



**Bridging Cultures Through Movement:
How Physical Education Unites
Immigrant Children**



Using one word...What's the most important element in creating a sense of belonging in your classroom?

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- **I have been teaching for 27 years**
- **I am bilingual in Spanish**
- **I am a proud daughter of an immigrant mother (Ecuador)**
- **I have spend a lot of time learning, creating and exploring ways to integrate physical activity with academic content. I have established the Active Content Time(ACT) program at my school.**
- **U46 is the second largest district in Illinois**
- **I teach in a duallanguage building with around 400 students**
- **Each grade level has at least 1 DL section and in most grades there are 2 DL sections**
- **Our students have mainly been from Mexico but that has significantly changed the past two years.**
- **In the last couple of years, we have received students from Colombia, Honduras, Guatemala, Mexico, and Venezuela.**
- **The students have different words in Spanish, we are learning similarities and differences among all the groups.**
- **We have also discussed acceptance. As we received students from other Hispanic countries, we are receiving students with Afro-Latino roots. The conversations with students about the Historical differences in what some Hispanic countries might have different skin colors.**

Movement is a **UNIVERSAL** Language



P.E. offers a safe space where language barriers play a less significant role and physical activity becomes the vehicle for communication between students.



“Nos ayuda a compartir con otros compañeros el espacio con otros niños que no son de nuestra clase me ayuda a hacer amigos con niños que no hablan español.”

Quando voy a la clase de Educación Física, estoy con otros niños que hablan otros idiomas, esto me da oportunidad de compartir con niños de otros idiomas sin miedo a lo que aprendemos en clases.

“Me hace sentir más cómodo en la escuela pq puedo compartir con otras personas.”

La profesora habla en inglés y en español y eso nos ayuda a aprender nuevas palabras.

How has Physical Education helped you feel part of the school community?

Shared Experiences



- If we are intentional with our curriculum planning we have the ability to create experiences where students engage in activities alongside their peers.
- Through movement, students can begin to build bonds and establish a rapport with one another, collaborate toward a common goal and communicate with one another.
- In doing so, cultural, social and language barriers begin to break down.

Communication

- Many fundamental movement and sport skills can be taught in a non-verbal way through the use of cues/gestures and body language.
- We have the ability to teach to the kinesthetic domain which allows for a level playing field for multilingual students who are not yet fluent and allows them to participate with minimal barriers if the instruction is delivered in a way to best allow for success.
- This allows them to fully participate and connect with peers and teachers.
- With the technology many of us have access to, multilingual and immigrant students are able to learn and succeed like their monolingual peers. The use of music, videos, slide presentations AND especially GIFs (Graphics Interchange Format) allows teachers to provide more individualized instruction and students to learn without the barriers of language.
- Allow students opportunities to discuss prompts or answers in their native language.
- Seek out students who can help with translation/Assign to a student mentor
- Demonstrate! Provide a visual cue with with an auditory explanation. Use Cues that are short and to the point.
- Consider a visual story board for directions or use slides that include pictures paired with text.



Building Confidence

- P.E. class might be one of the few areas that students can feel success INSTANTLY.
- It can lead to an increase in self-esteem and confidence among immigrant children helping them feel more integrated and part of their new community.
- As their self-esteem and confidence grows so does their ability to excel which in turn allows them to establish new friendships and respect from their peers regardless of any language or cultural differences.
- Consider providing autonomy within your lessons allowing for choice of equipment, and partners. This is just good teaching/best practice!
- Vary your activities so there are opportunities for individual, partner work, small group and whole group.



