

# Sport for Life for ALL NEWCOMERS TO CANADA

Creating Inclusion of Newcomers  
in Sport and Physical Activity





## WRITTEN BY

Kashyap Gosai  
Jeff Carmichael  
Andrea Carey  
Emily Rand

## ADDITIONAL CONTRIBUTORS AND EDITORS

Krista Taldorf	Carolyn Trono
Marion Christensen	Olivia Cusack
Richard Way	Clayton Meadows
Annie Lau	Tyler Laing
Julie Guenther	Nicola Hestnes
Hannah Mashon	

## PHOTO CREDITS

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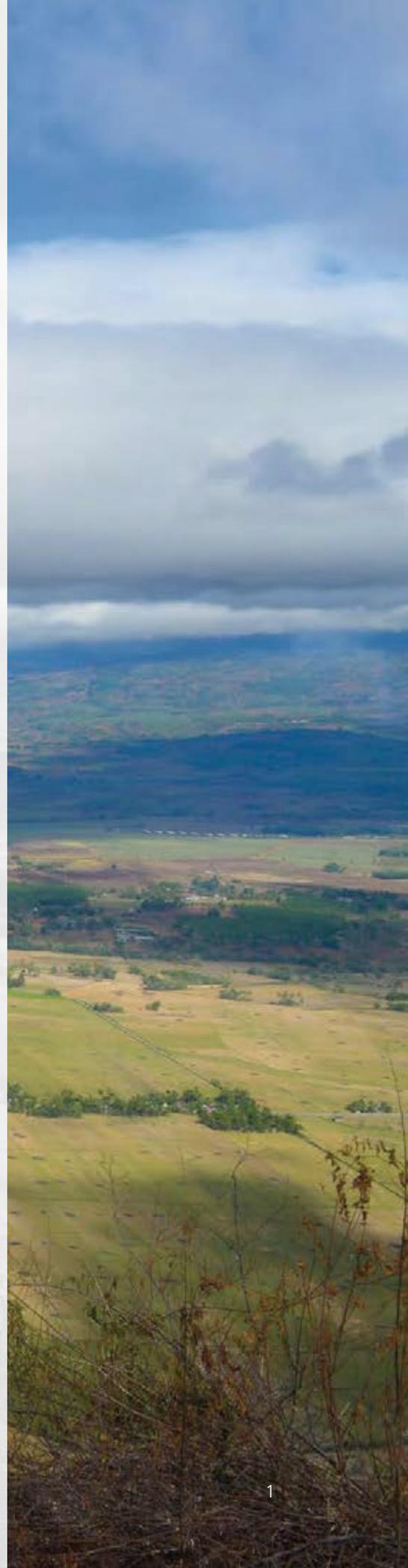
# Creating Inclusion of Newcomers

## IN SPORT AND PHYSICAL ACTIVITY

A response to **PLAYING TOGETHER** –  
new citizens, sports & belonging (2014)

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# Introduction

Why should sport and physical activity leaders care about meeting the needs of families immigrating to Canada? By 2030, immigration will account for all of Canada's net population growth.

Cities across Canada are being transformed by immigration, and the sport system will also be affected as some sports, likely those that have been traditionally popular in Canada, may see their participation levels decline. Other sport and physical activity organizations, with which newcomer Canadians are familiar, may grow in popularity, especially if they choose to expand their programming to meet the needs of these newcomers. Regardless of participation levels, it is indeed the responsibility of all sport and physical activity leaders to ensure that the system is accessible to all Canadians. We must become familiar with, and empathetic to, the unique circumstances that prevent some newcomers from fully participating in sport and physical activity.

*Playing Together – new citizens, sports & belonging* is a report published by the Institute for Canadian Citizenship (ICC) in 2014 that provides a perspective on the role that sport can play in creating a welcoming environment for new citizens. Although the ICC (2014) report refers to new citizens specifically, and defines new citizens as immigrants who have been in Canada for at least three years and have attained Canadian citizenship, this resource will use the term newcomer to include both immigrants and refugees that have left another country to settle in Canada. This resource will also highlight opportunities for both sport and physical activity organizations and leaders to be more inclusive of newcomers in their programs.

Newcomers to Canada may have established their basic needs (e.g. a home, work, school for children) but they may not have integrated into their communities. Many may struggle to find a place in Canada well after they arrive, and sport and physical activity can be an important vehicle for helping them feel that they belong.

The ICC (2014) has affirmed the existence of several barriers that prevent inclusion in sport. Although the report is specific to new citizens, some of the barriers identified may resonate with other populations as well, since we are still struggling to eliminate these barriers for all Canadians who wish to be physically active. The ICC (2014) report also provides an excellent compilation of information that can guide sport and physical activity leaders as they strive to meet the needs of newcomers. As the report confirms, "the good news is that the barriers cited by new citizens are mainly structural challenges, rather than cultural issues". When the report researchers connected with more than 4,000 new citizens, they discovered that many local initiatives are currently being implemented to address some of their needs. However, we do not yet have national or provincial/territorial plans that include strategies and comprehensively address the changes that may need to be adopted by sport and physical activity organizations.

Canada is seen as a welcoming, multicultural society and is a bilingual country. The examples of promising practices included in this resource are only a sampling of what currently exists in Canada. There are many organizations across Canada that have successfully reached out to newcomers and found ways to enable their participation in sport and physical activity. Although much has been done by a number of local, provincial/territorial, and national organizations, few have included specific strategies for engagement and inclusion. Significantly more is needed from all levels of government, organizations, and our sport and physical activity leaders.



**“A sport is a sport and a fan is a fan, no matter where in this world you were born. Sports are familiar, safe spaces to connect to new people. By playing together, we build connections, community, and ultimately, our country.”**

*~Gillian Smith, Former Executive Director and CEO, Institute for Canadian Citizenship*



# Welcoming Newcomers to Canada

Newcomers can bring a renewal and vibrancy to sport and physical activity organizations. The majority of the ICC (2014) new citizen survey respondents were between 35 – 44 years of age with over 50 percent having children. They are looking for sport and physical activity opportunities for both their children and themselves. They are a new audience for programming and want an invitation to play! Many newcomers are keenly interested in taking part in both traditional and non-traditional sports and activities in Canada, but we may need to take different approaches to engage them.

The Canadian Sport for Life Movement, led by the Sport for Life Society (2017), aims to improve the quality of sport and develop physical literacy for all Canadians. When establishing quality sport programs based on developmentally appropriate sport, all Canadians can improve their health, wellness, and sporting experience. The planned outcomes of Sport for Life include Physical Literacy, Excellence, and Active for Life.

Physical literacy is defined as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (International Physical Literacy Association, 2014; ParticipACTION et al., 2015). Physical literacy is the foundation for both Active for Life and Excellence. It is best developed at the Active Start, FUNdamentals, and Learn to Train stages of the Sport for Life Framework (see *Figure 1: The Sport for Life Framework*; Balyi et al., 2016). Within this framework, there are two additional points of considerations for individuals who are not engaged

in physical activity and sport at the early stages, or find themselves without the skills, understanding, or support to become engaged later in life. These include Awareness and First Involvement.

*Awareness* cultivates an understanding of the range of opportunities that exist for sport and physical activity, and how to get involved. To this end, organizations need to develop awareness and communication plans to make their offerings and resources known.

*First Involvement* ensures that individuals who are trying an activity for the first time have a positive first experience and stay engaged. Organizations need to train coaches and develop programs to provide a suitable orientation for individuals, helping them feel confident and comfortable in their surroundings and welcome among their peers and activity leaders. Physical literacy development is important to help individuals develop their movement skills, grow in confidence, and develop and sustain the desire to continue their participation.

