



Inclusivity Guidelines for Bilingual Club Facilitators

Gender-neutrality and inclusivity

- Refer to the participating adults as “parents” or “caregivers” as to not assume that every child has a mother AND a father
- Refer to the adults as “they” if they do not specify their pronouns (or are gender-ambiguous) and also pay attention to the pronouns used for their child(ren)
- Avoid color-coded objects based on gender (ex: pink for girls only and blue for boys only) and include a vibrant, multicolored play area instead
- Avoid the segregation of toys based on gender; all children should be allowed to play with all toys
- Avoid the segregation of play areas based on gender (boys play with their toys here and girls play with their toys there)
- Encourage the children’s creative play, even if it does not align with their assigned gender (ex: if a young boy expresses interest in traditionally feminine things, one should not show signs of disapproval or discouragement)

Ability-based inclusivity

Belilingual Coordinator responsibilities

- Ensure that all club spaces are accessible and provide volunteers with details on the accessibility of the space they are using.
- Try to ensure all spaces are wheelchair-accessible. If this is not possible, Belilingual will be responsible for clearly communicating this to participants.
- Ensure venues have a quiet area for children with sensory sensitivity to retreat to in the case of sensory overload
- Ensure that all families are informed about the accessibility of venues and ask all participants whether there are any arrangements that can be made to make venues accessible for their needs.
- Ask caregivers if any special considerations should be taken, or if their children have special needs.

Volunteer Club Facilitator responsibilities

- Try to make sure there is a quiet area for children with sensory sensitivity to retreat to in the case of sensory overload and inform parents that they can leave the group to go use the space whenever needed.

- Where possible, include sensory activities to accommodate for children with hidden disabilities (ADD, ADHD, etc...) so that they don't experience boredom (bright colors, media, etc...)
- Talk to parents to understand childrens needs and adjust activities that are especially physically demanding as to not make less physically abled children feel left-out
- Include a mixture of different activities—physical, creative, and social—to provide a mix of inclusive play opportunities