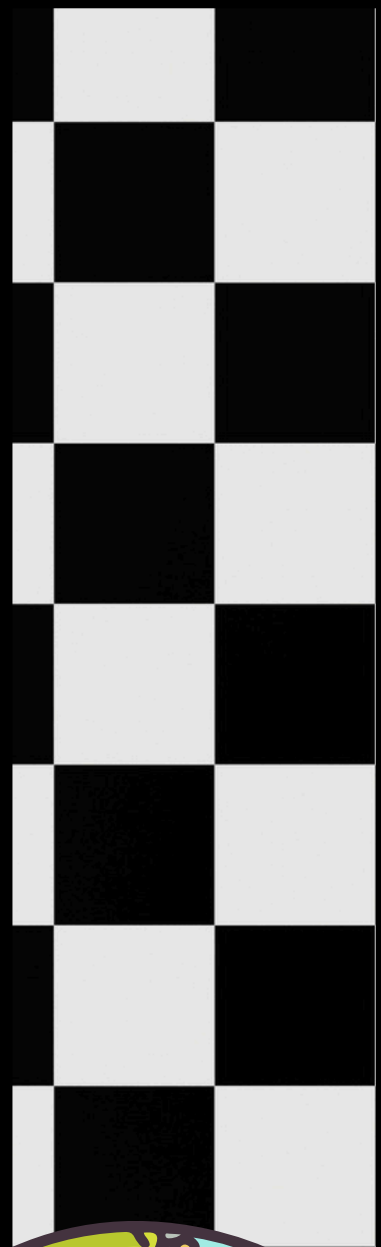
Cultural Exchange

- As PE professionals we also have the ability to use our time with students as a platform for cultural exchange.
- Introducing activities and sports that either originate or are dominant in their home country is an excellent opportunity for mutual appreciation, growth and learning.
- It promotes inclusivity and respect for diversity.
- Suggestions include: Using a diverse representation of athletes when looking for examples, whether it be videos or gifs or posters and other graphics that are hung in your teaching space.
- When playing games, allow students to use countries as their team name or use flags to represent different countries with a short blurb about the country
- Include famous athletes, writers, artists, singers, etc from their native countries



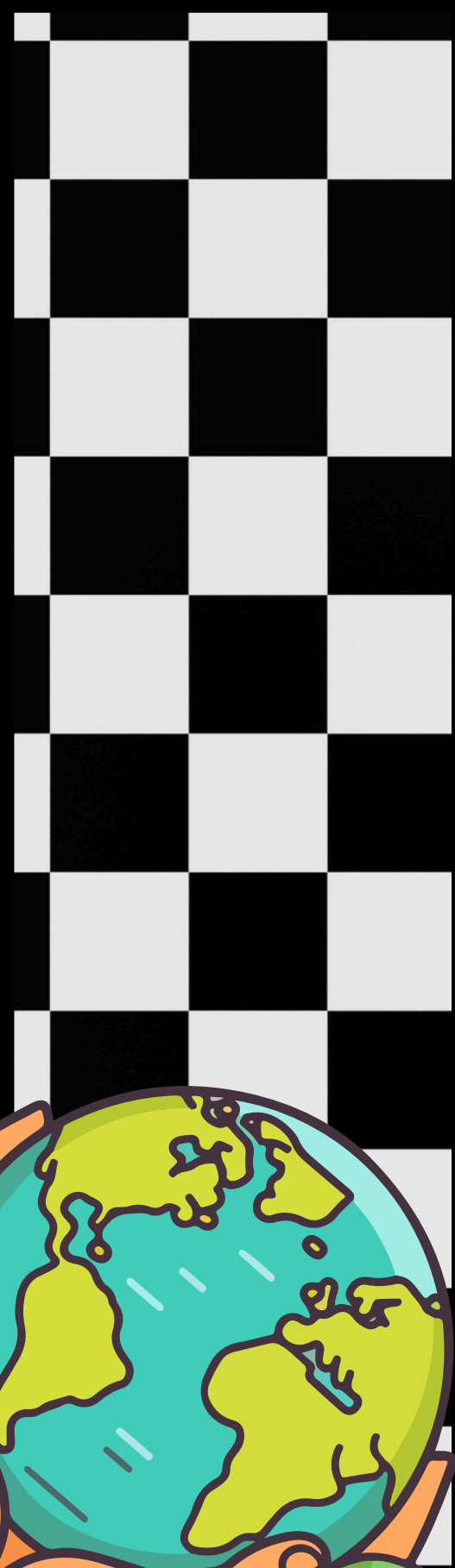
Promoting Inclusion

- Just like the shared experiences we cultivate through our curriculum planning we have the ability to plan for activities that promote an inclusive environment for **ALL** students where our differences are celebrated and are a point of growth and learning.
- We can structure activities that encourages communication, respect, trust, cooperation, problem solving. Teambuilding activities and the use of a sports model curriculum helps students all feel like they have a role and are contributed despite any barriers.
- We can be intentional in the way we group our students so that all are exposed to a variety of students within their class. Making sure to include at least 1 student that can assist in translating.
- Learn how to say common words in their language and use graphics paired with text in multiple languages to not only help them with learning but to also demonstrate an inclusive environment.
- When using pictures of people, be sure to display a representation that is inclusive of their culture and color of their skin.
- If you use music research different artists and music that are trending/popular or from their home countries