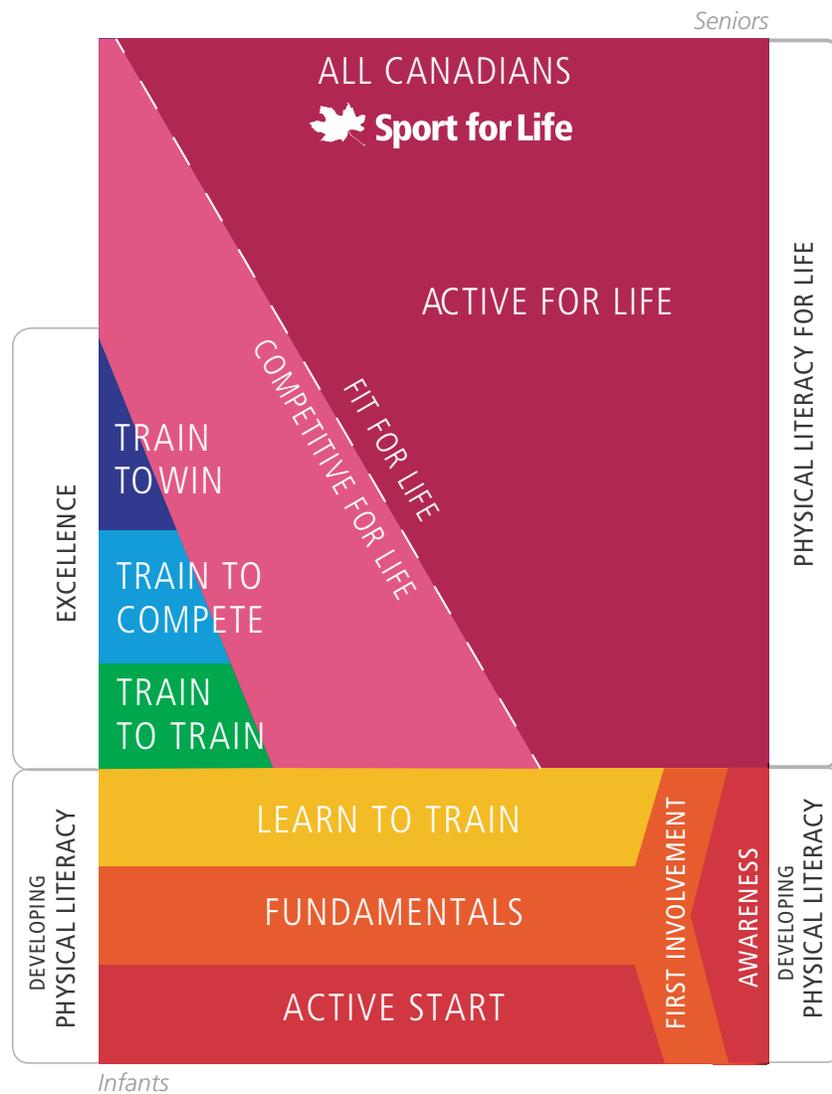


FIGURE 1: THE SPORT FOR LIFE FRAMEWORK

Newcomers to Canada come with a unique inventory of sport and fundamental movement skills and, like all Canadians, require an individualized approach to enhance their own level of physical literacy through quality, stage-appropriate experiences. The concept of “Kaizen,” or continuous improvement, is the underlying spirit of Sport for Life.

In addition to the efforts of Sport for Life to engage all Canadians in quality sport, national initiatives have existed for many years with the intent to foster an inclusive and welcoming sport and activity culture for all Canadians. Two examples of these initiatives are True Sport and HIGH FIVE®.

True Sport is a series of programs and initiatives designed to give people, communities, and organizations the means by which to leverage the many benefits of sport from a platform of shared values and principles (True Sport, ND). True Sport is dedicated to the notion that good sport can make a great difference. Guided by its seven principles, part of the True Sport mission is to create a fair, safe, and open atmosphere where good sport can grow stronger through inclusive competition at all levels (see *Figure 2: True Sport Principles* and *Figure 3: True Sport Guidelines for Communities*).



## True Sport Principles

### Go For It

Rise to the challenge - always strive for excellence.  
Discover how good you can be.

### Play Fair

Play honestly - obey both the letter and spirit of the rules.  
Winning is only meaningful when competition is fair.

### Respect Others

Show respect for everyone involved in creating  
your sporting experience, both on and off the field.  
Win with dignity and lose with grace.

### Keep It Fun

Find the joy of sport.  
Keep a positive attitude both on and off the field.

### Stay Healthy

Place physical and mental health above all other  
considerations - avoid unsafe activities.  
Respect your body and keep in shape.

### Include Everyone

Share sport with others.  
Ensure everyone has a place to play.

### Give Back

Find ways to show your appreciation for the community  
that supports your sport and helps make it possible.

truesport.ca



## Guidelines for Communities

### Recognize Sport as a Valuable Community Asset

Help sport live up to its full potential.  
Enable it to contribute to the well-being of the entire community.

### Champion Ethical Conduct

Commit to fair play. Make respect for the rules, officials, coaches and players a priority –  
Both on and off the field.

### Promote Inclusion

Remove barriers. Encourage participation.  
Make it possible for everyone to get involved and stay involved.

### Strengthen Connections

Create opportunities for people to get together through sport.  
Make newcomers feel welcome. Promote friendship, trust, cooperation and respect.

### Support Excellence

Teams and athletes carry the hearts and hopes of the community wherever they compete.  
Help them to be the best they can be.

### Foster Healthy, Active Lifestyles

Inspire people to get active and stay active. Offer a variety of sport opportunities –  
both structured and unstructured – that are inviting, enjoyable and rewarding for all.

### Create Safe and Welcoming Environments

Develop, protect and nurture places and spaces that are hospitable  
and conducive to the safe enjoyment of sport.

### Celebrate Contribution

Recognize and honour the people – coaches, organizers, officials and volunteers –  
whose contribution makes sport possible and positive in the community.

truesport.ca

FIGURE 2: TRUE SPORT PRINCIPLES

FIGURE 3: TRUE SPORT GUIDELINES FOR COMMUNITIES

HIGH FIVE® is a standard committed to assisting children along the path of healthy child development (HIGH FIVE®, 2009). One of the ways HIGH FIVE® does this is by offering training and certification to ensure coaches and leaders develop a high level of knowledge and expertise in child development. These tools and resources are invaluable to support quality, positive sport experiences. Welcoming of diversity and uniqueness is one of the three design guidelines of HIGH FIVE® (see Figure 4: HIGH FIVE® Principles & Design Guidelines).

**HIGH FIVE®**  
Principles & Design Guidelines

A row of ten purple stars is positioned above the main content. On the right side, there is a large purple star logo with the text "HIGH FIVE" and "The best way to play" below it.

**A Caring Adult**  
Icon: A purple silhouette of an adult and a child.

**Friends**  
Icon: A purple silhouette of two children holding hands.

**Play**  
Icon: A purple silhouette of a child playing with a ball.

**Mastery**  
Icon: A purple silhouette of a child with arms raised, surrounded by five stars.

**Participation**  
Icon: A purple silhouette of a group of children in a circle.

---

**Developmentally Appropriate**  
Icon: A purple silhouette of three children of different sizes.

**Safe**  
Icon: A purple silhouette of a child with a checkmark on their chest.

**Welcoming of Diversity & Uniqueness**  
Icon: A purple silhouette of a child surrounded by a circle of stars.

HIGH FIVE® A quality standard for children's programs  
Founded by Parks and Recreation Ontario

#BestWay2Play

FIGURE 4: HIGH FIVE® PRINCIPLES & DESIGN GUIDELINES



# Setting the Stage for Inclusion

This resource is developed for sport and physical activity organizations. It cites the barriers identified in ICC (2014) and highlights possible solutions, opportunities, and great examples of promising practices from organizations across the country that are making a concerted effort to engage and support newcomers in sport and physical activity.

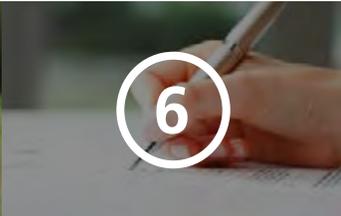
The practical and comprehensive framework for inclusion involves:





# Overview of the Barriers

According to ICC (2014), many new citizens are not participating in sport, despite a general interest in wanting to. This low involvement is due to several barriers including the following:

 1	 2	 3	 4
Financial	Transportation	Time Commitment	Organizational Policies and Practices
 5	 6	 7	 8
Unfamiliarity with Sport	Lack of Information	Language and Communication	Competing Interests
 9	 10	 11	 12
Political and Cultural	Integration into Mainstream Leagues	Perception of Certain Sports	Racism



## Solutions, Opportunities, and Promising Practices

There are a number of national and community-specific solutions and opportunities that organizations can pursue to address these barriers and make their sport and activity programs more accessible, which may hasten newcomers' integration into Canadian life. These are presented in the following sections, along with great examples of promising practices. Each example is linked to the website where you can find more information. A full list of links can be found in the **Links to Promising Practices** section.



**“One of the big lessons in this study is that individual Canadians have the power to make our sports system more inclusive. Simple gestures, like inviting colleagues and neighbours to try, or watch, a new sport and explaining the rules, can make all the difference. We must not make assumptions about what people know about the Canadian sports system.” ~ ICC, 2014**

# FINANCIAL

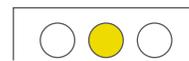
## BARRIERS



Newcomers to Canada may come with very few financial resources. In the first few years they may be focused on other priorities such as finding a job and house, and settling children into school. Sports and activities can present financial barriers especially if they involve expensive equipment, registration, and facility fees.



## SOLUTIONS



- Make subsidy information accessible by sharing it with all families when they register their kids. This minimizes the stigma of having to ask for help.
- Connect families with organizations that provide equipment, especially for activities requiring size specific equipment that needs to be replaced as the child grows.
- Many municipalities have subsidy programs that allow residents in financial need to access recreational programs. Ensure effective distribution of this information through the Internet and community publications to reduce financial limitations. If applicable, include information about yearly subsidy changes.
- Offer free programs to newcomers when possible.
- Offer a variety of programs at different price points to improve participation and reduce the elitist status of certain sports.
- Have payment instalments to reduce the reluctance to participate if fees are high and are required to be paid up front.
- “Try before you buy” – offer a membership after a free trial period. This lets participants try the program before they fully invest.

## OPPORTUNITIES



### Organizations

- Address the additional costs to participate. Hockey teams often have cash calls at the beginning of the season to cover some team expenses such as tournaments. Try establishing a “slush fund” to help in these cases.

### Partnerships

- Connect or partner with another organization to promote initiatives that help introduce newcomers to expensive sports/activities.

### Tax credits and grants

- Access funds to help establish partnerships, develop programs, and offset costs for participants.
- Look to local, provincial/territorial, and federal government funding opportunities as well as funding through sport bodies.

### Fundraising

- Host fundraising events that allow for certain costs to be alleviated so that programs can be offered at a lower price.

### Scholarships

- Offer financial scholarships to your organization when financial need is demonstrated.

