



Guidebook for Educators:

Newcomer Inclusion in Physical Activity Experiences



Acknowledgements

About Physical and Health Education Canada (PHE Canada) PHE Canada champions healthy, active kids by promoting and advancing quality physical and health education opportunities and healthy learning environments. Supporting community champions with quality programs, professional development services, and community activation initiatives, [PHE Canada](https://www.phecanada.ca) inspires all to live healthy, physically active lives. Find out more at www.phecanada.ca. PHE Canada wishes to acknowledge the contributions of the many individuals, groups and organizations that participated in the development of this resource.

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| Introduction

Physical Health and Education Canada is dedicated to ensuring that all students are provided equal opportunity and motivation to engage in physical activity experiences, and to lead healthy lives overall. In order to achieve these outcomes, it is vital that all students feel safe, included, and represented in physical activity experiences (i.e., physical and health education classes, extracurricular athletics, intramurals, etc.). It is troubling that **Newcomer** students continue to report experiencing significant barriers to inclusion that hinder participation—as well as reduced desire to engage—in school-based physical activity experiences.

In order to increase accessibility for, and engagement in, school-based physical activity experiences for **Newcomer** students, PHE Canada has partnered with the Public Health Agency of Canada, Dr. Alexandra Stoddart from the University of Regina and D & D Inclusion Consulting to determine the prevalent gaps and wise practices.

This guidebook is intended for use by educators, school administrators, coaches, and program facilitators as an informative resource when developing programming, as well as a quick reference guide to help ensure that your physical activity experiences are inclusive for **Newcomer** students.

This guidebook outlines four types of barriers that impact **Newcomer** students:

- interpersonal barriers;
- intrapersonal barriers;
- sociocultural barriers; and
- structural barriers.

For each type of barrier, a definition, examples, and suggestions for inclusive programs and practices are provided, so that educators and facilitators can support **Newcomer** students and their engagement in inclusive, school-based physical activity experiences.

Throughout this guidebook, a collection of terms are bolded in **red** and **navy** and defined in the glossary. For the purpose of clarity and concision, this guidebook will use the term “educator” as an umbrella category encompassing all physical activity experience facilitators, coaches, teachers/educators, school administrators, and others involved in administering physical activity experiences in schools.

Who are Newcomer Students?

The term **Newcomer** refers to individuals who have recently arrived in Canada as first-generation immigrants or refugees. However, many of the barriers and suggestions described in this guidebook are also applicable to second-generation immigrants.

While the term **Newcomer**, by definition, encompasses people of all nationalities and ethnicities, this guidebook predominantly focuses on the experiences and needs of equity-deserving **Newcomer** youth (e.g., racialized, religious minorities, etc.).

This is because **Newcomers** from Western countries are likely to possess a similar cultural upbringing as those who grew up in Canada, thus making it easier to acculturate and learn Canadian norms and systems. In contrast, **Newcomers** from non-Western nations experience additional barriers due to cultural differences, which makes it more difficult for them to integrate into Canadian schools and physical activity experiences.



| Guiding Principles for Educators

In order to effectively engage **Newcomer** students in school-based physical activity experiences, educators need to understand and apply the following eight guiding principles.

1. Be Proactive. As an educator, it is important to be proactive in your designing and teaching of inclusive programming and resources, so that every human who enters your classroom—regardless of their background—will feel accepted and included. You can be proactive by doing your research about **Newcomer** inclusion (such as reading this guidebook) and talking to **Newcomer** students (see principle 2 below).

2. Adopt Student-Centered Learning. Co-create inclusive physical activity experiences with your students. By providing opportunities for them to decide which activities they want to participate in, you are actively creating a more welcoming and engaging environment for all students. Understand that students have a lot of knowledge about their own needs, and their peers' needs. Have open discussions with them, with the intention just to listen and learn. This will also allow you to develop culturally relevant physical activity experiences. See our [Student-Centered learning toolkit](#) for more information.

3. Regularly Practice Critical Self-Reflection. Consider what implicit biases, values, or beliefs you hold that may be barriers to inclusion. We all have personal biases, values, and beliefs—whether explicit or implicit, they influence our everyday thoughts and behaviours. Think about your own past experiences and how they may unknowingly be a barrier to providing inclusive physical activity experiences. Sometimes when we reflect honestly, our perspectives may surprise or shock us; however, engaging in this self-reflection can allow us to then address those biased perspectives to ensure our students learn and grow in an environment that is more welcoming and accepting.

