

Communicating leisure: Meanings of leisure in newcomer settlement service provision

by

Halyna Tepylo

A thesis
presented to the University of Waterloo
in fulfillment of the
thesis requirement for the degree of
Master of Arts
in
Recreation and Leisure Studies

Waterloo, Ontario, Canada, 2018
© Halyna Tepylo 2018

Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

Abstract

Research suggests that leisure can play an important role in the settlement of newcomers; however, little research has explored meanings of leisure in the context of settlement service providers. Furthermore, little research has been conducted to examine how leisure is communicated to newcomers by settlement service providers or the factors that impact how leisure is communicated. To further explore these ideas, I conducted interviews with twelve settlement service providers in Southern Ontario. These interviews were analyzed using Thematic Analysis (Braun & Clarke, 2006).

I found that the settlement service providers navigated objective activity-based and subjective conceptualizations of leisure and that participating settlement service providers conceptualized leisure as beneficial. When communicating leisure, the participants focused on providing information with awareness of newcomer needs and encouraging participation. Interestingly, many participants felt that leisure opportunities were a way that they could communicate about other important information. Factors that impacted how leisure was communicated were the development of working relationships with newcomer clients and the views of whose responsibility it is to provide leisure. The participating settlement service providers used a Benefits Approach to Leisure in navigating their meanings and how they communicated leisure. Implications of improving leisure communication to newcomers to Canada are discussed.

Acknowledgements

Thank you to my supervisor, Dr. Luke Potwarka, committee member, Dr. Heather Mair, and reader, Dr. Mark Havitz for your guidance and for giving me opportunities to expand my learning. Thank you to my family and friends, especially my mother, Andrew, and Sandy for inspiring me to learn. Finally, a huge thank you to the participants in this study for sharing their experiences and knowledge with me. Without their support, this study would not have been possible.

Table of Contents

Author's Declaration	ii
Abstract	iii
Acknowledgements	iv
List of Tables	viii
Chapter One – Introduction	1
1.1 Meanings of Leisure	1
1.2 Leisure communication to newcomers	2
1.3 Study Context	3
1.3.1 Immigration in Canada.	3
1.3.2 Settlement Service Provision.	5
1.4 Research Considerations	6
1.5 Purpose	6
1.6 Outline of Thesis	7
Chapter Two – Literature Review	8
2.1 Meanings of Leisure	8
2.1.1 Social constructivism.	10
2.1.2 Newcomer and cultural meanings of leisure.	12
2.1.3 Service providers' meanings of leisure.	16
2.2 Newcomer Experiences	17
2.2.1 Leisure benefits.	17
2.2.1.1 <i>Wellbeing.</i>	18
2.2.1.2 <i>Learning.</i>	19
2.2.1.3 <i>Maintaining cultural identity.</i>	20
2.2.1.4 <i>Social benefits, belonging, and inclusion.</i>	20
2.2.1.5 <i>Negative impacts.</i>	22
2.2.2 Changing experiences.	23
2.2.3 Constraints.	25
2.3. Organizing Newcomer Leisure	28
2.3.1 Benefits Approach to Leisure.	28
2.3.2 Constraints.	31
2.3.3 Leisure communication.	33
2.4 Summary	38
Chapter Three – Methodology	39
3.1 Methodology	39
3.2 Recruitment and Participants	41
3.2.1 Organization characteristics	41
3.2.2 Participant characteristics.	42
3.3 Data Collection	43
3.4 Data Analysis	44
3.5 Ethical Considerations	46
3.6 Reflexivity	47

