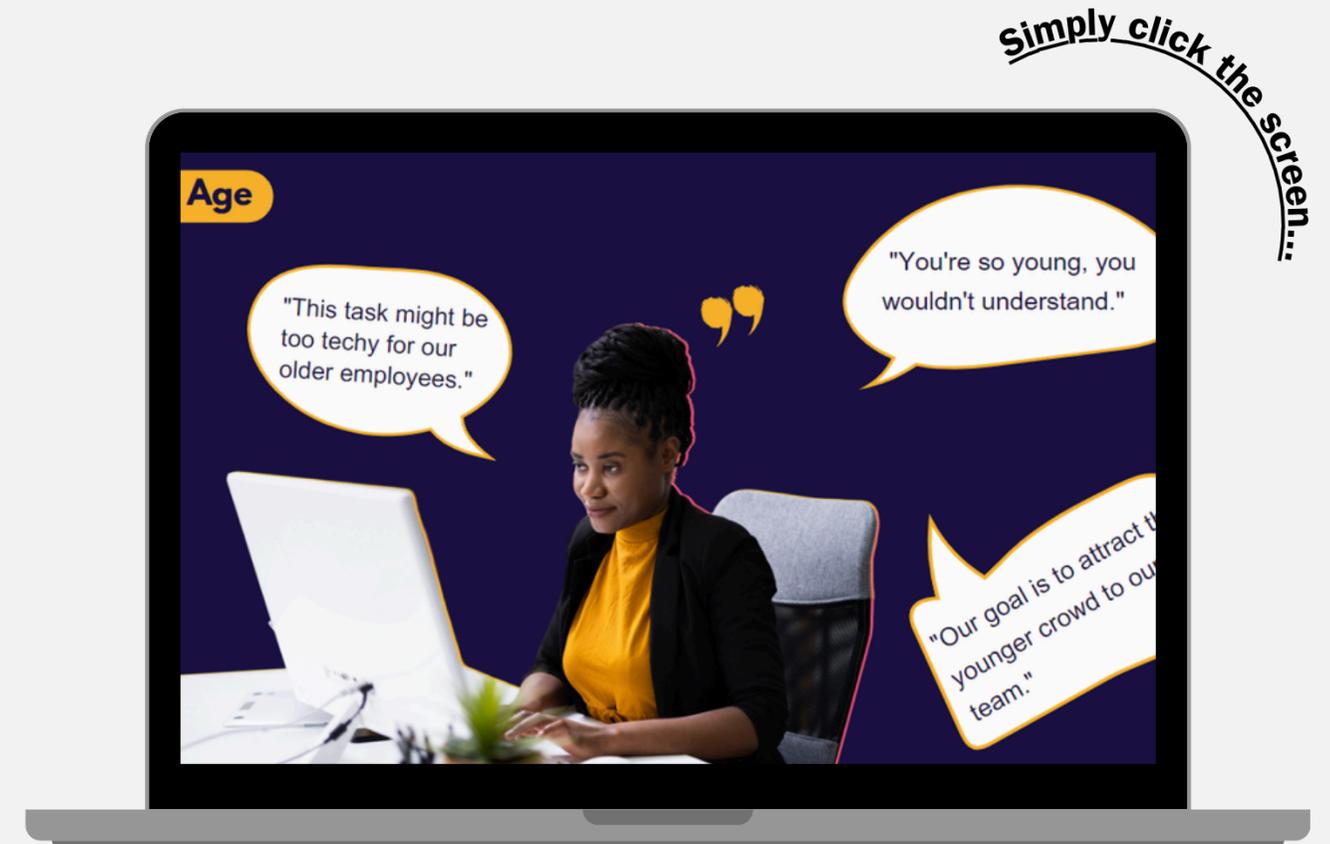
ACTIVITY #1

WORDS COUNT

SHARE



Follow the instructions on the next page →



Share the activity link and let's get started...

In this activity we will examine how subtle language choices can unintentionally exclude people based on age, disability, gender, race, religion, and sexual orientation. Our goal is to create a more inclusive environment through mindful communication. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

1

First, divide participants into small groups and assign them a category from: age, disability, gender, race, religion or sexual orientation

Refer to the Inclusive Language guidelines which can be found in the activity link/QR code on page 8.

2

Ask them to read the phrases on the activity link and discuss why they might be considered non-inclusive, the implications of the language and who it might offend or exclude.

3

For each phrase, the groups should propose a more inclusive alternative, rephrasing so it respects all individuals without diminishing the message's intent. Allow 15 minutes for this discussion and then ask the groups to share the alternatives they have proposed.

4

From the phrase suggestions, the group should now develop a set of principles for inclusive language use that can be applied broadly in team communication. Allow 10 minutes for this discussion.

Ask each group to share their findings and proposed inclusive language principles with the whole team. Identify common themes and agree universal principles.

Tip: Use your discussion notes from page 6 onwards to guide the conversation.

Provide the [glossary of terms](#) for further learning beyond the activity.

Instructions

40-50 min activity

Discussion Notes

Reflect on the question

Once the participants have read each question, reflect on an easy question: e.g., ask who in the group is left-handed. Discuss what it was like growing up left-handed. Did they have to make any adjustments? In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand.

Power up and power down

- **Power-up groups** are those that hold more social power and privilege in a particular context. They often have greater access to resources, opportunities, and decision-making.
- Members of power-up groups may experience fewer barriers and have more influence over societal norms and structures.
- These groups may enjoy advantages based on factors such as race, gender, socioeconomic status, sexual orientation, and more.
- For instance, in a predominantly male-dominated workplace, men might be considered the power-up group because they hold more influence and access to leadership positions compared to women.
- **Power-down groups** are those that have less social power and privilege within a specific context. They often face systemic barriers, discrimination, and limited access to resources.
- Members of power-down groups may be marginalised or oppressed due to factors like their race, gender, disability, or other aspects of their identity.
- Continuing the workplace example, women in a male-dominated field might be considered the power-down group due to facing challenges related to gender bias and limited opportunities for advancement.

Building skyscrapers

- During the activity when participants are taking bricks, there may be grey areas and disagreements – this is OK! Differences in perceptions of power is normal. Discuss the implications of this.
- Once the tower constructions have finished, start a discussion with participants about their towers. What patterns do they notice?

Your Action Plan

One thing I will stop doing...

One thing I will start doing...

One thing I will do differently...

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