### Sponsorships

- Seek sponsorships with businesses (e.g. Canadian Tire) that often help cover the cost of jerseys and/or equipment. Such relationships reduce costs for participants and provide an opportunity for businesses to give back to their communities.

### Facilities

- Learn how facilities are structuring their rates to allow those with fewer resources to pursue rentals and access opportunities.
- Inquire how well-established facilities (e.g. high performance centres) provide access to community-based programming.
- Check with local schools about using their gyms and facilities at a reduced cost during non-school hours. Permit fees can be daunting for clubs and organizations to manage.

### Memberships

- Consider providing memberships that give access to resources and information that are otherwise expensive.



[KidSport](#)<sup>1</sup> and [Canadian Tire Jumpstart Charities](#)<sup>2</sup> provide grants to eligible participants demonstrating financial need.

[Comrie's Sports Equipment Bank](#)<sup>3</sup> in Calgary, Alberta (AB) is an example of an organization that provides hockey and other sport equipment to families in need.

The City of Toronto in Ontario (ON) utilizes the [Welcome Policy](#)<sup>4</sup>, a subsidy provided to low income individuals and families enabling them to participate in the city's sport and recreation programs. The city has also had a substantial growth in the identification of high priority neighbourhoods, and in turn, an increase in the number of centres that offer free programming throughout the entire city.

The City of Victoria in British Columbia (BC) offers a program called [Leisure Involvement for Everyone \(LIFE\)](#)<sup>5</sup> that provides a combination of annual credit and 52 drop-in visits to eligible low-income individuals and families to use towards recreational programs and services.

The Toronto Sports Council established a [Toronto Emerging Athlete Mentorship \(TEAM\) Fund](#)<sup>6</sup> as a legacy of the 2012 Ontario Summer Games so that athletes can receive a grant of up to \$2,000 per year to stay in sport.

With help from the Fondation des Canadiens, the City of Montreal and The [Cartierville YMCA](#)<sup>7</sup> in Montreal freely loan 100 sets of skates, helmets, and sticks for kids to try out hockey and skating at one of their outside refrigerated rinks.

# TRANSPORTATION

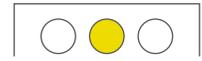
## BARRIERS



Many families cannot afford a car or have to be at work when games, practices, or programs occur. Depending on the age of the child, the schedule of the games and practices or the cost of use of the public transportation system may not be an option. In addition, families may not feel comfortable asking for help or carpooling with other families on the team.



## SOLUTIONS



- Ask the parents who have been part of the system for a while to mentor new families and help organize carpooling.
- Consider renting buses or asking community organizations to use their buses to move participants to and from programs.
- Provide youth with tokens for the transit system so they can get to their program.

## OPPORTUNITIES



### Carpooling

- Develop a carpooling system at the beginning of the season, making it easier for all participants who face a transportation issue.

### Funding

- Consider the cost of public transportation as part of the funding to support registration for newcomer participants.

### Transit Systems Policy

- Inquire if local transportation systems have policies that remove barriers for newcomers.

### Sport/Physical Activity Systems

- Collaborate with local agencies and organizations to use their buses to move children to and from programs.

## PROMISING PRACTICES



Transit authorities in some Canadian cities such as [BC Transit](#)<sup>8</sup> in Victoria, BC offer a year's worth of free transit to refugees when they arrive.

Transit authorities such as the [Toronto Transit Commission](#)<sup>9</sup> have adopted a policy of free rides for children under the age of 12.

The [Toronto Sports Leadership Program](#)<sup>10</sup> helps under-privileged youth participate in programs by providing them with transit fares.

The [SportStart Grant](#)<sup>11</sup> is a funding opportunity for children and youth under the age of 19 who require full or partial funding in order to participate in PISE (Pacific Institute of Sport Excellence) community programs or camps in Victoria, BC. Eligible participants are provided with bus tickets to travel back and forth from the programs or camps.

The [Newcomer Youth Bike Project](#)<sup>12</sup> in Fredericton, New Brunswick (NB) is an initiative of the Multicultural Association of Fredericton in partnership with the city and local businesses that takes in donated bicycles and cycling equipment and provides them to newcomers free of charge. It aims to empower youth with their own means of transportation and help them become more familiar with their surroundings and engaged in the community.

# TIME COMMITMENT

## BARRIERS



Sports may demand too much time for many working families to manage, especially those who are adapting to life in a new country. While this barrier is both perceived and actual, lack of time is cited as a major barrier for both new and established Canadians.



## SOLUTIONS



- Identify the actual time commitment involved during the initial program registration, including required “hidden” volunteer time. Many newcomers are not aware of such expectations and may find them difficult to meet.
- At the time of their enrolment, inform newcomers how long it takes for subsidies to come through (if applied for), and the length of practices, games, playoffs, and tournaments.
- Make exceptions to mandatory volunteering requirements for families that have special circumstances.
- Explain the benefits of making sport and physical activity a priority. For example, research has found improvement in academic performance of children who are engaged in regular physical activity.
- Provide opportunities that are flexible for families in regards to time. Activities offered through a child’s school might be easier for some families to manage.

## OPPORTUNITIES



### Drop-in programs

- Offer drop-in programs at various times/days so that participants can attend when it is convenient for them.

### Education

- Provide workshops or community information sessions where league administrators and coaches can promote the sport and answer questions about the program, including the time commitment involved.

## PROMISING PRACTICES



Many sport and recreation centres, such as the [Toronto Pan Am Sports Centre](#)<sup>13</sup>, offer drop-in sport programs that are at various times throughout the day and free of charge for children and youth.

The [Toronto District School Board](#)<sup>14</sup> hosts an adult high school soccer tournament for some of their 12,000 adult education students from five schools across the city. Many of the participants are newcomers, happy to finally have a chance to finish education that was interrupted by conflict, or simply to work toward a better future. The tournament provides a dedicated time for them to be active and free from other obligations.

Park-Extension Youth Organization in Montreal runs its [SLAP hockey development program](#)<sup>15</sup> on Friday evenings at 6 p.m. and Sunday mornings at 10 a.m. as many families find it difficult to adhere to the rigorous schedule of federated hockey practices and games, which are often at erratic times.

## ORGANIZATIONAL POLICIES AND PRACTICES

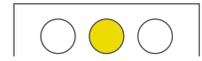
### BARRIERS



Another barrier is the difference in the ways in which sports are organized in Canada. Newcomers may not know how to navigate the Canadian system and information may not be complete, easily accessible, or presented in terminology someone new to Canadian culture can understand.



## SOLUTIONS



- Sport systems and organizations need to be aware of their local/grassroots organizations and clubs. Depending on the sport, many clubs act as silos and do not work together because they are in competition with each other.
- Governing provincial/territorial sport organizations or national sport organizations can be a central hub to allow newcomers to connect with their local sport organizations. Sport governing bodies may also be influential in how grassroots-level sports integrate participants.
- Ensure information about your organization/program is easily accessible and available in different formats. Understand how people discover your organization, and consider asking existing participants how they originally heard about your organization.
- Ensure marketing materials are clear and concise, and include an email address and phone number for a contact person who can provide more information.
- Avoid having an online-only registration process, as Internet access can be a barrier for newcomers.
- Provide different payment options as opposed to credit card only.

## OPPORTUNITIES



### Organizations

- Deliver information about your program in the form of flyers or brochures that can be distributed at schools, libraries, recreation centres, settlement agencies, and more.
- Host meetings with families and participants to get feedback on how to improve the promotion and understanding of your organization.

### Social Workers

- Engage city social workers that may work with newcomers who require support in connecting to resources. This may help offset the time required for volunteer coaches/workers in your organization.

### Partnerships

- Seek partnership opportunities between national, provincial/territorial, and community sport organizations. The sport organizations need support from the municipality in terms of facility use. If they are seeking to offer lower cost programs to engage newcomers, then the costs of facilities are a barrier to the sport organizations taking this on.
- Organizations of the same sport should work together to minimize barriers and find successful methods to improve their systems and structures to increase participation within their sport.
- Create multi-movement or multi-sport opportunities where individuals can try out a number of sports and activities and determine what they are interested in. This helps develop fundamental movement skills and foundational sport skills and helps newcomers understand the structure and organization before committing.



The [Canadian Tire First Shift](#)<sup>16</sup> is an accessible, affordable, safe, and fun program that aims to ensure a positive experience for new-to-hockey families. Upon completion, there is a Transition Program that provides families a path forward to assist with continued participation in hockey. This helps them learn both sport-specific skills and how the sport system is organized.

The Ontario Soccer Association published [New Canadians and Sport: A Resource for Grassroots Sport](#)<sup>17</sup> that outlines the importance of grassroots involvement in sport, and outlines programs, lessons learned, and narratives to inspire sport leaders to create an inclusive environment within their club, association or community.

The Calgary Learning Village Collaborative in Alberta has a [Community Connections program](#)<sup>18</sup> that helps families connect and navigate community programs including sport and recreation.

The [Coeur action program](#)<sup>19</sup> in the Ahuntsic-Cartierville borough in Montreal links newcomer kids and families to existing sport and recreation resources by having school-community workers acting as liaison between the school, community, youth, and parents.

## UNFAMILIARITY WITH SPORT

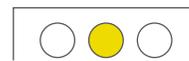
### BARRIERS



Many newcomers are unfamiliar with Canadian sports and activities, therefore making it difficult to engage without some basic introduction. Once the basic rules and skills are learned, confidence and the desire to continue in the sport or activity may be developed.