3.7 Summary	50
Chapter Four – Findings	51
4.1 Meanings of Leisure	51
4.1.1 Navigating objective and subjective conceptualizations of leisure.	51
4.1.1.1 <i>Tangible activities.</i>	52
4.1.1.2 <i>Leisure based on personal and cultural experiences.</i>	53
4.1.2 Conceptualizing leisure as beneficial.	55
4.1.2.1 <i>Building connections.</i>	55
4.1.2.2 <i>Gaining Health</i>	57
4.1.2.2.1 <i>Self-care.</i>	60
4.1.2.2.2 <i>Social development.</i>	62
4.1.2.2.2.1 <i>Learning.</i>	62
4.1.2.2.2.2 <i>Practicing language.</i>	64
4.1.2.2.3 <i>Leisure as quicker settlement</i>	65
4.1.3 Summary of Meanings of Leisure.	67
4.2 Communicating Leisure	67
4.2.1 Focusing on Information.	67
4.2.1.1 <i>Rules and Responsibilities.</i>	68
4.2.1.2 <i>Cultural (“North American”) information.</i>	69
4.2.2 Communicating with awareness.	71
4.2.2.1 <i>Awareness of Culture.</i>	71
4.2.2.2 <i>Awareness of Settlement.</i>	74
4.2.2.3 <i>Awareness of Costs.</i>	76
4.2.3 Encouraging participation.	77
4.2.4 Communication through leisure.	81
4.2.5 Summary of leisure communication	83
4.3 Facilitating Leisure Communication	83
4.3.1 Developing relationships.	84
4.3.1.1 <i>Developing trust</i>	84
4.3.1.2 <i>Leisure ambassadors.</i>	85
4.3.2 Whose responsibility is leisure?	86
4.3.2.1 <i>Organization expectations.</i>	86
4.3.2.2 <i>Defining responsibility of communicating and providing leisure.</i>	88
4.4 Summary of Results	90
Chapter Five – Discussion	91
5.1 Construction of Leisure	92
5.2 Benefiting from Leisure	94
5.2.1 Encouraging leisure participation by communicating benefits.	97
5.3 Improving Leisure Communication	100
5.3.1 Building relationships.	100
5.3.2 Providing contextual information.	101
5.3.3 Learning about settlement.	103
5.4 Designing Leisure	105
5.4.1 Organizing leisure.	105
5.4.2 Designing programs.	107
5.4.3 Using leisure for additional communication efforts.	110

5.5 Implications for Practice	112
5.6 Recommendations for Future Research	114
5.7 Summary	116
Chapter Six – Conclusion	117
6.1 What are settlement service providers’ meanings of leisure in the context of settlement?	117
6.2 How do service providers communicate about leisure?	118
6.3 What factors contribute to how leisure is communicated to newcomers?	118
6.4 Limitations	119
6.5 Significance	122
References	124
Appendix A: Interview Guide	134
Appendix B: Letter to Gatekeepers	135
Appendix C: Recruitment Letter	137
Appendix D: Information Letter	138
Appendix E: Consent Form	139
Appendix F: Feedback Form	140

List of Tables

Table 1	<i>Participant Characteristics</i>	43
---------	--	----

Chapter One – Introduction

Research has indicated leisure can play an important role in newcomer settlement by offering links to wellbeing (e.g., Suto, 2013) and should therefore be promoted during settlement processes (Quirke, 2015). Although numerous sources demonstrate the benefits of leisure during settlement (e.g., Quirke, 2015; Walseth, 2006; Doherty & Taylor, 2007; Suto, 2013; Stack & Iwasaki, 2009; Kim, 2012; Stodolska & Alexandris, 2004), research shows newcomers are less likely than long-term Canadians to participate in leisure or recreational activities (Aizlewood, Bevelander & Pendakur, 2006, Taylor & Toohey, 2002). Improving leisure communication to newcomers would assist in mitigating barriers of participation (Quirke, 2015); However, practitioners face challenges in ensuring communication about leisure is culturally relevant and understandable (Quirke, 2015).

To understand how leisure is communicated to newcomers, questions must also be asked about what leisure means to those who communicate with newcomers, such as settlement service providers. Though exploring what leisure means from an organizational and professional standpoint can help unpack how services are run and developed (Ellis & Witt, 1990, in Parr & Lashua, 2004), service providers' meanings of leisure represent a gap in the leisure literature (Parr and Lashua, 2004). Given these gaps in literature, the purpose of this research is: (1) to explore settlement service providers' meanings of leisure, and (2) to examine how leisure is communicated to newcomers.

1.1 Meanings of Leisure

Leisure is defined in numerous ways. Kleiber, Walker and Mannell (2011) note leisure can be understood as participation in an activity (such as sport), in specific settings (such as a

COMMUNICATING LEISURE

park), or as time free from work or other obligations. Furthermore, states of mind and feelings experienced during activities may also be considered leisure (Kleiber et al., 2011).

However, leisure cannot be understood or communicated as a universal phenomenon. Various groups may conceptualize leisure differently (Shaw, 1985). In this study, meanings of leisure will be examined in terms of how settlement service providers understand the phenomenon.

The question about how meanings of leisure are formed is an epistemological one. From a social constructivist view, meanings are socially constructed; thus, leisure can be conceptualized as a socially constructed phenomenon. Furthermore, constructivism acknowledges diversity of experiences and backgrounds allowing for different views of the world (Kincheloe, 2005). Social constructivism maintains that, “communities of individuals” form knowledge, allowing for a socio-cultural, contextual, and historical appreciation of meanings developed and established as social practices (Watkins, 2000).

From a social constructivist lens, newcomers may construct meanings of leisure based on past cultural experiences and understandings. Similarly, as a social group, organizations providing settlement services may construct meanings of leisure based on past experiences and understandings. Given the social constructivism stance with which I approach this project, my assumptions are that settlement service providers have constructed meanings about leisure and these meanings inform their practices in settlement services, including how they communicate about leisure with newcomers.