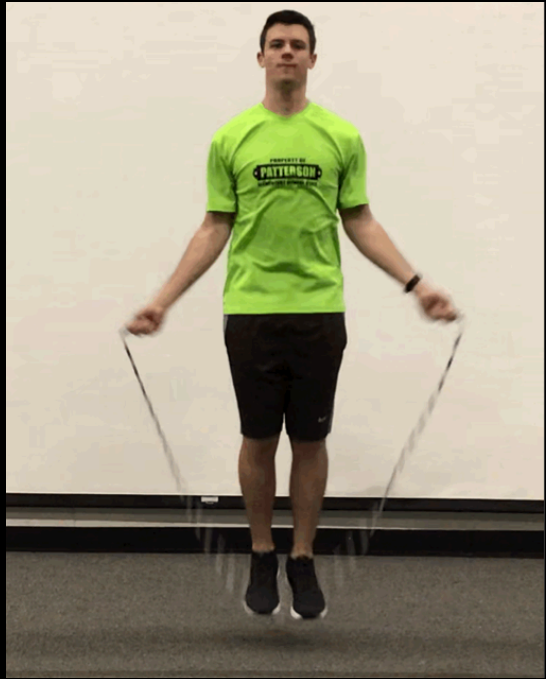


Some Additional Thoughts

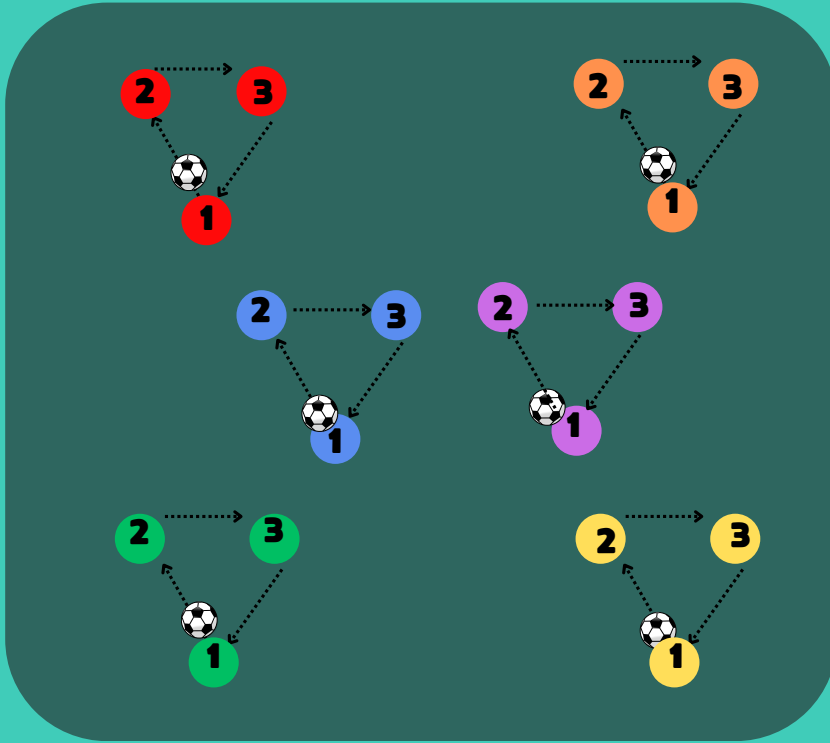
- Reach out to the classroom teachers to find out more information about the students
- Collaborate with other teachers where you might be able to integrate academic content with movement
- Have a survey for newcomers to fill out in their native language (with help if needed) that tells you a little more about them and their interests.
- Be intentional in your lesson planning to include teambuilding activities
- Incorporate ice breakers consistently to help promote an inclusive environment
- Learn the correct pronunciation of their names (dont shorten them)
- Try to include as many pictures paired with text
- Translate text in both English and their native language
- Use a word wall with multiple languages and pictures
- Understand the differences in dialects within one language
- Provide opportunities for students outside of school to become involved with other students
- Host informational meetings for parents
- Connect families with community opportunities
- Seek out opportunities where community organizations can present and visit your schools
- Use as many peer opportunities as possible especially with formative assessments.
- Find multiple ways for students to be able to demonstrate comprehension and mastery of a skill
- Make sure to have welcoming signs in their native languages