## SOLUTIONS



- Host clinics and/or workshops, preferably free-of-charge, that allow non-members and new players to either try-out or learn about the sport/activity. Such clinics can also help participants build up their skills so that they are competitive with those who have been participating for longer.
- Provide drop-in or pick-up times to allow for learning and familiarization.
- Recruit local champions/heroes to help market your sport and attend your workshops.
- Provide engaging orientation sessions to help families understand the sport and how to navigate the system. It may take more than one season for a newcomer to get accustomed to the sport system.
- Educate coaches and provide them with professional development opportunities to enhance cultural sensitivity and be more inclusive of newcomers in their programs. This may help coaches provide more one-on-one help to newcomers. Cultural diversity training may be offered through local settlement agencies.
- Establish age and skill level tiered-divisions that can help familiarize newcomers to sport. It also ensures proper facilitation of skill development, and in turn, a quality physical literacy experience.
- Include physical literacy as part of the education shared with newcomers so that they have a clear understanding of the benefits of being physically active.

## OPPORTUNITIES



### Organizations

- Create separate volunteer or paid positions for mentors who could be matched up with newcomers to help them learn about the sport/activity and processes.
- Offer “learn-to” programs for those entering a sport later than the sport caters to. This will allow participants to work on skill development and catch up with their peers so that they can have success in the program.
- Hold open houses where a number of sports can be tried; this showcases a number of sports and activities and provides information. Ask the local settlement agencies to promote these events.

### Education

- Schools may be the first point of introduction between newcomers and sports. The quality of that introduction is important in terms of generating interest in ongoing participation.
- Offer in-school programming. This is a great *First Involvement* point of contact, and it is important to then provide information about how to access your program from there.

### Partnerships

- Create relationships with local settlement agencies to enhance the reach to newcomers. Consider co-hosting the information sessions or “try-it” sessions.
- Partnerships can also be an opportunity to showcase the sport in a large community setting.



[Toronto Lightning Lacrosse](#)<sup>20</sup> holds sessional instructional clinics for all beginner players aged 18 and older to learn the basic skills and rules of the game.

The Ontario Soccer Association used the [Play 'n' Learn Soccer program](#)<sup>21</sup> targeted to children six to 14 years of age and led by newcomer coaches trained in their Long-Term Player Development framework to lead sessions that allowed newcomers to learn about soccer and participate free of charge.

The Greater Victoria Sports Hall of Fame and PISE hosts an annual [Family Sport and Recreation Festival](#)<sup>22</sup> in Victoria, BC that is free of charge and offers more than 30 activities for kids and families to try. It introduces all kids to new opportunities at the club and community level and educates parents on keeping their kids engaged in healthy activities. It is promoted to newcomers through the local settlement agencies.

Sport Calgary offers an [All Sport One Day](#)<sup>23</sup> event that brings together different sports at various facilities across the city for a free day of sport discovery for kids between six to 12 years of age.

The [Whistler Sliding Centre](#)<sup>24</sup> offers public programs to introduce people to sports such as bobsleigh and skeleton.

The Braves d'Ahuntsic in Montreal have been introducing kids from newcomer families to hockey for the last 16 years with help from the NHL Heroes program and former NHL coaches. See the French CBC newscast [here](#)<sup>25</sup>.

## LACK OF INFORMATION

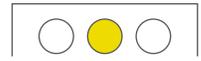
### BARRIERS



In general, there is a lack of information on how to get involved in certain sports and activities, as well as the assistance programs that exist to support involvement.



## SOLUTIONS



- Promote your program widely and connect with places where newcomers go, such as settlement centres, religious buildings, and community events.
- Be proactive and reach out to community members. Make connections with settlement agencies and ethnic associations and provide orientations to the sport/program, including overview information, benefits to participants, costs, subsidies, and commitments.
- Improve methods of dispersing information. Various community centres partner with their neighbouring schools in order to distribute information about their programs. Similarly, sport, recreation, and community organizations can partner together to simplify the information available into a concise monthly or bi-annual brochure or newsletter.
- Look for alternatives to web-based promotion and information that can be difficult to access.
- Libraries may also be a good distribution point for information.

## OPPORTUNITIES



### Organizations

- Create a plain language orientation package that provides a basic overview of the sport/program and how to get involved and register.
  - Promote your organization at community events and fairs.
  - Partner with settlement agencies, immigrant-serving organizations, and other grassroots organizations to develop and share information. Invite newcomers to sit on local committees to ensure that their voices are heard and included.
- Have financial assistance application packages readily available and shown to all participants. Financial assistance should be included in your organization's overall marketing strategy.

### Information system

- Have a central phone system for disseminating information. Dedicated and promoted phone numbers for sport and recreation information has proven to be effective.



Services such as [311 non-emergency systems](#)<sup>26</sup> have become a central hub for information about municipal programs and services in various Canadian communities. Local sport information with the available translation services would be invaluable to newcomers.

The Immigrant Services Association of Nova Scotia, City of Halifax, and Sport Nova Scotia host a [Winter by the Sea event](#)<sup>27</sup> in Halifax as a celebration for newcomers, families, and friends. It educates participants on how to be active in the winter months, and provides opportunities for them to try activities such as skating, snowshoeing, and cross-country skiing. Information about local sport and recreation organizations is provided as well as tips for dressing in the winter.

Various associations for newcomers to Canada, such as those in [PEI](#)<sup>28</sup> and [Newfoundland and Labrador](#)<sup>29</sup>, have guides for newcomers about local services and resources. This includes information about local sports and recreation opportunities and how to get involved.

The Regina Open Door Society, a non-profit organization that provides settlement and integration services to refugees and immigrants in Regina, hosts a [Multi-Sports Program for Newcomer Youth](#)<sup>30</sup> in Regina, Saskatchewan (SK). It is run with local sport organizations, which helps participants understand what sport programs are available.

As many newcomers in Park-Extension, Montreal do not speak or read French or English, the [Park-Extension Youth Organization](#)<sup>31</sup> coaches go from classroom to classroom in the neighbourhood schools to explain to the children how they can register for a variety of sports programs and who to contact if they require financial assistance when the program is not free of charge.

## LANGUAGE AND COMMUNICATION

### BARRIERS



Language barriers may prevent some parents or caregivers from registering their children in sports and activities. It may also cause difficulty with finding information, dealing with paperwork and registration, and communicating with leaders once they are engaged in the program.



## SOLUTIONS



- Print material in languages other than English and French—Canada's two official languages—that reflects the demographics of the community. Look to local settlement agencies for translators and interpreters.
- Invite interpreters to attend practices, games, and programs, at least in the beginning. They can help build trust and relationships between newcomer participants and the leaders. Ongoing support may be required until the participants feel comfortable.
- Offer different methods of communicating with participants about scheduling, game changes, program updates, etc. Work one-on-one with the participants to identify a communication method that works best for them such as email or phone.
- Have local champions or advocates of the sport—ideally those who newcomers can identify with—assist your organization with information delivery.
- During a practice, game, or program, give a small number of verbal instructions or cues at a time, and use demonstrations. Focus on the main points to start, and then slowly build upon them. This can help all participants understand.
- Ask more experienced participants to help demonstrate skills.
- Consider leader-to-participant ratios. Extra help may be needed, especially early on, to help with group management, instructions, and feedback.

## OPPORTUNITIES



### Organizations

- Develop an online portal that connects organizations, establishes partnerships, and distributes information with regards to programs, locations, and sessions.
- Create a phone app that serves as a mobile connection to the online portal.
- Identify coaches or athletes that are fluent in certain languages to assist in spreading the word about the program and advocating about opportunities for participation.

### Settlement Agencies

- Settlement workers can be key in letting people know what opportunities exist, and establishing communication mechanisms when barriers are encountered.

### Key Champions

- Champions within ethnic communities can be advocates for programs, translators of materials, organizers of activities, and assist with program delivery.

## PROMISING PRACTICES



Newcomer soccer programs have been started by local champions in areas such as [Winnipeg, Manitoba \(MB\)](#)<sup>32</sup> and [Halifax, NS](#)<sup>32</sup>. Interpreters and community members who can speak the newcomers' languages are in attendance to assist with communication.

The [Newcomer Youth Participation in Sports program](#)<sup>33</sup> in Fredericton, NB bridges newcomer youth aged 13 years and older to local sports. It is a youth-led program that works closely with the Multicultural Association of Fredericton staff members, who speak over 30 languages, to ensure that newcomer youth are aware of the program and are comfortable accessing it.

## COMPETING INTERESTS

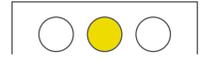
### BARRIERS



Newcomers may see education, work, and learning the language and culture as a priority over physical activity and sports, and therefore not formally engage in them. This can be a perceived barrier, and one that requires individual conversation and discussion.



## SOLUTIONS



- Spend time understanding where the newcomers have come from, and what they have gone through in order to settle in a new country. What are the priorities for them? Have they experienced trauma? If so, what is the extent of Post-Traumatic Stress Disorder (PTSD), as this may impact their ability to “play” like Canadian participants. Ask a local settlement agency if they provide cultural humility training or can connect you to opportunities to learn more about this. Involve as many of your staff as possible in the training.
- Meet the newcomers where they are at, and listen to what they want. Do not assume that you know where each one has come from, what they have been through, and what they are interested in.
- Help educate newcomers on the benefits of being active, and the role that sport and physical activity can play in belonging and community connectedness.
- Share the research on the benefits of sport and physical activity with regard to academics. Include this information in your organization’s promotional material.
- See how school boards can help through their physical and health education programs so that children develop physical literacy and in turn are encouraged to participate in sports. This partnership with school boards is crucial not only in spreading information but also in improving physical literacy.
- Partner with after-school programs that allow children to try sports.
- Have local champions lead workshops in which they can educate the community about specific sports and sport culture.