1.2 Leisure communication to newcomers

Research calls for efforts to be made to improve communication to newcomers about leisure to help increase newcomer leisure participation (Quirke, 2015). Improper and poor

COMMUNICATING LEISURE

communication such as assumptions of desired activities, translation challenges, missing information, and methods of communication have been cited as causes for newcomers to lack participation and the intended benefits of leisure (Quirke, 2015; Stodolska, 2015). To address low leisure participation trends of newcomers, more research should seek how to improve communication (Quirke, 2015).

Past research has examined newcomer information gathering (e.g. Caidi, Allard & Quirke, 2010) and strategies (Savolainen, 1995, 2008, in Caidi et al., 2010). However, little research has examined settlement service providers' role in leisure communication. Settlement service providers could be an important resource for improving leisure communication because they can potentially address some of Stodoska's (2015) suggestions for improvement (e.g., developing culturally sensitive marketing, having conversations with newcomers to learn about their needs and wants, hiring employees with understanding of diverse needs, and developing partnerships to leverage resources).

1.3 Study Context

1.3.1 Immigration in Canada.

In 2011, two-thirds of Canadian population growth was attributed to immigration (Statistics Canada, 2013). Nearly 6.8 million people (20% of the population) have immigrated to Canada (Statistics Canada, 2013). Canada is one of the most diverse countries in the G8, with many newcomers migrating from across the globe (Statistics Canada, 2013). Of the 1.1 million people who immigrated to Canada in the previous five years, 43.1% settled in Ontario (Statistics Canada, 2013).

The term "immigration" often refers to the legal status of individuals from other countries with legal rights to live in Canada, where as the term "newcomers" is more inclusive because it

COMMUNICATING LEISURE

does not require legal status to live in Canada (George, 2012). “Newcomers” is often used to describe individuals who have come to Canada within the past five years, as access to many newcomer services depends on length of time the person has been in Canada (George, 2012). However, reasons for migration, such as seeking skills in a new country or seeking to escape war or poverty, are likely to result in both differences and similarities of challenges and experiences in host countries (Stodolska & Walker, 2007). Immigrants and refugees may therefore experience different barriers and may require different supports to address their needs (Stewart et al., 2008). In this thesis, I use the term “newcomer” in consideration of the differing legal statuses with recognition of the possible differing settlement needs among this group.

Immigration laws in Canada have been continuously shaped and managed largely at a Federal level (George, 2012), including controlling who is allowed to settle in Ontario (Ontario’s Expert Roundtable on Immigration, 2012). Immigration laws have seen numerous changes based on social atmospheres and policy makers’ goals (George, 2012). These laws have moved from culturally-exclusive, allowing only specific nations to immigrate, and in specific numbers, to more inclusive laws based on values such as non-discrimination (George, 2012).

While policies developed at a national level influence diversity and inclusion, they are experienced at a local level and subject to local influences (Papillon, 2002). The Government of Ontario is also responsible for settlement services; however, similar to the Federal level, responsibilities usually manifest as funding extended to non-profit services (Siemiatycki, 2012). The government invests in programs believed to help the settlement process, including immigrant settlement services and Local Immigration Partnerships. Under the Newcomer Settlement Program, the Ministry of Citizenship, Immigration, and Internal Trade funds settlement agencies for supports in housing, education, language training, interpretation,

COMMUNICATING LEISURE

information, and access to other programs (MCIIT, 2012). Leisure and recreation programs, however, are not highlighted to be important as compared to these other social program domains. Nevertheless, in examining websites of immigration related services, leisure and recreation are associated with settlement and belonging in local contexts (e.g., Immigration Waterloo Region, 2018).

1.3.2 Settlement Service Provision.

Many newcomers rely on settlement services during the first few years after migration. In Canada in 2016/2017, over 412,000 newcomers used some form of settlement service (Government of Canada, 2017). Programs that are specifically designed for newcomers are offered by a variety of sources, such as municipal or provincial governments, and non-profits, depending on the location (Papillon, 2002). Funding for programs comes from a variety of governmental and charitable sources (Omidvar & Richmond, 2003). While there is a variety of types of settlement service organizations and the services offered depend on the specific organization (Türegün, 2013a), programs typically include language training and assessment, employment supports, referrals, counselling, and translation (Omidvar & Richmond, 2003). Programs for newcomers are especially important because they can increase newcomers' sense of belonging (Kelaher et al., 2001 in Stewart et al., 2008). However, settlement services have been challenged by reduced funding and often are forced to cut back services that facilitate inclusion (Omidvar & Richmond, 2003).