4. Accept That You Can Always Learn More—and Be Ok with That. Social culture is dynamic and fluid, and wise practices change over time. Some norms, opinions, and language that have been historically accepted are oppressive and inappropriate today. As an educator, it is crucial to seek out reading, research, and other opportunities to educate yourself on creating a more inclusive environment for **Newcomer** students.

I Guiding Principles for Educators

5. Do Not Neglect Newcomer Students

Who Are Disengaged. Physical activity experiences that are traditionally offered in Canadian schools are often **Western-normative**. Students who grew up in Canada, as well as those whose parents who grew up in North America, often have an unfair advantage of being comfortable and familiar with the way that physical activity experiences are presented, and the emphasis often placed on participating in them. As a physical and health educator, it is natural to shift our attention towards students who are athletically inclined and/or assume that students who lack athletic skills or have a different relationship with physical activity are disinterested. However, this is not always the case—many **Newcomer** students merely lack familiarity with and knowledge of **Western-normative** activities, and will disengage if they are not provided an inclusive environment where they can engage in physical activity experiences in a way that aligns with their values and understanding. It is especially important to provide a welcoming, safe and culturally-responsive environment for **Newcomer** students, as physical activity experiences are a significant pathway to integration into Canadian culture.

6. Do Not Force **Western-Normative** Perspectives of Physical Activity onto Newcomer Students.

Educate yourself about non-Western-normative perspectives on physical activity so you can better engage with students who may be reluctant to participate. For instance, in some cultures, women have been told for generations to avoid participating in physical activity when they are menstruating because it further drains their bodies of energy and nutrients (i.e., South Asian culture). However, in Western cultures, women are encouraged to engage in physical activities during menstruation. Refrain from pushing **Western-normative** perspectives onto students with different cultural beliefs and/or punishing their lack of engagement. Instead, find culturally sensitive ways to engage in conversations about how unengaged students can participate in a way that makes them feel comfortable. This will ensure that the student does not feel dismissed or alienated for holding cultural beliefs that differ from Western norms.

| Guiding Principles for Educators

7. Don't Shift the Burden onto

Vulnerable Students. Newcomer students often experience stressful pressures to assimilate and integrate into Canadian culture. As a result of their general unfamiliarity with Canadian culture, Newcomer students may be fearful to speak up and ask for their needs to be met. In fact, some Newcomer students may come from countries that explicitly discourage asking for their needs to be met. As such, it is good practice to refrain from assuming that Newcomer students will make their needs known to you, or speak up in a large group. Instead, proactively seek out information, resources, and wise practices to support Newcomer students. As well, consider engaging in one-on-one conversations with Newcomer students to ask how you can implement culturally relevant programming that resonates with them—this provides a less intimidating context for the student to feel comfortable speaking up. Keep in mind that not all students will express their needs and desires; however, it's important to find alternatives to seeking out this information and still providing culturally relevant physical activity experiences.

8. Engage in Quality Communication.

Newcomer students who are not fluent in English may encounter language barriers. This could result in an inability to understand instructions for physical activity experiences, and thus confusion when engaging. As a result, students may feel disengaged from the experience. Educators should consider offering translated instructions or using technology to support communication, translation, and understanding.



| Intersectional Awareness

It is important to remember that **Newcomer** students come from different racial, ethnic, religious, and socioeconomic backgrounds, and also have diverse gender and sexual identities. The experiences and needs of Black, Brown, and Asian **Newcomer** students will likely be different from each other, as well as generally different from those of White students. Additionally, the experiences and needs of LGBTQ2S+ **Newcomer** students will likely be different from heterosexual, cis-gender **Newcomer** students. It is critical for educators to eliminate the assumption that all **Newcomer** students will have the same experiences and barriers. Instead, educators are encouraged to seek out a diverse range of resources to support the unique needs of *all* **Newcomer** students.