## OPPORTUNITIES



### Organizations

- Build community capacity and provide a mandate for sharing sport experiences not only from local sport heroes, but also community members who advocate for the sport.
- Hold community events that involve partnerships with schools, community centres, and sport organizations that allow for all members of the community to learn about the different programs available and understand the benefits of sport and recreation.

## PROMISING PRACTICES



Newcomer parents mentioned that through their involvement in [Football Hockey Link](#)<sup>34</sup> as well as in an organized sport, they realized the importance of sport in keeping kids active, healthy, and involved in a positive activity. The Football Hockey Link connects participants to football and hockey through partnerships with Hockey Calgary and the Calgary Stampeders. They create opportunities free-of-charge for participation and spectatorship.

The Ontario Ministry of Tourism, Culture and Sport is partnered with the Sport for Life Society to provide physical literacy training and assessment tools in the [Ontario After-School Program](#)<sup>35</sup> in 425 sites throughout Ontario. It focuses on developing physical literacy in after-school settings, through conducting physical literacy assessment utilizing the Physical Literacy Assessment for Youth PLAYBasic and PLAYSelf tools. This provides valuable feedback to after-school leaders to help inform their instruction and potentially enhance program delivery.

## POLITICAL AND CULTURAL

### BARRIERS



Political and cultural clashes from counties of origin, or between countries of origin, may follow newcomers to Canada. This can determine who they are willing to play with and against.



# The Cultural Iceberg

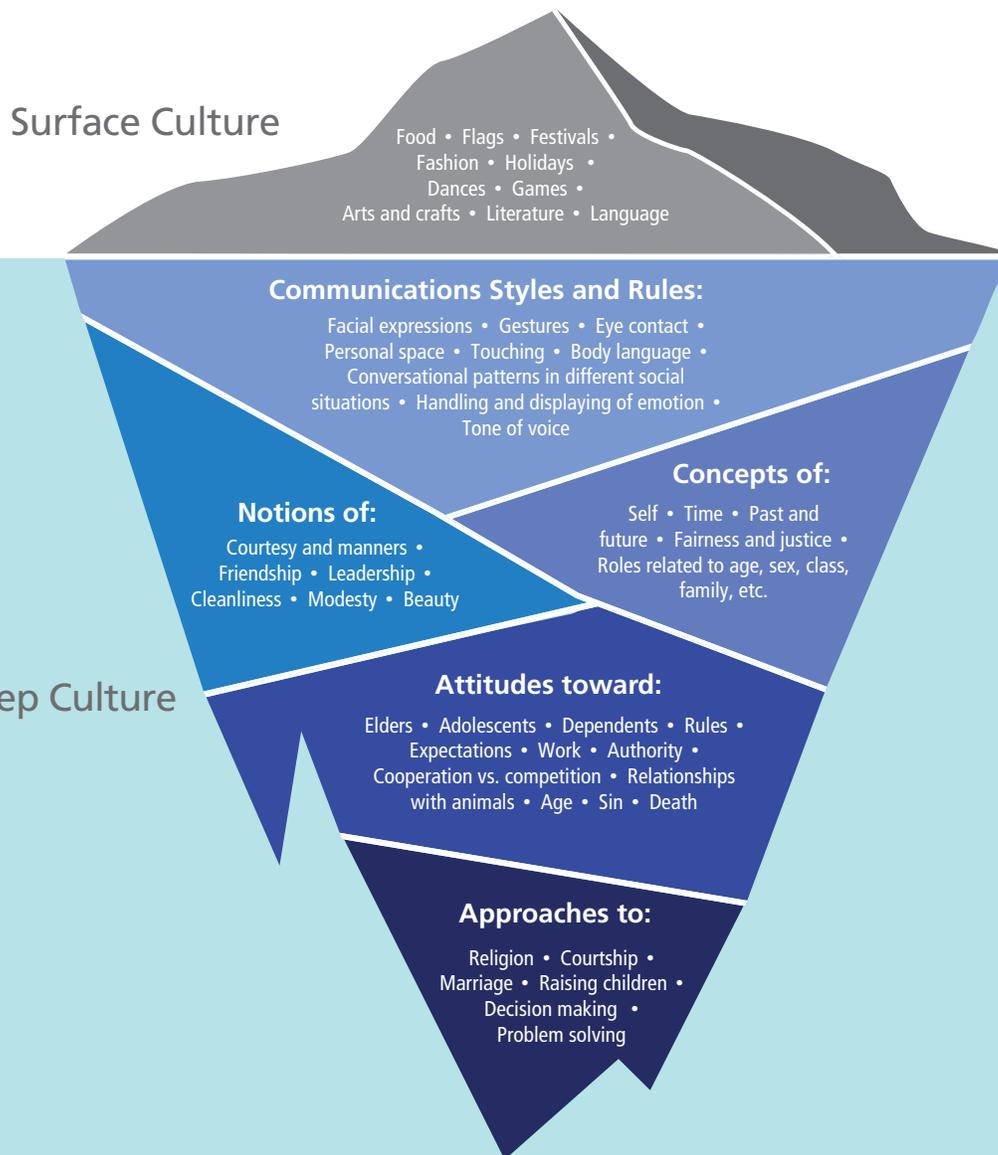
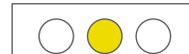


FIGURE 5: THE CULTURAL ICEBERG (ADAPTED FROM HALL, 1976)

## SOLUTIONS



- Foster inclusivity and openness in your sport or physical activity. If newcomers feel segregated, they will continue to isolate themselves and play with specific demographics of individuals.
- Expertise in cultural diversity should be sought from those who are experts and unbiased. Each culture is different, and each newcomer participant may have different cultural practices. *Figure 5: The Cultural Iceberg* shows the different elements of culture.
- Consider the timing of cultural festivals, holidays, and religious observances as this can affect newcomers' participation in programs, practices, and games.
- Be aware of politics that may exist even within the various newcomer/cultural groups. Many of the "old country" hostilities may come with newcomers to Canada. Connect with a local settlement agency to gather more information on this, and educate leaders who are working directly with the participants.
- Understand the cultural gender differences and disparities that may exist. Females may not have had the same opportunities as males to participate in sport in their home countries. At older ages, it may be necessary to separate males and females in programs, and to have male leaders with male participants, and female leaders with female participants.

## OPPORTUNITIES



### Organizations

- Use sport and physical activity as a vehicle to break down barriers.
- Use education opportunities to inform leaders, coaches, parents, and community members about cultural differences. Ask local settlement agencies if they can host, or connect you with, cultural humility training.
- Promote first by showcasing successes and triumphs.
- Partner with community advisory groups to emphasize the benefits of sport and physical activity, and change flawed beliefs and perceptions.
- Engage and empower youth, who may be unbiased towards different cultures, to be community leaders.

## PROMISING PRACTICES



The [Newcomer Sport Program](#)<sup>36</sup> in Victoria, BC helped get newcomer children and youth into existing quality sport programs. A key component of the program was training local sport and recreation leaders on cultural diversity to enhance their understanding and help them be more welcoming of newcomers in their programs. Workshops were hosted by the Inter-Cultural Association of Greater Victoria.

The International Women of Saskatoon is an organization that provides support, programs, and services that respond to the needs of newcomer women and their families in Saskatchewan. They offer [Summer Youth Programs](#)<sup>37</sup> that include sports, games, and recreation activities along with the opportunity for youth to develop skills, leadership, and empowerment to be positive role models in the community.

The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) delivered a national [Newcomer Girls and Young Women On the Move project](#)<sup>38</sup> from 2011 – 2014. The project was designed to increase opportunities for newcomer girls and young women (ages 9 – 18) to participate and lead in sport and physical activity.

## INTEGRATION INTO MAINSTREAM LEAGUES

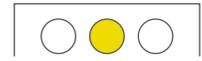
### BARRIERS



Newcomers may choose to play on teams or be involved in programs with others from their country of origin as opposed to joining mainstream leagues due to comfort levels and familiarity.



## SOLUTIONS



- Help newcomers understand the infrastructure of organized programs.
- Market, recruit, and educate—this may be the key to integration that will hopefully diminish the majority of barriers identified throughout this resource.
- Establish a mandate for your organization to be inclusive of newcomers, review any existing policies to ensure they reflect this, and ensure all staff are familiar with the mandate and policies.
- Join or start partnership tables with other organizations to determine ways to help newcomers access and get involved with existing programs.

## OPPORTUNITIES



### Organizations

- Run free workshops that allow newcomers to be involved in the coaching aspect of sport. This provides an opportunity for individuals who are knowledgeable, as well as those who are new, to be involved in the coaching aspect. This can provide an opportunity for better participation.
- Work with sport gateway associations that provide opportunities for participants to learn new sports in recreational intramural settings.
- Allow for direct contact with participants and families to help connect and integrate them into mainstream leagues. This can be done through partnerships with other community contacts and local organizations.
- Offer information opportunities for participants to learn more about the sport.