It is important to examine settlement service providers' meanings of leisure because leisure can mean different things to different people. Settlement services provide numerous programs, which to some are leisure but to others are work. For example, in Stack and Iwasaki's (2009) work, newcomer refugees considered educational settlement programs such as English

COMMUNICATING LEISURE

and computer courses as leisure. These programs promoted skill development and offered opportunities to socialize with others. Furthermore, one popular method of English coaching is provided through conversation circles. Participants in these groups develop conversational skills in an informal environment with volunteers and other participants (Van Gilst, 2010). Engaging in conversation about topics of interest could be perceived as enjoyable and leisurely, though for others, these programs could feel work-related or cause stress.

1.4 Research Considerations

As a researcher, I reflexively considered my own conceptualizations of leisure when designing this study. To me, leisure in the context of newcomer settlement includes specific activities such as newcomer skills-based programming, recreational activities, and sport, as well as individual perceptions of leisure experiences and states of mind. By reflexive journaling, I considered my own assumptions about leisure while analyzing interviews.

Interviews for this current study occurred during a time in which there was an increase in Syrian refugees settling in Canada. Because of this, settlement concerns were prevalent in the media and communities.

1.5 Purpose

The purpose of this research is: (1) to explore settlement service providers' meanings of leisure, and (2) to examine how leisure is communicated to newcomers. Specifically, this research addresses the following questions:

1. What are settlement service providers' meanings of leisure in the context of settlement?
2. How do service providers communicate about leisure?
3. What factors contribute to how leisure is communicated to newcomers?

1.6 Outline of Thesis

In Chapter Two, I outline background literature about meanings of leisure, leisure experiences of newcomers, and newcomer leisure provision. In Chapter Three, I discuss the research design, data collection, and thematic analysis methodology. Interviews about meanings of leisure and communication were conducted with service providers. Transcripts were analyzed through Braun and Clarke's Thematic Analysis (2006). In Chapter Four, findings of this study are presented. In Chapter Five, I present a discussion of the findings and future avenues for research in relationship to the literature. In Chapter Six, I conclude this thesis with a discussion of significance of this topic of study. Moving through this thesis, I demonstrate the need to examine settlement service providers' meanings of leisure and how they communicate to newcomers.

Chapter Two – Literature Review

In this chapter, I first frame this research in academic literature. I set the context of the research with theoretical considerations of meanings of leisure, newcomer meanings of leisure, and service provider meanings of leisure. Academic literature about leisure experiences including benefits, experiences, and constraints will be discussed as they relate to newcomers and leisure. Following this, I shift my focus to the organizational perspective. First, I highlight the Benefits Approach to Leisure, followed by constraints to organizing, and leisure communication. I end this chapter arguing the need to examine meanings of leisure and how settlement service providers communicate leisure.

2.1 Meanings of Leisure

The study of leisure has undergone many shifts in theoretical understandings of what is leisure. The study of what defines leisure has received much attention; however, meanings of leisure have infrequently been examined from a service provider perspective (Parr & Lashua, 2004). Traditionally, leisure has been studied from an objective or a subjective perspective (Kleiber et al. 2011). Objective conceptualizations of leisure encompass researcher and participant defined activities (e.g., newcomers participating in a baseball game), while subjective conceptualizations defer away from activities, centering upon experiences and perceptions (e.g., a newcomer experiencing relaxation during a walk in the park)(Parr & Lashua, 2004). Furthermore, leisure had been categorized based on the viewpoint of the participant or the researcher (Klieber et al., 2011).

Using time diaries and interviews, Shaw (1985) examined meanings of leisure, specifically, what activities were seen as leisurely and what perceptions were related to leisure. Shaw found that most activities were not consistently considered leisure or work by the

COMMUNICATING LEISURE

participants, and that leisure experiences were perceived to be intrinsically motivated, were enjoyed, were relaxing, and were freely chosen. Although these perceptions were most common in leisure activities, they were not solely defining. For example, not all leisure activities were free from obligation and some leisure was not intrinsically motivated. Shaw's study outlines specific characteristics seen as leisurely; however, the author does not consider how social contexts, past experiences and knowledges from different cultures, or other groupings, such as working in a particular field such as settlement service provision, may impact meanings of leisure.