Understanding Intersectional Identities

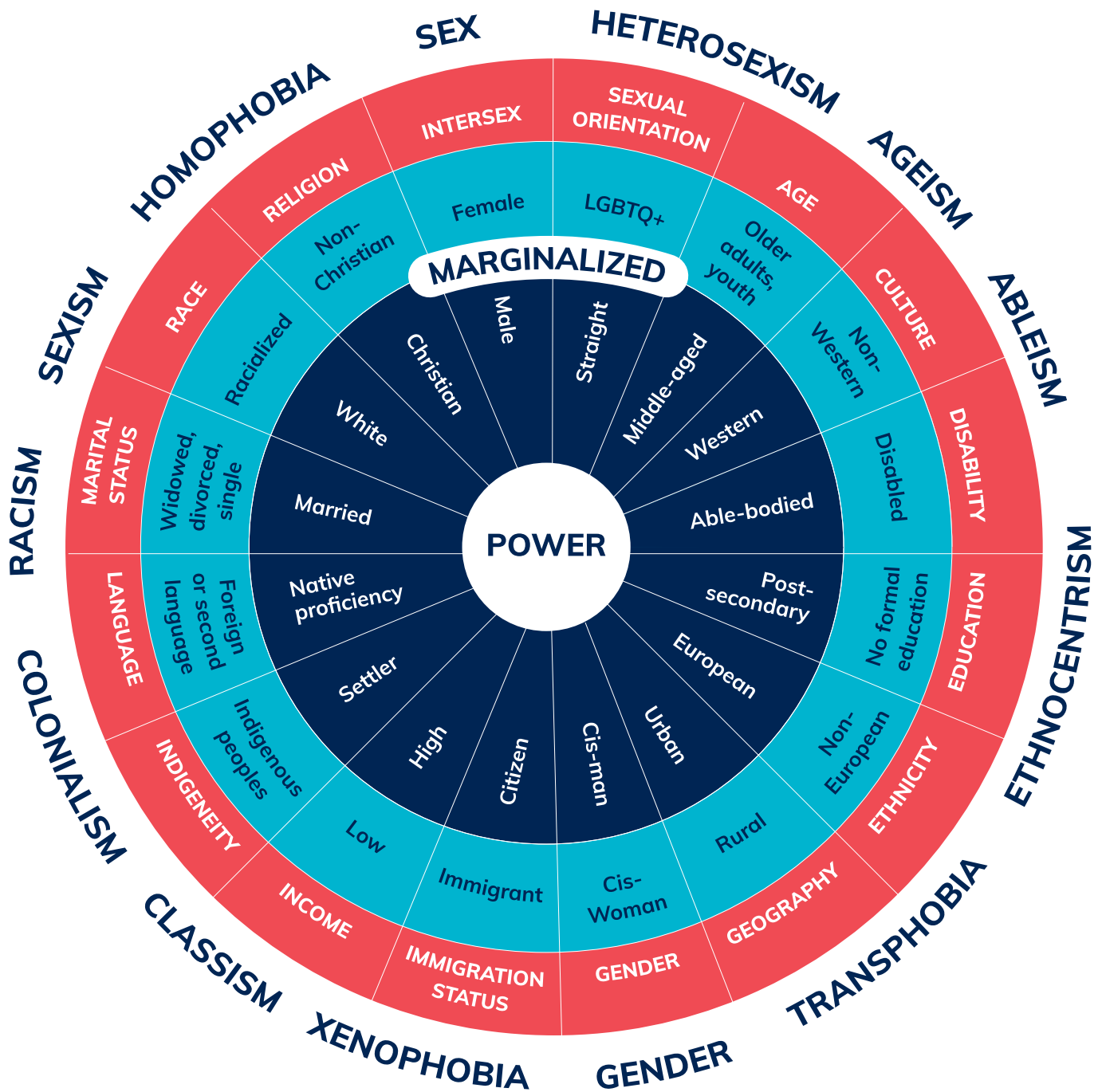
The Wheel of Power/Privilege, illustrated on the next page, provides a simplified understanding of intersectional identities. Every individual is multidimensional, in that everyone has multiple identities that make up who they are—and can thus locate themselves at different points in each slice of the wheel below. Identities that are located closer to the center of the wheel have more power and privilege. As you move outward, towards the outer rings, marginalization increases.