## PROMISING PRACTICES



[Football Hockey Link](#)<sup>34</sup> in Calgary, AB is a non-profit organization that is committed to supporting the integration of culturally diverse children and youth into Canadian society by facilitating their involvement in Canadian football and hockey associations.

The [Canadian Intramural Recreation Association \(CIRA\)](#)<sup>39</sup> can be considered a gateway association to mainstream sports, through its facilitation of opportunities for participants to learn new sports and develop physical literacy in a recreational intramural setting.

The [Community Partnership Network](#)<sup>40</sup> is a group of over 180 local agencies, businesses, and institutions, including local sport and recreation organizations, that are committed to building diverse, welcoming, and inclusive communities in Greater Victoria, BC. Members work to develop their capacity by sharing resources and information aimed at promoting and supporting the integration of newcomers into the community.

## PERCEPTIONS OF CERTAIN SPORTS

### BARRIERS



There is a perception of some sports being too aggressive or violent. Many new citizen parents in ICC (2014) indicated that they received misleading information about various sports from members of their own cultural community (e.g. the level of violence in hockey or that hockey is too expensive). Families need accurate information on all the different sports that are available.



## SOLUTIONS



- Address newcomers' concerns about how the sport could be harmful (e.g. cause concussions) by providing information on the facts, policies and procedures in place, necessary equipment, and proper training.
- Governing bodies need to take a more proactive role in creating environments that are free from flawed perceptions or biases.

## OPPORTUNITIES



### Education

- Provide clinics and/or workshops that allow participants and families to come and learn (e.g. the rules of body checking for different age groups in hockey).

### Organizations

- Clarify the rules of the game and what is being done to address health and safety issues within the sport.

- Have sessions where the sport is showcased in a safe manner.
- Provide adaptive and alternative programs (e.g. flag football and wheelchair basketball) that allow for participation and skill development without the violent nature of the game. Adaptive programming is also more accessible and welcoming for participants with a disability—regardless if they are newcomers or not.

## PROMISING PRACTICES



The [Sports & Me Pilot Program](#)<sup>41</sup> run by DIVERSEcity Community Resources Society and the City of Surrey in BC encourages participation of six- to 12-year-old refugee children and their families in community and school sports. It is a “catch-up” program that not only slows down the process of teaching sport skills, but it also helps newcomer participants develop sports language and etiquette and understand how sports are played in Canada.

The [Canadian Tire First Shift program](#)<sup>16</sup> is for new-to-hockey families and aims to take away any intimidation as it relates to equipment requirements and/or rules of the game, and remove potential safety concerns so that participants have a positive first experience with hockey.

# RACISM

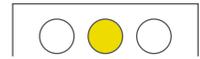
## BARRIERS



Newcomers may experience racism in sport, and may not feel welcomed in programs, particularly in those with few other newcomers. Sport and physical activity organizations in a multicultural society like Canada, may need to be more proactive in recruiting talent that is diverse. For example, in Canada, there are very few racially diverse national champions, let alone local champions, in aquatic sports (e.g. swimming, diving, synchronized swimming). Sport organizations should be aware of this and work to increase their marketing and recruiting talent so that segregation does not occur.



## SOLUTIONS



- Have a zero tolerance policy for racism. Make this policy known in documents and publicity, and integrate it into the code of conduct for leaders, coaches, athletes, and parents.
- Encourage coaches, leaders, and parents to take courses such as Respect in Sport, which helps people recognize, understand, and respond to issues of bullying, abuse, harassment, and discrimination in sport.
- Make a concentrated effort to market and recruit talent from diverse populations.
- Be mindful of racial slurs that may occur during sporting events and among spectators, and be prepared to act on such occurrences.

## OPPORTUNITIES



### Organizations

- Showcase diversity at the sport level (not just player level) by holding special events where the community and the sport are celebrated.
- Showcase diversity in marketing materials and program write-ups.
- Share testimonials from diverse populations in communication materials.

## PROMISING PRACTICES



The [Sport Canada Strategy on Ethical Sport](#)<sup>42</sup> is in place to enhance ethical conduct in Canadian sport. It addresses key ethical issues in sport including harassment, racism, discrimination, and violence. The goal of the strategy is to have Canadians participate and excel in sport within an ethically based sport system. Sport Canada is working with partners such as sport organizations, sport event organizing committees, Canadian Sport Centres, governments and national non-governmental organizations, and universities to advance this goal.

Physical and Health Education (PHE) Canada has a resource called [We Belong: A How-To Guide—Improving Access to Physical Activity Programs for Newcomer Youth](#)<sup>43</sup> to support facilitators of youth physical activity programs at the community level. It shares practical methods to enhance the experience of newcomer youth, including how to plan for an emotionally safe program that is free of racism.



# Improving the Quality of Sport and Developing Physical Literacy

Regardless of who your participants are and where they have come from, it is important to offer programs that develop physical literacy through a wide range of skills, sports, and environments. If leaders do the right things in their programs, then all children will develop a solid base in physical literacy through participation in a wide variety of sports and activities. Then, when they are a bit older—maybe around their early teens—they will be ready to choose fewer sports or activities, focusing on training and competition that suits them.

For those who don't get the opportunity to develop physical literacy in their younger years, it is never too late to start. However, the approach to the development of movement skills, confidence to participate, and motivation and enjoyment will be

different depending on the age and experience of each person.

Quality sport happens when qualified, caring people provide well-run programs that are geared to the needs and abilities of the participants. Quality sport is more than playing a game; it includes developing physical literacy as participants learn fundamental sport skills. People enjoy participating in a holistic, fun, fair, safe, inclusive, and welcoming environment to learn and play. These elements are shown in *Figure 6: Quality Sport*. While this refers to quality sport, many of these points are similar for making a quality experience in any physical activity or recreation program.



FIGURE 6: QUALITY SPORT

## Good programs are:

- developmentally appropriate
- participant centered
- progressive and challenging
- planned and competition is meaningful

## Good people, leading well-run programs, includes:

- coaches and officials
- leaders
- parents
- partners

## Good places, creating good feelings, are:

- inclusive and welcoming
- fun and fair
- holistic
- safe

The following checklist has key points that are useful when planning quality sport programs in your community.

## QUALITY SPORT CHECKLIST FOR COMMUNITIES AND CLUBS

### Based on Long-Term Athlete Development

At its essence, quality sport and physical activity is achieved when the right people do the right things at the right times, which leads to positive experiences for participants. The following checklist is composed of a number of elements that lead to quality sport experiences in any sport program. It has been designed with everyone in mind, including women and girls, indigenous populations, participants with a physical or cognitive disability, and newcomers to Canada. This checklist can be used as a tool by community and club leaders to assess and improve the quality of sport programming in a club or community setting.

Good programs, that are developmentally appropriate, are:	
<b>Participant Centered</b>	
<input type="checkbox"/>	Ability, age, size, and maturity are all considered when grouping participants.
<input type="checkbox"/>	Facilities, equipment, and rules are modified for the ability, size, and stage of the participants.
<input type="checkbox"/>	Participants are actively engaged in the game or activity and fully included by teammates.
<input type="checkbox"/>	Program runs on a regular basis and has appropriate attendance.
<b>Progressive and Challenging</b>	
<input type="checkbox"/>	Participants are learning new things and building on their existing skills.
<input type="checkbox"/>	Participants have options to make an activity more or less challenging based on their skills and capabilities.
<input type="checkbox"/>	Coaches and leaders assess the developmental stage, enabling participants to develop appropriate skills.
<input type="checkbox"/>	In the early stages, participants get to play different positions and/or try different events and sports ( <a href="http://sportforlife.ca/physical-literacy">sportforlife.ca/physical-literacy</a> ).
<b>Well Planned</b>	
<input type="checkbox"/>	Programs and practices are well-prepared, considering seasonal and annual plans.
<input type="checkbox"/>	The program is aligned with the national sport organization's Long-Term Athlete Development framework, or when possible, has been designed by a national sport organization ( <a href="http://sportforlife.ca/resources/quality-sport-programs">sportforlife.ca/resources/quality-sport-programs</a> ).
<input type="checkbox"/>	The program connects participants to other programs and opportunities, either to different levels, types of play, competition, or activities.
<input type="checkbox"/>	In the early stages, leaders emphasize skill development over winning.
<b>Designed for Meaningful Competition</b>	
<input type="checkbox"/>	Based on stage of development, the participants are playing small-sided games with fewer players, competing in shorter distances, or playing for modified lengths of time ( <a href="http://sportforlife.ca/qualitysport/long-term-athlete-development">sportforlife.ca/qualitysport/long-term-athlete-development</a> ).
<input type="checkbox"/>	Rules are modified based on the ability and stage of the participants.
<input type="checkbox"/>	In the early stages, teams, groups, lines, or categories are balanced so that participants of similar ability compete against each other, giving everyone a chance to succeed.
<input type="checkbox"/>	In the early stages, all participants get to play and practice equally.

