

# Creating Better Physical Activity Opportunities for Newcomer Children and Youth: Overview of Activities to Strengthen Community-Academic Partnerships.

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# Opportunities: Work with Newcomers



# Context



- Regular engagement in physical activity (PA) has numerous benefits including improved learning, life skill development, social development, emotional development, academic performance, and overall health and well-being.



- Unfortunately, ~30% of Canadian youth are meeting the recommended 60 minutes of daily MVPA; and immigrant youth are at an even greater risk of inactivity compared to non-immigrant peers.
- Canadian youth born outside of Canada were significantly less likely to meet daily PA guidelines compared to Canadian-born peers.

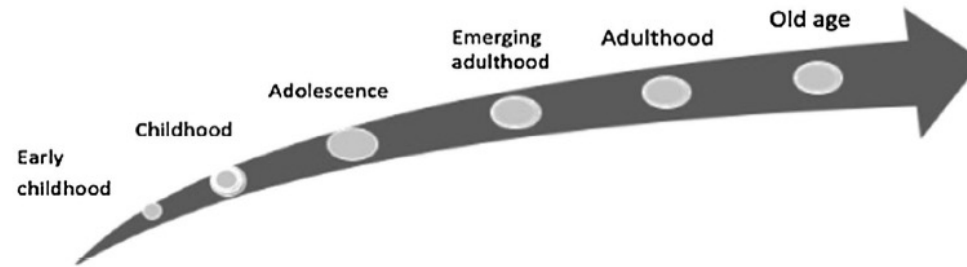
# Context



- Community contexts represent one ideal setting for PA-based interventions or programs, particularly if designed to be in group settings - which could also play a salient role in supporting positive acculturation and adjustment experiences as newcomers face this important life transition.
- The development of a holistic and multi-component PA-based intervention will not only be beneficial for distal health outcomes (i.e., chronic disease prevention), but also for shorter-term psychosocial health as they transition into Canada
- **Physical literacy** - concept as one example of a holistic and multi-component intervention

# Physical Literacy & Health

Cairney et al., 2019, Sports Medicine



Conceptual model linking physical literacy, physical activity, and health

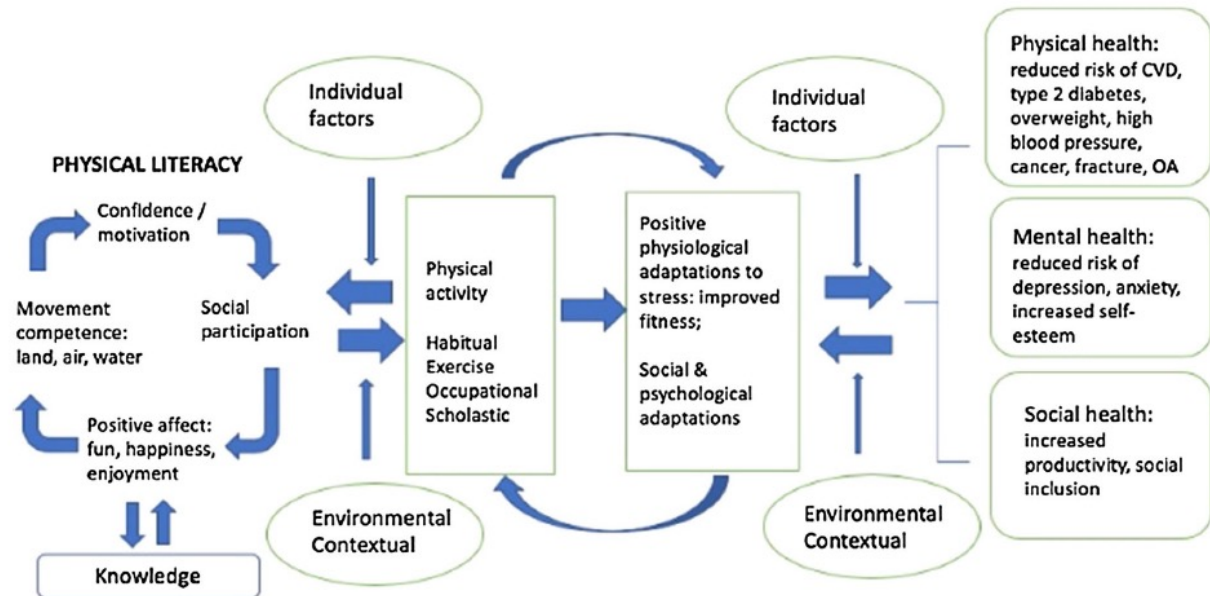


Fig. 1 Conceptual model linking physical literacy, physical activity and health. CVD cardiovascular disease, OA osteoarthritis

# IPLAY Program



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The poster includes logos for Brock University, WinSport, and INCH LAB (Infant Child & Youth Health) at the bottom.