Intersectionality speaks to the combination of all identities that one person has. The specific experience of an individual differs depending on how much power/privilege is associated with each of those identities. For instance, a **queer**, able-bodied South Asian **Newcomer** woman whose first language is neither English nor French has a different experience than a **heterosexual**, able-bodied Black **Newcomer** man with English-language

proficiency. Although they both share the same **Newcomer** marginality and able-bodied privilege, their respective sexuality, gender, and language privileges, as well as their different ethnic backgrounds, will lead to quite dissimilar lived experiences. Therefore, both individuals in this instance will have different needs.

As an educator, it is important to consider the intersectional identity of each student, in order to develop programming and practices that cater to all of those identities, rather than utilizing a one-size-fits-approach for all **Newcomer** students.

Intersectional Awareness



Adapted from Sylvia Duckworth's Wheel of Power/Privilege

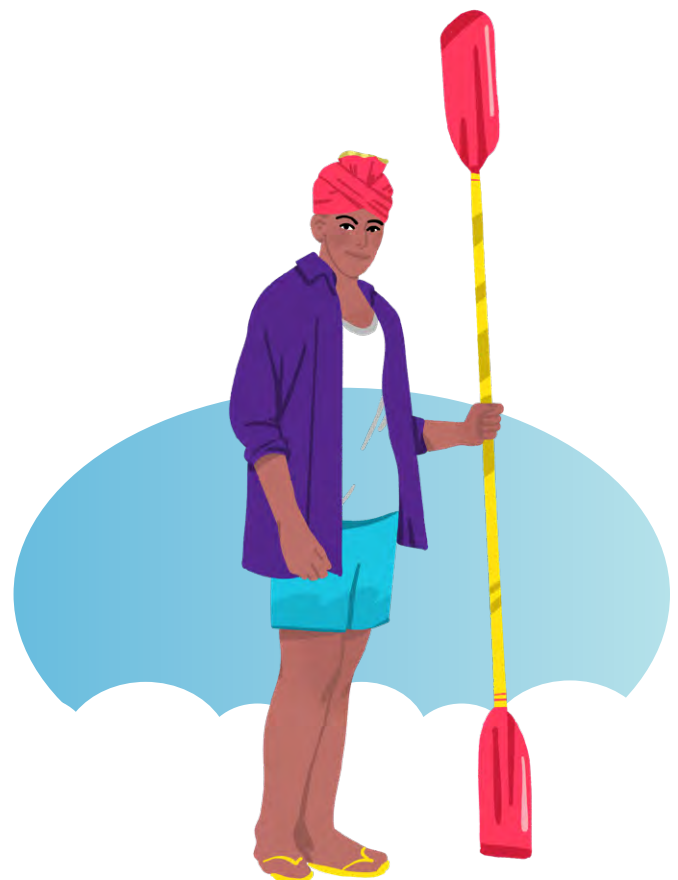
Physical Activity Experiences for Newcomer Students

Below are some tips for developing physical activity experiences that are inclusive of Newcomer students.

- 1. Expand beyond Western-normative activities** by incorporating traditional games and activities, as well as cultural and physical elements, of Black, Brown, Hispanic, Asian, and non-Western cultures. Be sure to do so in a respectful and appropriate manner.
- 2. Consult Local Communities and/or Organizations Serving Priority Populations** for support in designing programming that is culturally sensitive and appropriate.
- 3. Explain the Cultural Significance and Origins of the Selected Activities** when teaching them in class, in order to foster a positive learning space—as well as avoid perpetuating cultural appropriation.

Incorporate activities such as yoga in a manner that respects and attributes credit to South Asian culture. You can do so by inviting a South Asian yoga instructor, explaining the cultural origins of yoga, and the problematic co-opting of traditional South Asian yoga practices by White culture and the Western world.

- 4. Develop recreational activities** that prioritize the aspect of fun in physical movement, rather than competitive Western-normative activities. Students are more likely to participate in physical activity experiences if they do not require specialized skills and extensive background knowledge, as it makes the activity less daunting.





Newcomer Inclusion in Physical Activity Experiences

Interpersonal Barriers



Interpersonal Barriers

Definition of Interpersonal Barriers

Interpersonal barriers are those which exist between similar or different groups of people in a school setting, relationships defined by their status and respective power (i.e., staff and students, administration and students, students and their peers, etc.).

Interpersonal barriers occur in the context of interactions and communication in classrooms, changerooms, and the broader school environment. These barriers often emerge as a result of individuals' actions and behaviours towards **Newcomer** students (i.e., **prejudicial** views and attitudes).