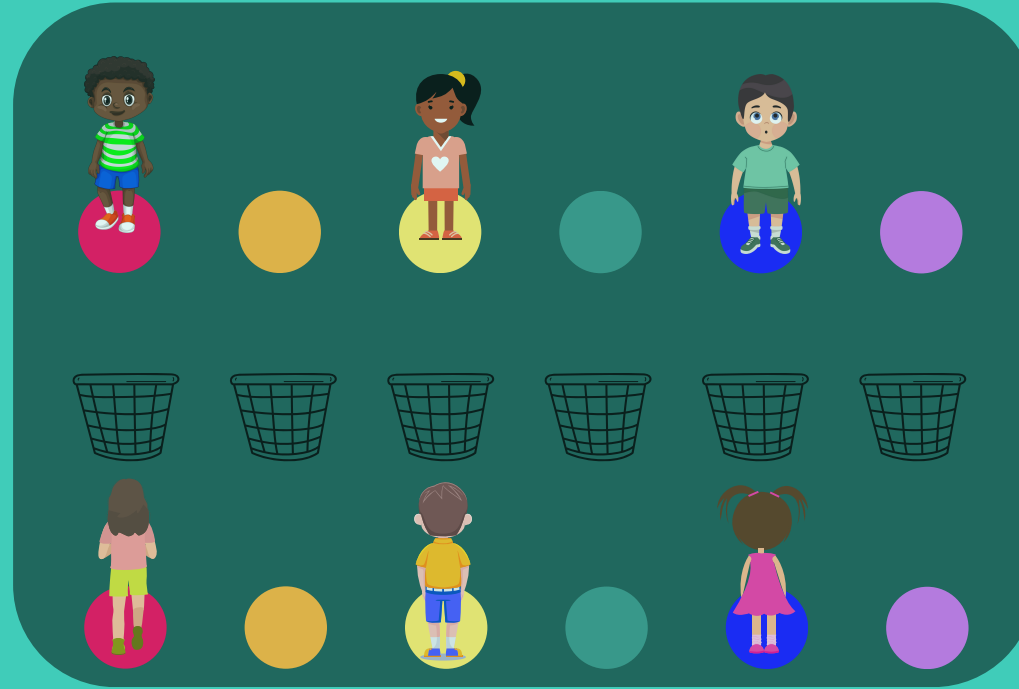
USE GIFS



USE DIAGRAMS IN YOUR SLIDES



CHILDREN CLIPART REPRESENTING DIFFERENT SKIN COLORS AND CULTURES



USE STORY BOARDS

Partner Line Dribbling

Get into a Group of 3
Grupos de 3

- Two stand behind a cone and the 3rd stands across 2 atrás de un cono y otra adelante
- Ball starts in line with 2 people
Pelota empieza en línea con dos personas
- Dribble to partner across the way and stay there
Maneje la pelota a su pareja y quédese allí
- Receiver dribbles back to the 3rd person
El que recibe, maneja la pelota a la tercera persona