- **Development of IPLAY Program** - pilot physical literacy intervention targeting newcomer youths
- **Co-Designed with WinSport**- what can feasibility be implemented within a community setting
- **Novel Movement Program** - 8 weeks of non-traditional sport activities targeting new ways to move
- **Mixed-Methods Evaluations** - to understand the efficacy of such program for newcomer youths

# IPLAY

Program Highlights













# Results Overview



- **Quantitative findings**
  - Significant changes in competence, non-significant but positive changes in confidence, motivation and knowledge
- **Quantitative findings**
  - Holistic definition of mental health and wellbeing & IPLAY was supportive of MH and Wellbeing
- **Data represents critical formative work**
- **Reinforces the needs and challenges of academic-community partnerships**
  - Need for pragmatism
  - Requires critical buy-in for all partners involved

# Developing the CO-PLAY Hub

**DEVELOPMENT OF A SSHRC PARTNERSHIP GRANT CREATING THE CO-PLAY HUB**

- 1 Establishing Opportunities**

Newcomers continue to be a growing segment of the Canadian population. Particularly with new immigration policy and continual influx of refugees, greater supports and structures are needed to help support these groups. Importantly, newcomer children and youth are consistently found to be less active than their Canadian peers. This represents one area of focus that can help to support or enhance physical, mental, and social health outcomes and/or transitional, social-emotional development or educational outcomes.

[Read the full report here](#)
- 2 Pilot Intervention**

The IPLAY pilot intervention was developed in partnership with Brock University, WinSport, and the Calgary Catholic Immigration Society to evaluate the feasibility, acceptability, and efficacy of an 8-week Physical Literacy (PL)-based intervention. This SSHRC-funded project uses a mixed methods approach to evaluate and understand the impact of this physical literacy-enhancing program targeting refugee youth.

[Read the summary infographic here](#)
- 3 IPLAY SUMMIT**

Given the identified need, and with support from CIHR, a summit was assembled in September 2022 held at WinSport in Calgary. The summit brought together a diverse group of academic and community partners. Conversations revealed the need to collaborate further on purposeful inclusion of diverse newcomer groups, and opportunities for future partnership grants.

[Read the full summit report here](#)
- 4 The Opportunity is now**

Considering Canada's new immigration policies and the strategic priorities of organizations to help address the needs of newcomer children and youth, this is the opportune time to apply for a SSHRC Partnership Grant.

[Review the detailed infographic here](#)
- 5 Creating the CO-PLAY HUB**

Our partnership grant application is centred around the development of an interdisciplinary and multi-sectoral platform for physical literacy research and practice entitled: *Creating Opportunities through Physical Literacy for All newcomer children and Youth (CO-PLAY) Hub*. The goal is the creation of a unique eco-system that will facilitate the adoption, implementation, and evaluations of PL-promoting programs and practices.