Examples of Interpersonal Barriers in Physical Activity Programs

Below is an example of interpersonal barriers that may be present in school-based physical activity experiences.

Prejudice from peers. Shaming, stigmatizing, othering, mocking, or making fun of **Newcomer** students in physical activity spaces. For instance, students may make fun of ethnic accents or religious wear, such as turbans or hijabs, which could increase discomfort and decrease desire to participate in physical activity experiences. Students or staff may even perpetuate identity-based stereotypes about one's physical literacy, which could make **Newcomer** students feel unwelcome.

How are interpersonal barriers problematic?

Interpersonal barriers significantly contribute to diminishing the motivation of **Newcomer** students to participate in physical activity experiences. Specifically, interpersonal barriers can cause **Newcomer** students to feel unsafe in physical activity spaces.

Interpersonal Barriers

Suggestions for Educators

Educators can take proactive measures to dismantle, and hopefully prevent the onset of, interpersonal barriers in school-based physical activity experiences.

Inclusive Program Design

Consider these suggestions for designing physical activity experiences to dismantle and prevent interpersonal barriers:

1. Set Clear Expectations—Together.

Set the standard at the beginning of the semester or school year by clearly identifying behaviours that will not be tolerated in physical activity spaces—or elsewhere. These include: telling racist jokes, perpetuating stereotypes, making fun of linguistic ability, and mocking accents. Since group norms are best when co-created, put time aside to develop and set expectations with student support and feedback.

2. Allow Friend Requests for Physical and Health Education Class Enrollment.

Some students report that having their friends in the same PHE course or program was helpful for their feelings of belonging and connection. If possible, encourage and honour friend requests for enrollment in school-based physical activity experiences.

Questions for Critical Self-Reflection

Reflect on these questions when designing school-based physical activity experiences.

1. Do you intervene by **explaining why** a behaviour is problematic when overseeing a student mocking or making fun of a **Newcomer** student?
2. Do you regularly remind students not to shame, stigmatize, stereotype, or **prejudice** **Newcomer** students, and instead encourage everyone to understand, empathize, and support their peers regardless of their intersectional identities?
3. Do you represent a wide range of cultures and religious backgrounds in your instruction (e.g., media examples, discussing intersectional experiences, etc.)?





Newcomer Inclusion in Physical Activity Experiences

Intrapersonal Barriers



Intrapersonal Barriers

Definition of Intrapersonal Barriers

Intrapersonal barriers are those which exist within one person's self or mind and are obstacles within oneself that stop us from sending and receiving information effectively. Intrapersonal barriers may be formed from preconceptions resulting from personality, education, culture, values, and unique life experiences.

Such barriers may include a lack of knowledge about physical literacy, as well as a lack of confidence to participate, due to one's cultural upbringing.

Examples of Intrapersonal Barriers in Physical Activity Programs

Below are some examples of intrapersonal barriers that may be present in school-based physical activity programs.

Different definition of physical activity. A lack of knowledge about how physical activity is defined in Canada, and how it is valued, can act as a significant barrier to participation. For instance, many **Newcomer** students are unaware of Western terms such as “sedentary” behaviour. It is important to explicitly teach the concepts of physical literacy and physical activity to all students and refrain from assuming that it is common knowledge.

Unfamiliarity with **Western-normative physical activity experiences.**

Western-normative experiences are often off-putting for **Newcomers** to participate in alongside those who are well-versed in them. For instance, students who have arrived from countries that do not play flag football, baseball, and other **Western-normative** sports might find it difficult to readily integrate into these experiences if they are unfamiliar with them.

Intrapersonal Barriers

Language barriers. Language barriers can facilitate social exclusion for **Newcomer** students who are unaware of the specific language and cultural references that are used to describe the rules, regulations, and structure related to a given physical activity. Overly complex language used to explain sports and physical activities can make Newcomer students feel unwelcomed and socially excluded, thus decreasing engagement in physical activity programs.

Cultural and religious restrictions at the axis of gender restrictions.

In some cultures, girls are discouraged from participating in sports and physical activities. Instead of enforcing Western cultural norms, be sensitive and accommodating of this restriction by providing alternatives to organized sports (e.g., dance classes, yoga, etc.), which may be considered more culturally acceptable for girls to participate in.