Numerous other studies have examined meanings of leisure from a subjective perspective exploring experiences or states of mind. Schultz and Watkins (2007) developed a leisure meanings inventory which included "passing time," "escaping pressure," "exercising choice," and "achieving fulfillment", emphasizing the experiential meanings of leisure. Iso-Ahola (1979) (in Unger & Kernan, 1983), for example, suggested intrinsic satisfaction and perceived freedom were common among leisure experiences. Furthering these dimensions, Unger and Kernan (1983) highlight past research suggesting spontaneity, arousal, mastery, and involvement were also part of leisure experiences; however, in their study, the authors found involvement, satisfaction, and freedom were a part of the subjective leisure experience, while the other factors tended to be activity related. Unger and Kernan suggested that personal and social situational characteristics need to be further explored in relationship to experiences. These suggestions highlight the need to consider social and individual contexts, such as working in settlement services, as contributing to individuals' meanings of leisure.

Porter, Iwasaki, and Shank (2010) reviewed the literature to assess what meanings are found in leisure and what meanings come from leisure. The authors found that the literature

COMMUNICATING LEISURE

centered upon belonging and a sense of connection with others or activities, defining identity, experiencing freedom and autonomy, control, and mastery. Porter and collaborators expanded to include aspects such as actions taken because of positive feelings and thoughts and growing as an individual as outcomes of leisure related meaning making.

Watkins and Bond (2007) used a phenomenological approach to examining meanings of leisure of university students in leisure studies. The authors found the participants experienced leisure as passing time, escaping pressure, having choices, and being fulfilled. Watkins (2008) followed the study by conducting a phenomenological study to assess the meanings of leisure of leisure students and non-leisure studies students. Watkins found similar meanings were held between students, consistent with the early study. Watkins also ascertained that specific meanings were linked with characteristics such as age and stage of life, and these characteristics were linked to developing more complex understandings of their own leisure. This finding supports the social constructivist stance suggesting communities of people construct their meanings of leisure based on social contexts and life experiences, such as migration.

2.1.1 Social constructivism.

Central to this thesis is the paradigm in which meanings of leisure are developed. Social constructivism maintains that experiences and social groups influence how individuals make meanings (Watkins, 2000). Constructivism is a departure from objectivism's "notion that truth and meaning reside in their objects independently of any consciousness" (Crotty, 1998, p. 42).

While the terms are often used interchangeably (Crotty, 1998), *constructivism* differs from social *constructionism* in that constructivism focuses on individuals' meaning making while social constructionism's focus is "social constructions of meaning and knowledge" (Schwandt, 1994, p. 127). Crotty (1998, p. 58) states constructionism is "where the focus

COMMUNICATING LEISURE

includes 'the collective generation [and transmission] of meaning'." Social constructivism acknowledges the experiences of individuals within a social group where as social constructionism focuses more on the role culture has on shaping our meanings, taking a more critical approach (Crotty, 1998). Furthermore, social constructionism focuses on the "collective generation of meaning as shaped by conventions of language and other social processes" (Schwandt, 1994, p. 127). In this study, I do not examine the power structures or social processes within meanings but aim to present the participants' own meanings of leisure and acknowledge the social context in which their meanings are shaped. I acknowledge how a newcomer's meanings of leisure may build from experiences of culture, race, age, employment, and from a variety of other life contexts. Working in settlement service provision may influence participants' meanings.

Watkins (2000) maintains that social practices inform knowledge of those participating within them. Thus, settlement service practitioners could reflect meanings of leisure within their social practices (e.g., what they communicate). Meanings are embedded within settlement service practices from social contexts and are reflected in programs offered and communicated messages.

While exploring of gendered meanings of leisure, Henderson (1994) suggests meanings are socially constructed and influenced by benefits and opportunities, negotiated constraints, values and entitlement, containers and opportunities, and personal life situations. In considering benefits, Henderson suggests it is important to understand why a person or group wants what they want. For example, what do newcomers want to get out of their leisure experiences, or conversely, what do settlement service providers want to provide for newcomers? Constraints also impact meanings as it suggests what people are willing to negotiate to participate, or what

COMMUNICATING LEISURE

challenges, for example, service providers are willing to mitigate. Henderson further states, “the values that one holds dear are essential dimensions in understanding the meaning attached to any phenomenon. The values associated with leisure and the sense that leisure is important are necessary prerequisites for examining meanings” (p. 3). This sentiment is reinforced by Li, Absher, Graefe, and Hsu (2008) who maintain leisure organizers must appreciate the impact of cultural values on service expectations to improve communication. Containers (e.g., context) and opportunities affect meanings of leisure because it considers the types of activities and locations that newcomers would be a part of, and what opportunities are presented for newcomers. Finally, life situation is related to meanings as it invites different perceptions. Henderson states, “the understanding of leisure is highly dependent on the social context in which individuals experience leisure” (p. 6). For example, consider how a recent newcomer’s leisure may differ from a newcomer who has migrated years ago, or from a different culture. Similarly, service providers’ meanings of leisure may be different than newcomers’ meanings.