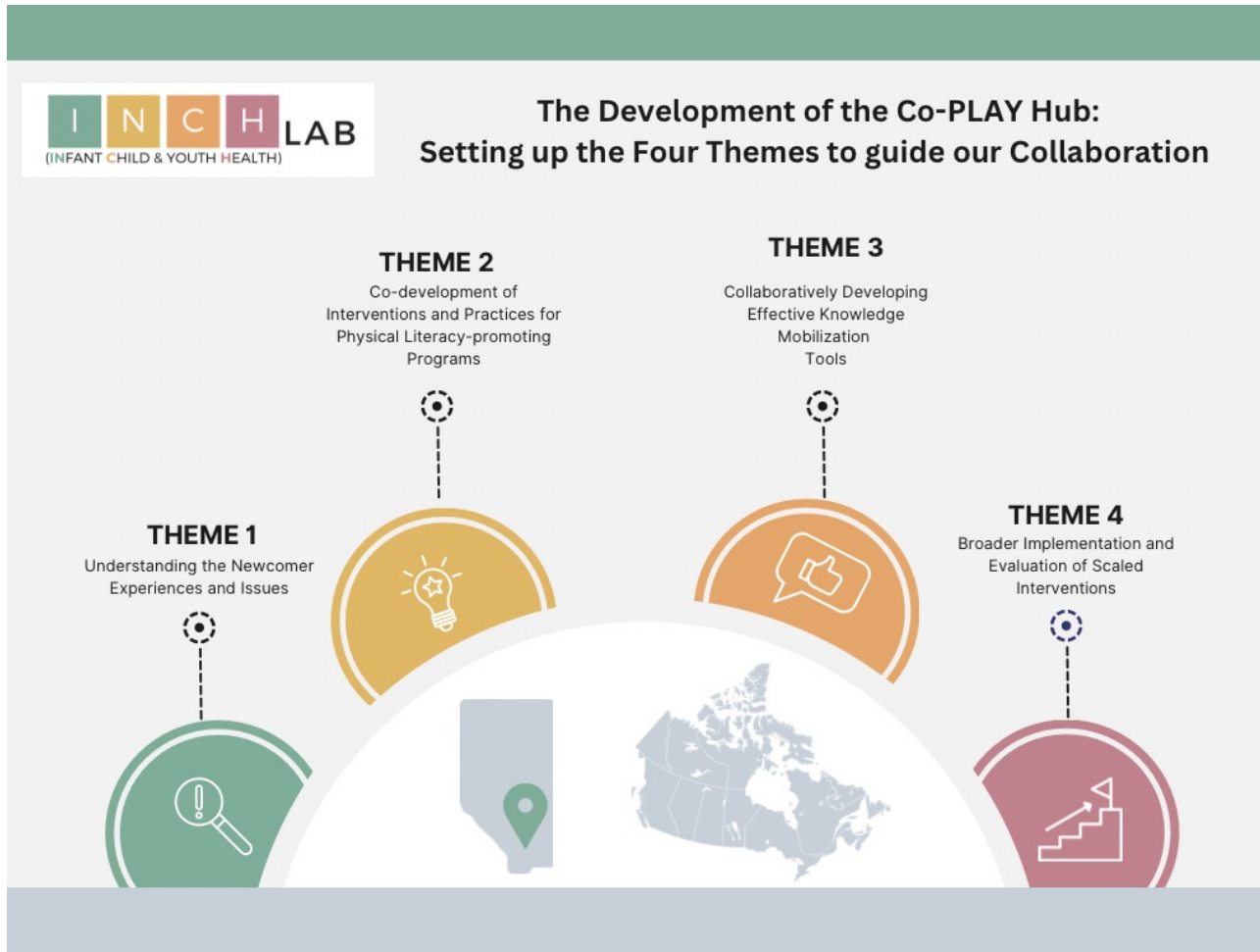
[Read more about our 4-themed approach for the grant here](#)

**Brock University**  
I CH LAB MOUNT ROYAL UNIVERSITY OF CALGARY CIHR SSHRC - CRSH

Our goal is to develop an interdisciplinary and multi-sectoral platform for PL research and practice entitled: *Creating Opportunities through Physical Literacy for All newcomer children and Youth (CO-PLAY) Hub*.

The Hub will help: (i) to better understand the distinct barriers and challenges for quality and culturally-safe physical activity (PA) participation among different newcomer children and youth groups; (ii) to coordinate efforts and build capacity to more effectively engage a traditionally marginalized group with evidence-based PL-developing/enhancing programs

# Developing the CO-PLAY Hub



# Developing the CO-PLAY Hub

- CO-PLAY Hub represents opportunity to come together and re-imagine an eco-system better designed to address evidence-based needs of newcomers.

## CHALLENGES TO FACE

- **Partnership** – how do we define multidisciplinary and multi-sectoral academic-community partnerships?
- **Cultural Responsiveness** – how do we get community partners that do not/have not traditionally tailored programming to newcomers be more responsive to unique needs or desires?

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