How are intrapersonal barriers problematic?

Intrapersonal barriers significantly contribute to feelings of social exclusion for **Newcomer** students, which can hinder their ability to participate in physical activity experiences.



Intrapersonal Barriers

Suggestions for Educators

Educators can take proactive measures to dismantle, and hopefully prevent the onset of, intrapersonal barriers in school-based physical activity experiences.

Consider these suggestions for designing physical activity programs to dismantle and prevent intrapersonal barriers:

1. Implement non-Western physical activity experiences. While it can be tempting to engage in exclusively **Western-normative** physical activity experiences, especially if only a small minority of students are racialized, it is important for all students to feel seen. Incorporate a range of non-Western experiences that can allow **Newcomer** students to feel included. Sports such as cricket and physical activities such as yoga are a great way to make **Newcomer** students feel motivated to participate in activities that resonate with their cultures.
2. Proactively explain concepts and rules related to health and sports. Avoid making assumptions about everyone's level of knowledge about rules related to a sport, as well as about physical literacy. Refrain from asking students if they know about these concepts, as **Newcomer** students may feel embarrassed or isolated for identifying themselves as lacking knowledge in this realm. Instead, proactively explain the concepts of health and rules of physical activities. Provide ample examples to ensure all students understand.
3. Simplify and/or translate materials. Providing translated materials (e.g., instructions) can be an effective way of engaging **Newcomers**. Additionally, facilitating experiences with simplified rules will increase the engagement of **Newcomer** students who may feel unwelcomed and intimidated by the heavily organized and regulated nature of Canadian sports.

Questions for Critical Self-Reflection

Reflect on these questions when designing school-based physical activity experiences.

1. Do you create classroom environments that normalize and encourage students to ask questions when they do not understand?
2. Do you encourage students to learn about various cultural activities, regardless of whether there is a **Newcomer** student in your classroom?
3. Do you tie in overall health-related goals and practices into your instruction?
4. Do you encourage friend requests in physical activity experiences? It can be helpful for **Newcomer** students to participate with friends when they are listening to instructions or participating with larger groups of students.



Newcomer Inclusion in Physical Activity Experiences

Sociocultural Barriers



Sociocultural Barriers

Definition of Sociocultural Barriers

Sociocultural barriers are the social norms, attitudes, and implicit expectations that are deeply entrenched in the culture (i.e. social context) of physical activity. These norms, attitudes, and expectations are collectively determined and reinforced by educators, administrators, and students.

The culture of physical activity is shifted by more than just intervening in interpersonal and intrapersonal barriers. However, educators can help influence this shift by consistently working towards enforcing positive and more inclusive social norms and attitudes.

Examples of Sociocultural Barriers in Physical Activity Programs

Below are some examples of sociocultural barriers that may be present in school-based physical activity experiences.

Competitive Environments. Prioritizing the aspect of competition over recreation acts as a significant deterrent to participation for **Newcomer** students. A competitive environment privileges students who have familiarity and previous experience with **Western-normative** sports, which consequently facilitates social exclusion of those who do not (i.e., **Newcomer** students).

Western-normative Conceptions of Health. The current understanding of health in Canadian schools is taught from a heavily **Western-normative** lens that does not accommodate nor resonate with many students of colour and **Newcomers**.

Sociocultural Barriers

Traditional Approaches to Fitness Testing.

While some students can find traditional fitness testing helpful and beneficial, many others experience feelings of otherness, exclusion, body dysmorphia, or body image issues, especially when comparing themselves to others. For **Newcomer** students who may lack basic physical literacy knowledge, fitness testing could have a negative impact on their social-emotional health. Multiple methods for defining and measuring success should be included in evaluations.

Gender-Based Performance and Social Belonging.

In some cultures, gender norms could discourage participation in physical activity experiences. As a result, **Newcomer** students may not feel comfortable participating in Western-normative physical activity opportunities. Additionally, **Newcomer** students may lack feelings of social belonging when first coming to Canada, which has been shown to decrease participation especially among those who identify as girls. Together, these gender-based issues will negatively impact **Newcomer** participation in physical activity experiences.

How are sociocultural barriers problematic?