The literature presented in this chapter considers views of newcomers and the limited literature regarding settlement service and newcomer recreation providers’ meanings, constraints, perceived benefits, and communication of meanings. In addressing meanings of leisure, I build the case that it is important to both consider these aspects from the settlement service providers’ perspective while also remaining informed about newcomers’ experiences.

2.1.2 Newcomer and cultural meanings of leisure.

While much academic literature focuses on western meanings of leisure (Lui, Yeh, Chick, & Zinn, 2008), the literature also considered how meanings of leisure may differ for newcomers. Of particular importance are cultural distinctions in meanings. Kleiber et al. (2011) state, “potentially, race, ethnicity, and culture could affect not only the nature of a person’s

COMMUNICATING LEISURE

experience but also how she or he defines that experience” (2011, p. 337). For example, Walker and Wang (2009) studied meanings of leisure among Chinese-Canadians. The authors found that participants’ perspectives of what was considered leisure differed from their own. The Chinese-Canadian participants’ categorizations of their own activities as leisure or not leisure differed from previous research conducted in the same manner with other Canadians (see Shaw, 1985). Another interesting aspect of this study was that of the items the Chinese-Canadian participants identified as leisure, the researchers considered less than half as leisure. Furthermore, while the Chinese-Canadian participants in Walker and Wang’s study and other Canadian participants in a previous study both considered high intrinsic motivation as important to their leisure activities, the Chinese-Canadian participants in Walker and Wang’s study reported less importance of perceived freedom in their leisure activities. These findings are indicative of the important need to consider cultural understanding of different meanings of leisure.

Stack and Iwasaki (2009) provide a second example of work examining cultural distinctions in meanings of leisure. Stack and Iwasaki conducted a study with newcomer Afghan participants in the Winnipeg area and discussed cultural implications of meanings of leisure. Participants in this study discussed how activities could be leisure, work, and family-related, all at the same time. They also discussed how time in Canada was conceptualized differently than in their home country. Stack and Iwasaki found that socialization in familiar locations with family and friends was a key aspect of leisure time for participants. Participants in this study also conceptualized learning opportunities such as conversation and computer classes as leisure. Furthermore, job-training programs acted as catalyst for leisurely socialization after class. This current thesis builds upon Stack and Iwasaki’s and others’ work by including meanings of

COMMUNICATING LEISURE

settlement service providers; those who are facilitating or communicating about leisure experiences such as the ones outlined above.

Literature has also examined variations in newcomer women's meanings of leisure. Suto (2013) found the daily activities of immigrant women with whom she spoke impacted how they viewed and participated in leisure. Women who participated in Suto's study explored leisure as "whatever supported their physical, emotional and even spiritual health" (p. 59). For Indo-Canadian women in Tirone and Shaw's (1997) study, satisfaction and enjoyment from leisure were found when spent with family members rather than in search of personal time. The authors outlined different meanings and desires of leisure for Indian women living in Canada. The Indian-Canadian women who participated in Tirone and Shaw's study viewed connections and relationships as important in leisure, compared to dominant western perceptions valuing private leisure opportunities. More recently, Tirone and Goodberry (2011) used a constructivist stance to examine the constructed meanings of bi-cultural South-Asian youths, and how their meanings of leisure changed over time, finding that participants used leisure to bridge the gap between cultures.

Women who participated in Juniu's (2002) study about leisure perceptions of Latino immigrants living in the United States, indicated they did not highly value leisure. While those with free time spent it with family, many noted that they were too busy or did not deserve leisure time for themselves. Juniu also found translation difficulties about the notion of leisure. One translation used was similar to the notion of relaxation; however, some participants did not understand the word, and others believed it was a negative concept related to laziness.

Höglhammer, Stokowski, Muhar, Schauppenlehner, Yalcintepe, and Renner (2015) found a similar situation for some Turkish immigrants in Austria. In Höglhammer and collaborators'

COMMUNICATING LEISURE

study, a word translated for leisure or free time was perceived as negative, especially for first-generation immigrants, whereas second generation immigrants typically associated it with relaxation. Höglhammer et al. (2015) suggested culture, socio-economic status, and how integrated were immigrants, affected meanings leisure. Similarly, the authors found that leisure was viewed from an individualistic lens by young adult Chinese immigrants, but not by those over age 30.

These differences in understanding leisure have also posed methodological challenges for researchers. For example, in Oyapero's (2012) study with Nigerian Canadians, the researcher was required to explain unclear sections on their survey which included describing the meaning of leisure as free-time, without expecting rewards or penalties.