MULTILINGUAL WORD WALLS



PEER ASSESSMENTS W/PICTURES AND MULTILINGUAL TEXTS

Paddle Striking

FLAT PADDLE
RAQUETA PLANA

	YES SÍ		YES SÍ
	KEEP WORKING SIGUE TRABAJANDO		KEEP WORKING SIGUE TRABAJANDO

PICTURES WITH TRANSLATED TEXTS

GALLOPING

Review
Revisar

Keep the same foot in front
El mismo pie adelante

Straight back leg
Pierna trasera recta

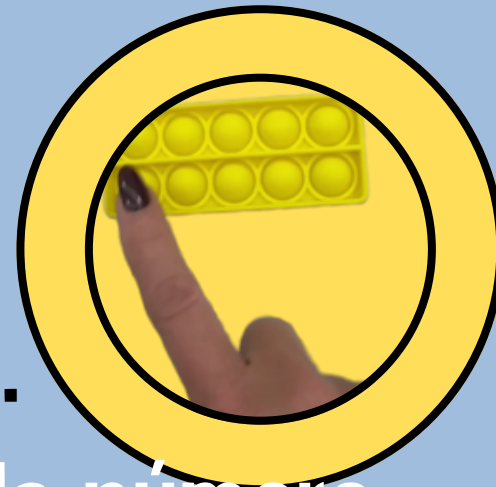
Race To 3

Carrera a 3

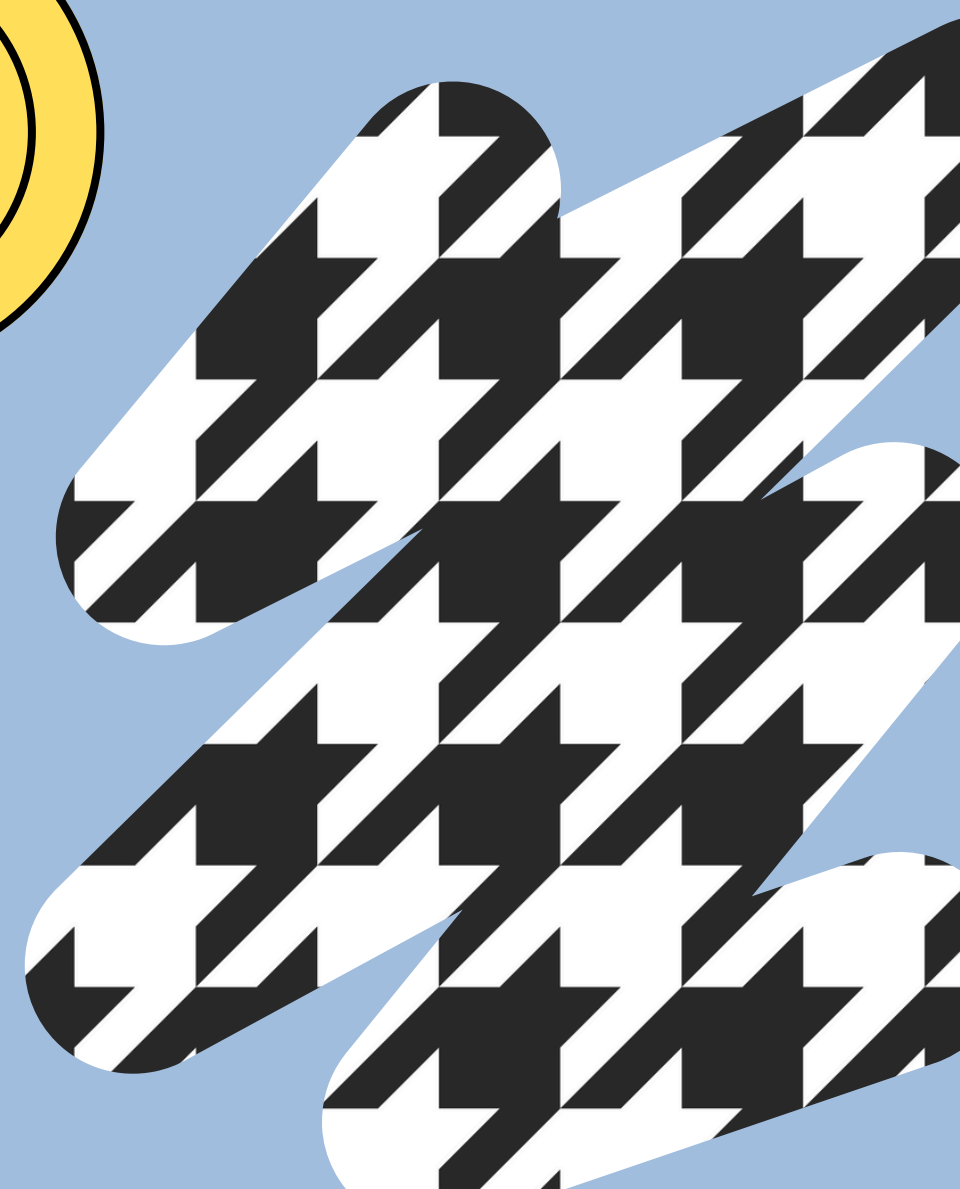
1. Toss and Catch an item 3 x's at each number. Switch at each number.
Lanzen y agarren 3 veces en cada número. Cambien en cada número



2. Push in a popit each time you catch 3 X's at a number.
Empujen un popit cada vez que agaran 3 veces en cada número



3. Collect a beanie baby from the tub.





Thank you!

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