Sociocultural barriers contribute to fostering a culture of exclusion within physical activity, in part by privileging students with prior experience and familiarity with **Western-normative** physical activity experiences. In other words, sociocultural barriers create an environment in which **Newcomer** students feel unwelcome to participate.

School-based physical activity environments can play a crucial role in shaping the cultural climate of the entire school community, in ways that are unwelcoming to **Newcomer** students. In this sense, it is understood that sociocultural barriers that arise from a competitive atmosphere in school sports influence sociocultural barriers in the broader school environment.



Sociocultural Barriers

Suggestions for Educators

To be inclusive of all students, educators can take measures to address certain sociocultural barriers in physical activity experiences.

Consider these suggestions for designing physical activity experiences that address certain sociocultural barriers:

- 1. Offer Physical Activity Experiences that Allow Students to Connect with Nature.** Research has shown that **Newcomer** students may be more inclined to participate in physical activities that allow them to connect with nature, as opposed to **Western-normative** sports such as baseball or soccer. Expand your offerings to include outdoor nature walks, runs, or foraging expeditions.
- 2. Expand your Conceptualization of Health to Encompass a Wide Range of Cultures.** For instance, **Newcomer** students may have familial responsibilities that exclude them from participating in morning or after-school physical activity experiences. For them, walking to pick up younger siblings or helping around the house may be better aligned with their cultural understanding of health.

Questions for Critical Self-Reflection

Reflect on these questions when designing physical activity experiences to effectively address certain sociocultural barriers.

- 1.** Do you utilize your school's outdoor area for teaching and learning? If you don't have access to an outdoor school space—consider using a local community park.
- 2.** Do you include Land-Based Learning in your planning and instruction?
- 3.** Do you provide opportunities for your students to lead as knowledge-holders in a variety of movement- and health-related contexts?
- 4.** Do you actively seek to participate in learning opportunities to grow your personal knowledge and understanding of cultural, non-Western-normative physical activity experiences?



Newcomer Inclusion in Physical Activity Experiences

Structural Barriers



Structural Barriers

Definition of Structural Barriers

Structural barriers are policies and practices that systematically disadvantage a priority population. Structural barriers are deeply entrenched in the design of school-based physical activity experiences and make it inaccessible for many **Newcomer** students to participate in them. As such, these barriers are often the hardest to address. However, structural barriers are the most important for educators to challenge, as they directly prevent **Newcomer** students from participating.

Examples of Structural Barriers in Physical Activity Experiences

Below are some examples of structural barriers that restrict **Newcomer** students from participating in physical activity experiences.

Rigid Organization of Sports. The rigid nature of organized **Western-normative** sports constrains possibilities for integration and inclusion of **Newcomer** students in physical activities, particularly those who have limited former experience with these sports. Rigid organization refers to the implementation of severe rules and regulations, as well as a high level of structure in the physical activity experience. Sports that are characterized by rules, regulations, and structure can be seen as heavily **Western-normative**, and often differ from more leisurely sports played in their countries of origins. This can lead to barriers to participation.

Cost of Extra-Curricular Physical Activity Experiences. Additional costs and fees related to engaging in extra-curricular physical activities experiences can be a huge barrier for **Newcomer** students. Many extra-curricular physical activity experiences (i.e., organized sports, field trips, etc.) require fees and additional costs (i.e., transportation, equipment, uniforms, etc.). Consequently, this could be a huge barrier for some **Newcomer** students to engage and participate in these experiences.

Structural Barriers

Access to Transportation and Facilities.

Participating in physical activities experiences that are off school grounds and/or require transportation can be difficult for **Newcomer** students, especially those whose parents work general labour jobs and are unable to transport their children. This could make participation inaccessible and cause parents to disapprove of engaging in such activities.

Dress Codes and Sport Uniforms.

Mandatory athletic uniforms that involve shorts or other clothing items that might be considered revealing in some cultures can be a deterrent for some Newcomer students. This could make them uncomfortable about participation and cause parents to disapprove of engaging in such experiences.



How are structural barriers problematic?

Structural barriers prevent the opportunity for **Newcomer** students to participate, as they are systematically excluded from the design of school-based physical activity experiences. This is because the structural design of school-based physical activity experiences is inherently colonial and **Western-normative**. Structural barriers are especially problematic when the burden is put on families to resolve or overcome these barriers, rather than the school taking responsibility to provide assistance when needed (i.e., subsidies, grants, etc.).