Cultural differences in meanings are also found outside of the leisure literature. For example, Stewart et al. (2008) studied immigrant and refugee perceptions of social supports in Canada (not including leisure services). The authors interviewed Chinese and Somali newcomers, as well as service providers and policy makers, highlighting cultural differences in meanings. Chinese participants viewed social support as tangible government supports or help between family and friends, while Somali participants considered social supports as an interpersonal, reciprocal role between family and friends. Cultural meanings are important to consider because it influences uptake of service consumption and in developing culturally appropriate services (Stewart et al., 2008). If service providers' meanings of leisure differ greatly from newcomers', they may inadvertently exclude newcomers from using services.

While past research has considered the applicability for leisure managers to understand the nature of meanings of leisure (e.g., Watkins & Bond, 2007; Schultz & Watkins, 2007; Porter et al., 2010), few consider the meanings of leisure held by service providers themselves (especially

COMMUNICATING LEISURE

those of settlement service providers), and the potential influence of what meanings of leisure are communicated on newcomers and newcomers' own meanings.

2.1.3 Service providers' meanings of leisure.

Little research has examined service providers' meanings of leisure (Parr & Lashua, 2004) and of those that do, the focus is on leisure and recreation providers' meanings, not settlement service providers' meanings. For example, Parr and Lashua (2004) explored recreation and leisure providers' meanings of leisure. The authors wanted to understand if professionals shared similar meanings of leisure and if these meanings differed from professionals in other fields. Parr and Lashua's work found both recreation and leisure professionals and other professionals, viewed leisure as multidimensional; leisure meant different things for different people. Both groups responded to free-lists noting leisure was passive or relaxing, fun or enjoyable, and activity-based. Less focus was given to free time, the experience, and community.

While not explicitly examining meanings of leisure, Cureton and Frisby (2011) found recreation service providers held both neoliberal and social justice values that drove their work in the field. Furthermore, differences in personal values and workplace values, as well as unaligned goals and processes to achieve goals created tensions for staff members. Exploring service providers' meanings of leisure and how leisure is communicated will develop further insights into this area.

The limited amount of research about service providers' meanings of leisure does not consider settlement service providers. More research is needed to understand how settlement service providers conceptualize leisure. Ellis and Witt (1991) suggest that service provider meanings impact how programs are developed, implemented and monitored. Furthermore,

COMMUNICATING LEISURE

practitioners' meanings of leisure may be influenced by practical experiences (Parr, 1996).

Settlement service providers' meanings of leisure could differ from leisure service providers' as leisure is not viewed as a top priority in the field of settlement. Therefore, the dearth of research exploring settlement service providers' meanings of leisure and how it is communicated should be addressed to better understand development and implementation of newcomer programming and leisure communication.

2.2 Newcomer Experiences

Information about newcomers' leisure experiences can provide important contextual information to settlement service providers. Providing context of how leisure can be experienced by newcomers is important context for service providers communicating about leisure.

2.2.1 Leisure benefits.

Leisure benefits can be examined both from an individual perspective and a communal perspective (Driver & Bruns, 1999). For example, Coleman and Iso-Ahola (1993, in Kleiber et al., 2011), argued leisure participation increases perceived social supports and develops self-determination, which is beneficial to wellbeing by providing stress relief. Leisure, therefore, might act as a buffer to stress (Kleiber et al., 2011). Indeed, researchers often describe transitioning to a new culture as being stressful and how specific forms of leisure can reduce specific acculturation-related stresses for newcomers (e.g., Walker, Halpenny & Deng, 2011; Stack & Iwasaki, 2009).

A second pertinent consideration of leisure benefits that of collective benefits. Newcomer services may deliver socio-cultural benefits at a community level. Newcomers' involvement in community leisure may create positive interactions among different cultural groups by developing understanding of different cultures, reducing stereotypes, and creating friendships

COMMUNICATING LEISURE

(Kim, 2012), and by increasing sense of belonging within the community (Kelaher et al., 2001, in Stewart et al., 2008). Crompton and Lamb (1986) argues social service agencies must not only market their services to show relevance to clients, service providers also need to position the benefits for others who have interest and impact on the organization. For example, if public taxpayers fund a program, communication materials must also show benefits to the general public. A benefit from leisure that has been commonly used to position leisure as valuable is improving wellbeing.

2.2.1.1 Wellbeing.

Leisure has been attributed to promoting wellbeing and positive experiences for newcomers (e.g., Walseth, 2006; Doherty & Taylor, 2007; Suto, 2013). From a sport perspective, Walseth (2006) found participation in sports and active recreation led to feelings of belonging in a new culture, social opportunities, and wellbeing for immigrant young Muslim women in Norway. Walseth suggests it is not sport alone that promotes belonging, but because of the reciprocity and refuge these experiences can offer. Tirone and Pedlar (2000) found close family ties supported the wellbeing of the South Asian young adults who participated in their study. Small, close knit communities offered support and friendship.