Good people, who are caring and knowledgeable, include:	
<b>Coaches, Officials, Instructors, and Teachers</b>	
<input type="checkbox"/>	Who are trained and qualified (e.g. National Coaching Certification Program [ <a href="http://coach.ca">coach.ca</a> ], Aboriginal Coaching Modules [ <a href="http://aboriginalsportcircle.ca">aboriginalsportcircle.ca</a> ], Gender Equity [ <a href="http://CAAWS.ca">CAAWS.ca</a> ], Physical Literacy Instructor Program [ <a href="http://sportforlife.ca">sportforlife.ca</a> ], HIGH FIVE® [ <a href="http://highfive.org">highfive.org</a> ]).
<input type="checkbox"/>	Who are provided with ongoing learning opportunities.
<input type="checkbox"/>	Who mentor and build capacity for future coaches, officials, instructors, and teachers.
<input type="checkbox"/>	Who are screened ( <a href="http://coach.ca/responsiblecoaching">coach.ca/responsiblecoaching</a> ) and follow policies and procedures on child protection ( <a href="http://protectchildren.ca">protectchildren.ca</a> ), and injury prevention ( <a href="http://parachutecanada.org">parachutecanada.org</a> ).
<b>Parents and Caregivers</b>	
<input type="checkbox"/>	Who are knowledgeable about quality sport ( <a href="http://activeforlife.com">activeforlife.com</a> ).
<input type="checkbox"/>	Who are respectful ( <a href="http://respectinsport.com/parent-program">respectinsport.com/parent-program</a> ).
<b>Partners</b>	
<input type="checkbox"/>	Who work together with other programs and organizations in the community.
<input type="checkbox"/>	Who use sport for social change and community development ( <a href="http://communityfoundations.ca/our-work/sport">communityfoundations.ca/our-work/sport</a> ).
<b>Leaders</b>	
<input type="checkbox"/>	Who ensure the organization operates with clear lines of responsibility and authority ( <a href="http://sirc.ca">sirc.ca</a> ).
<input type="checkbox"/>	Who are accountable for decisions, policies, risk management, and operational practices.
<input type="checkbox"/>	Who regularly assess, continually improve, and modernize governance ( <a href="http://clubexcellence.com">clubexcellence.com</a> ).

Good places, creating good feelings, are:	
<b>Inclusive and Welcoming</b>	
<input type="checkbox"/>	Everyone feels safe and that they belong regardless of ability and background.
<input type="checkbox"/>	Promotional and program materials include a diversity of images representative of the community.
<input type="checkbox"/>	The facility is accessible to participants of all abilities and provides clear navigation, by both staff and signage.
<input type="checkbox"/>	Access is affordable and barrier free.
<b>Fun and Fair</b>	
<input type="checkbox"/>	Leaders demonstrate the organization's stated principles ( <a href="http://truesportpur.ca/true-sport-principles">truesportpur.ca/true-sport-principles</a> ).
<input type="checkbox"/>	Leaders ensure environments are FUN ( <a href="https://twitter.com/FunMaps">Twitter: #FunMaps</a> ).
<input type="checkbox"/>	Everyone uses constructive language, communicates equitably and clearly, and involves participants in discussion and feedback.
<b>Holistic</b>	
<input type="checkbox"/>	All aspects of participation are considered, including mental (intellectual and emotional), physical, cultural and spiritual.
<input type="checkbox"/>	Good social, communication, and leadership skills are demonstrated by everyone.
<b>Safe</b>	
<input type="checkbox"/>	Equipment is of appropriate size and in good condition.
<input type="checkbox"/>	Facilities are safe; the space is suitable, clean, well lit, and well maintained.



# Creating an Action Plan for the Inclusion of Newcomers in Sport and Physical Activity

The intent to become inclusive is ineffective without action. Canada needs more champions of inclusive sport and physical activity. Developing an action plan will enable organizations to make incremental changes. Collaborating with agencies and organizations committed to working with newcomers will harness the energy and willingness to make a difference.

## TO ENGAGE NEWCOMERS AND ADVANCE YOUR ACTION PLAN, YOU CAN:

- ✓ Establish a common goal or shared vision such as creating a healthy community through inclusive sport and physical activity.
- ✓ Understand the unique challenges that exist in overcoming barriers for your sport or organization, and those that are specific to newcomers. Engage a local settlement agency from the start and seek their expertise.
- ✓ Understand and become educated on where newcomers are coming from, the barriers that they face in their settlement in a new country, and what their needs and wants are both broadly, and related to sport and physical activity.
- ✓ Select specific solutions that can be implemented immediately.
- ✓ Actively coordinate organizational actions and share in the learning of experiences.
- ✓ Write an action plan and regularly revisit your targets.
- ✓ Connect with various stakeholders (e.g. national sport organizations, provincial/territorial sport organizations, local clubs, non-profits, and recreation organizations) and establish partnerships to share ideas and work toward the common goal of inclusion.

- ✓ Actively seek opportunities that are feasible for your organization.
- ✓ Engage funders who understand the potential of their investment in your vision.
- ✓ Create an advisory committee involving community members and newcomers to help guide your action plan.
- ✓ Hold annual or semi-annual events that allow newcomers to experience your sport or program. Connect with organizations that allow try-a-sport experiences.
- ✓ Find a way to offer low-cost or free introductory programs where the basics are taught.
- ✓ Find champions that advocate for sports within these newcomer communities—they can also act as mentors and bridge the gap!
- ✓ Keep building on successes and empower action through collective impact.
- ✓ Share your promising practices and learn what others are doing at [sportforlife.ca](http://sportforlife.ca) and [physicalliteracy.ca](http://physicalliteracy.ca).





To map a plan for action, the following four steps may be helpful to work through:

**Step 1**

Create a vision for your program.

**Step 2**

Complete a community scan of the people, places, and programs that already exist and are inclusive of newcomers, and of those that you would like to exist.

**Step 3**

Plan, activate, and evaluate—use a planning worksheet to map out the work.

**Step 4**

Reflect on your progress and next steps.

## Step 1

### Create a vision for your program

What is your program's or organization's vision for the inclusion of newcomers?

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## Step 2

### Complete a community scan of the people, places, and programs in your community

Look back at *Figure 6: Quality Sport* and the *Quality Sport Checklist*

What inclusive **programs** are being offered in your community?

Who are the **people** that make inclusive sport and physical activity happen in your community? Each person has their own unique journey and experiences to share.

What **places**, facilities, and spaces exist to support inclusive sport and activity?

**Community Scan of the People, Places, Programs** will help you.

By filling it out, you can see the strengths and opportunities that exist in your community. This information will help you in your planning.

COMMUNITY SCAN OF THE PEOPLE, PLACES, PROGRAMS

Community:		
Population:		
Approximate number of newcomer (immigrant and refugee) children and youth:		
Approximate number of newcomer (immigrant and refugee) children and youth participating in sports/activities:		
<b>People</b> (names and roles of those who support inclusive sport and activity)	<b>Places</b> (that support inclusive sport and activity)	<b>Programs</b> (that are available and for what age groups)

## Step 3

### Plan, Activate, and Evaluate worksheet

Now that you have a vision and know the people, places, and programs in your community, the next step is to look at how to move this forward. This involves making a plan, activating it, and evaluating it as time goes by. The following page has the worksheet that you can use.

#### Plan

What action will you undertake to move towards your vision?

You can list as many actions as you want.

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#### Activate

For each action, include the outcome you hope to achieve, who is responsible and who can help, the other resources you may need, and when you want it to happen by. Consider actions within the following six areas:

- Awareness:** Create marketing and communication materials that represent the diversity that newcomers bring to their new communities. Plan communications that will engage newcomers and help them understand the opportunities in their community.
- Education and Training:** Offer and encourage opportunities to frontline leaders that give them the tools and resources to effectively welcome and include newcomers in their programs.
- Resources:** Seek resources that will guide and support newcomer engagement in your programs.
- Engagement and Programming:** Facilitate, mentor, and collaborate to align cross-sectoral partner activities that support change and help leaders make a positive difference.
- Policy and Strategy:** Review and develop organizational policies and strategies that embed inclusive principles.
- Evaluation and Research:** Support evaluation to generate knowledge and measure the impact of inclusive programming at the community and individual level.

#### Evaluate

Did you meet your targets and how will you know if your program is successful in the longer term (e.g. in 12 months, two years, five years)?

Program Vision

Action	Outcome <i>(what do you expect this action to lead to?)</i>	Who is responsible for this action?	Who/what can help? <i>(look at your community scan)</i>	What other resources could help? <i>(people and money)</i>	Timeline <i>(when do you want this action completed by?)</i>	Target <i>(what change will you see?)</i>
<b>Example:</b> I will connect with the local settlement agency	Gain an understanding about the needs, interests, and challenges of newcomers in my community	Me	The recreation coordinator	A grant to cover meeting expenses	(Month, Year)	This information will inform the next steps of our program development for newcomers

## Step 4

### Reflect

Take time to celebrate the work that you have done or are doing to move forward. Appreciate the people you connected with along the way and the difference you are making for newcomers in your community. As this work continues, take time to reflect on the steps you have taken, the lessons you have learned, and progress you have made.

As we develop action plans, it is important to understand that a change management model may need to be facilitated. What is being sought may significantly change the perception and structure of how sport and physical activity organizations generally operate. As with any organizational change in direction, the vision and agenda of any new endeavour must align with the organization's own vision, goals, and mission statement.

It may also be important to understand the cost and investment potential, especially if we are seeking collaborative endeavours with funding agencies, local businesses, municipalities and sport/physical activity organizations. Furthermore, in employing an action plan, logic models may also be needed so that a clear vision statement, action, output, outcome, and impact are succinctly defined. This can allow for visualization of the process.

The steps listed above do not necessarily need to be followed in order, however, it is imperative that a clear vision or goal is established, partnerships are utilized, and there is ongoing feedback and communication for all involved. Each organization will have its own unique journey, and it is important to understand that there will be both challenges and successes to be experienced. The key is to create change and establish a standard based on the inclusion of all newcomers to Canada.