Suggestions for Educators

Educators must consider the structural barriers that exist in school-based physical activity experiences to support the inclusion of **Newcomer** students. Additionally, all educators can take measures to advocate for the elimination of structural barriers for **Newcomer** students' participation in school-based physical activity experiences.

Structural Barriers

Consider these suggestions for designing school-based physical activity experiences to address some structural barriers:

1. Implement Recreational

Experiences. Consider implementing recreational physical activity experiences that do not require specific skills and training for participation or to “make the team.” This will encourage **Newcomer** students to get involved in physical activity without feeling discouraged over a perceived lack of athletic ability.

2. Provide Options to Select Level

of Play. By offering a range of levels, such as competitive, recreational, and developmental, students can comfortably engage in physical activity experiences with others of similar interests. This will help foster recreational environments for students who do not wish to play competitively.

3. Offer Alternatives. Students may be willing to participate but are uncomfortable with the given option. Instead of mandating only one idea, it is empowering to provide alternatives. For instance, offering less revealing clothing options, or simply not asking the students to change for physical activities experiences, can help accommodate the needs of some students, even if they haven’t clearly articulated them.

Questions for Critical Self-Reflection

Reflect on these questions when designing school-based physical activity experiences to address certain structural barriers.

1. Do you focus your attention on students with significant athletic abilities?
2. Do you foster an environment that makes students feel as if they are being evaluated on athletic ability?
3. Are you being proactive in creating an inclusive, safer environment for **Newcomer** students?
4. Are you working to reduce/eliminate structural barriers that may inhibit/deter **Newcomer** students from participating in school-based sport/physical activity experiences?
5. Do all of your students have equitable access to school-based sport and physical activity experiences?

| Glossary of Terms

- **Heterosexual:** Heterosexual refers to a person who is romantically and/or sexually attracted to the opposite gender (synonymous with “straight”).
- **Cis-gender:** A person whose gender identity corresponds with the sex they were assigned at birth.
- **2SLGBTQ+:** An acronym that encompasses sexual and gender identities on a spectrum. The acronym includes two-spirit individuals, lesbians, gays, bisexuals, transgender people, queer people, and many others.
- **Newcomer:** According to the Government of Canada, a Newcomer refers to a person who has recently left another country to settle in another.
- **Prejudice:** Prejudice is an affective feeling towards a person based on their perceived group membership. Prejudice often involves developing preconceived opinions about people based on stereotypical information (i.e., information that is not based in reason or actual experience).
- **Queer:** Queer is an umbrella term encompassing all gender and sexual identities of anyone who is not heterosexual or cisgender.
- **Western-normative:** Western culture—also known as Western civilization or society—is a heritage of social norms, values, beliefs, customs, and systems of the Western world. Western culture is strongly influenced by Christian culture, Greco-Roman culture, and to some extent, Germanic culture. The West includes several nations in North America, South America, Australia, and Europe (the inclusion of Russia is contested). To be Western-normative means to privilege the social norms, beliefs, systems, and cultures of the West as the “correct way of life, while relegating all else (i.e., Eastern countries) as “Other.”



| Resources and Organizations

- **Immigration, Refugees and Citizenship Canada** - Immigrants' contribution to the sports sector
<https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/growing-canada-future/sports.html>
- **Sport for Life** - Sport for Life for Every New-to-Canada Participant: Creating Inclusion of New-to-Canada Participants in Sport and Physical Activity
https://sportforlife.ca/wp-content/uploads/2022/12/Sport-for-Life-For-Every-New-to-Canada-Participant-2.0_EN_FINAL20221128_WEB.pdf
- **Sport Information Resource Centre (SIRC)** - Knowledge Nuggets – Newcomers to Canada (In the Search bar, choose Newcomers to Canada in the Topic dropdown menu.)
<https://sirc.ca/knowledge-nuggets/>
- **Participaction** - Engaging Newcomers to Canada in Physical Activity Programming: Research Report
https://www.participaction.com/wp-content/uploads/2022/09/Engaging-Newcomers-in-Physical-Activity_Research-Report.pdf
- **Government of Canada** - Newcomer Services
<https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/newcomers.html>
- **YMCA** - Newcomers Information Centre
<https://newcomersincanada.ca/>