Let's make a more inclusive sport and physical activity system in Canada  
a collective goal for all of us.



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Toronto Skillz FC – Leslie Fitzpatrick

TriSolutions Toronto – Paul DiSimone

True Sport – Karri Dawson

West Hill Minor Hockey Association – Kevin Mercer

Winnipeg Soccer and Multi-Sport Academy Volunteer Program Lead – Carolyn Trono

# LINKS TO PROMISING PRACTICES

1. KidSport — [kidsportcanada.ca](http://kidsportcanada.ca)
2. Canadian Tire Jumpstart Charities — [jumpstart.canadiantire.ca](http://jumpstart.canadiantire.ca)
3. Comrie's Sports Equipment Bank in Calgary, AB — [comriessportsequipmentbank.org/equipment-requests](http://comriessportsequipmentbank.org/equipment-requests)
4. Welcome Policy in Toronto, ON — [toronto.ca/wps/portal/contentonly?vgnextoid=a048a4bd35341410VgnVCM10000071d60f89RCRD](http://toronto.ca/wps/portal/contentonly?vgnextoid=a048a4bd35341410VgnVCM10000071d60f89RCRD)
5. Leisure Involvement For Everyone (LIFE) program in Victoria, BC — [crd.bc.ca/seaparc/admission-registration/life-program](http://crd.bc.ca/seaparc/admission-registration/life-program)
6. Toronto Emerging Athlete Mentorship (TEAM) Fund — [torontosportscouncil.ca/toronto\\_emerging\\_athletes\\_mentorship\\_team\\_fund/](http://torontosportscouncil.ca/toronto_emerging_athletes_mentorship_team_fund/)
7. Cartierville YMCA — [ymcaquebec.org/en/Find-a-Y/Cartierville-YMCA](http://ymcaquebec.org/en/Find-a-Y/Cartierville-YMCA)
8. BC Transit Bus Passes for Refugees in Victoria, BC — [bctransit.com/victoria/news/article?nid=1403645555016](http://bctransit.com/victoria/news/article?nid=1403645555016)
9. Toronto Transit Commission — [ttc.ca/Fares\\_and\\_passes/Prices/Prices.jsp](http://ttc.ca/Fares_and_passes/Prices/Prices.jsp)
10. Toronto Sports Leadership Program — [torontosportleadershipprogram.com](http://torontosportleadershipprogram.com)
11. SportStart Grant in Victoria, BC — [pise.ca/sportstart-grant/](http://pise.ca/sportstart-grant/)
12. Newcomer Youth Bike Project in Fredericton, NB — [globalnews.ca/news/3562745/fredericton-program-provides-young-newcomers-to-canada-with-donated-bicycles/](http://globalnews.ca/news/3562745/fredericton-program-provides-young-newcomers-to-canada-with-donated-bicycles/)
13. Toronto Pan Am Sports Centre — [tpasc.ca/programs/drop](http://tpasc.ca/programs/drop)
14. Toronto District School Board — [tdsb.on.ca/Newcomers.aspx](http://tdsb.on.ca/Newcomers.aspx)
15. SLAP hockey development program — [peyo.org/index.php/sports/](http://peyo.org/index.php/sports/)
16. Canadian Tire First Shift Program — [firstshift.ca/the-program/](http://firstshift.ca/the-program/)
17. New Canadians and Sport: A Resource for Grassroots Sport by the Ontario Soccer Association — [sdsc.e2esoccer.com/Downloads/OSA\\_Soccer\\_and\\_Settlement\\_Guide.pdf](http://sdsc.e2esoccer.com/Downloads/OSA_Soccer_and_Settlement_Guide.pdf)
18. Community Connections Program in Calgary, AB — [aspenfamily.org/what-we-do/community-development/community-connections/](http://aspenfamily.org/what-we-do/community-development/community-connections/)
19. Coeuréaction program — [coeurereaction.qc.ca/en/home.aspx](http://coeurereaction.qc.ca/en/home.aspx)
20. Toronto Lightning Lacrosse — [torontolightninglacrosse.com](http://torontolightninglacrosse.com)
21. Ontario Soccer Association's Play 'n' Learn Program — [docplayer.net/34952549-Ontario-soccer-association.html](http://docplayer.net/34952549-Ontario-soccer-association.html)
22. Family Sport and Recreation Festival in Victoria, BC — [victoriasportsnews.com/pise-hosts-island-savings-family-sport-recreation-festival/](http://victoriasportsnews.com/pise-hosts-island-savings-family-sport-recreation-festival/)
23. All Sport One Day in Calgary, AB — [allsportoneday.ca](http://allsportoneday.ca)
24. Whistler Sliding Centre — [whistlersportlegacies.com/venues/whistler-sliding-centre](http://whistlersportlegacies.com/venues/whistler-sliding-centre)
25. Braves d'Ahuntsic — [ici.radio-canada.ca/nouvelle/1008850/le-hockey-pour-une-integration-de-grande-classe](http://ici.radio-canada.ca/nouvelle/1008850/le-hockey-pour-une-integration-de-grande-classe)
26. 311 Nonemergency Systems — [settlement.org/ontario/daily-life/communication/phone/what-services-can-i-get-if-i-call-211-311-or-411-is-it-free-to-call/](http://settlement.org/ontario/daily-life/communication/phone/what-services-can-i-get-if-i-call-211-311-or-411-is-it-free-to-call/)
27. Winter by the Sea event in Halifax, NS — [globalnews.ca/news/3243354/canadian-newcomers-experience-popular-winter-activities-in-halifax/](http://globalnews.ca/news/3243354/canadian-newcomers-experience-popular-winter-activities-in-halifax/)
28. Online Guide for Newcomers to PEI – Canada — [peianc.com/content/lang/en/page/guide\\_culture\\_sports](http://peianc.com/content/lang/en/page/guide_culture_sports)
29. Newcomers' Guide to Services and Resources in Newfoundland and Labrador — [ancnl.ca/userfiles/files/Newcomers\\_Guide\\_mar\\_6\\_08\\_web%5B1%5D\\_FINAL\\_MARCH%207,%202008.pdf](http://ancnl.ca/userfiles/files/Newcomers_Guide_mar_6_08_web%5B1%5D_FINAL_MARCH%207,%202008.pdf)
30. Multi-Sports Program for Newcomer Youth in Regina, SK — [rods.sk.ca/blogs/post/multi-sports-program-for-newcomer-youth-youth-program](http://rods.sk.ca/blogs/post/multi-sports-program-for-newcomer-youth-youth-program)
31. Park-Extension Youth Organization — [peyo.org/](http://peyo.org/)
32. Newcomer Soccer Program in Winnipeg, MB — [winnipeg.ctvnews.ca/former-winnipeg-refugee-using-sport-to-help-canadian-newcomers-feel-at-home-1.2894682](http://winnipeg.ctvnews.ca/former-winnipeg-refugee-using-sport-to-help-canadian-newcomers-feel-at-home-1.2894682)
- Newcomer Soccer Program in Halifax, NS — [metronews.ca/news/halifax/2016/01/14/new-syrian-refugees-to-halifax-take-to-the-pitch.html](http://metronews.ca/news/halifax/2016/01/14/new-syrian-refugees-to-halifax-take-to-the-pitch.html)
33. Newcomer Youth Participation in Sports Program in Fredericton, NB — [cic.gc.ca/english/department/partner/bpss/nyps.asp](http://cic.gc.ca/english/department/partner/bpss/nyps.asp)
34. Football Hockey Link in Calgary, AB — [fhlSociety.ca](http://fhlSociety.ca)
35. Ontario After-School Program - — [mtc.gov.on.ca/en/sport/afterschool/after\\_school.shtml](http://mtc.gov.on.ca/en/sport/afterschool/after_school.shtml)
36. Newcomer Sport Program in Victoria, BC — [sportforlife.ca/newcomer-sport-for-life-program-creating-sport-opportunities-for-newcomer-children-and-youth](http://sportforlife.ca/newcomer-sport-for-life-program-creating-sport-opportunities-for-newcomer-children-and-youth)
37. International Women of Saskatoon Summer Youth Programs — [internationalwomenofsaskatoon.org/?programs=tweensonguard](http://internationalwomenofsaskatoon.org/?programs=tweensonguard)
38. Newcomer Girls and Young Women On the Move Project by CAAWS — [caaws.ca/onthemove/e/index.htm](http://caaws.ca/onthemove/e/index.htm)
39. Canadian Intramural Recreation Association (CIRA) in Ontario — [ciraontario.com](http://ciraontario.com)
40. Community Partnership Network in Victoria, BC — [icavictoria.org/community/cpn](http://icavictoria.org/community/cpn)
41. DIVERSEcity Community Resources Society Sports & Me Pilot Program in Surrey, BC — [dcrc.ca/services/programs-for-children-and-youth/first-steps-early-years-refugee-settlement-program-2/](http://dcrc.ca/services/programs-for-children-and-youth/first-steps-early-years-refugee-settlement-program-2/)
42. Sport Canada Strategy on Ethical Sport — [canada.pch.gc.ca/eng/1414514692712/1414514727902](http://canada.pch.gc.ca/eng/1414514692712/1414514727902)
43. We Belong: A How-To Guide – Improving Access to Physical Activity Programs for Newcomer Youth by PHE Canada — [phecanada.ca/resources/we-belong](http://phecanada.ca/resources/we-belong)

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