Furthermore, Doherty and Taylor (2007) found for immigrant students in Canada, sport and recreation contributed to wellbeing because participating was fun, enjoyable, and allowed opportunities for physical health. In examining the role of sport and recreation in settlement, the authors found that participating made newcomer youths feel healthy. These types of experiences were found to support newcomer youth settlement and Doherty and Taylor elucidate there is a large role for program facilitators to understand barriers to newcomer participation to help promote newcomers' wellbeing through participation.

COMMUNICATING LEISURE

The dialogue around wellness and leisure has also been promoted from outside of the leisure literature. Suto (2013) examined the connections between leisure and wellbeing for women of various cultures who had immigrated to Canada. From an organizational therapy perspective, Suto found socializing was an important part of wellbeing in settlement. In the field of information studies, Quirke (2015) suggests improvements are needed in how leisure is communicated to newcomers to better position newcomers to achieve these wellness benefits.

2.2.1.2 Learning.

Leisure is believed to provide opportunities for learning (e.g., Stack & Iwasaki, 2009; Doherty & Taylor, 2007). For Afghan newcomers in Winnipeg who participated in Stack and Iwasaki's (2009) study, benefits within leisure contexts included learning opportunities about Canadian culture and sharing their culture with others. Newcomers found participating in these programs supported language acquisition. Participation also provided an opportunity to be included in the community and was seen to facilitate the transition to Canada.

Griffin (2015) identified another source of learning in leisure. He found that for immigrants participating in leisure activities while hosting friends and family in their new culture increased understanding of the new culture and values; hosting offered opportunities for discussions and constructing meaning together.

Doherty and Taylor (2007) also found sport and recreation provided newcomer youth opportunities to learn about Canadian culture. The youths discussed familiarizing themselves with sports they had previously not played, as well as cultural norms surrounding activities. The act of participating in sports allowed participants to develop their English skills in real situations.

2.2.1.3 Maintaining cultural identity.

Leisure is also seen to provide opportunities to maintain cultural traditions (e.g., Stack & Iwasaki, 2009; Tirone & Pedlar, 2000; Taylor, 2001). For example, Stack and Iwasaki (2009) found that, “overall, the engagement in purposeful, meaningful and enjoyable leisure can be regarded as an expression of Afghan immigrants’ cultural strengths for their survival and thriving during the immigration process” (p. 254). Furthermore, for immigrants participating in Griffin’s (2015) study, hosting friends and family allowed them to connect with their home culture, creating a sense of nostalgia and comfort.

In Tirone and Pedlar’s (2000) work, leisure activities including cultural dress, music, language, and food were found to promote positive expressions of heritage. Participants grew pride and reinforced their identity. The authors suggested that participating in both their traditional heritage and their new community provided opportunities to benefit from both worlds, but also was met with great challenges.

Taylor (2001) simulated Tirone and Pedlar’s work, studying newcomer women in Australia. Similar to Tirone and Pedlar’s study, Taylor found that participants desired to keep their cultural traditions alive in their new country. Leisure was conceptualized by the participants in various ways including cultural experiences, recreational activities, as well as informal social connections. Not only did women participate in leisure within small cultural groups, they also enjoyed opportunities to share with others in the community.

2.2.1.4 Social benefits, belonging, and inclusion.

Leisure experiences have been found to promote intercultural relationships and community inclusion (e.g., Kim, 2012; Stodolska & Alexandris, 2004; Stack & Iwasaki, 2009). For some participants in Kim’s (2012) study with Korean women immigrants in the United

COMMUNICATING LEISURE

States, recreation helped to grow culturally diverse friendships. Interactions with others also helped improve English skills and facilitated learning about the culture of their new location, and of others who had also migrated. Stodolska and Alexandris (2004) found that sport was one of the ways newcomers first came in contact with the mainstream population, either through their own participation or their children's participation.

For participants in Stack and Iwasaki's (2009) study, comfort in community leisure locations grew with time. Upon arrival, participants had little knowledge of opportunities nor did they have many strong social connections. With time, participants began to use community centres and gather in community locations.

Recreation providers often express inclusion as a value guiding leisure provision (Cureton & Frisby, 2011), making recreation and leisure a good fit for facilitating newcomer inclusion. Indeed, leisure has been shown to increase sense of belonging and inclusion for newcomers (e.g., Walseth, 2006; Rich, Misener & Dubeau, 2015). Omidvar and Richmond (2003), highlight inclusion as an important aspect of settlement, identifying human development, and engaging, growth-promoting recreation programming, as one of the five dimensions of social inclusion. Social inclusion, for newcomers, can be examined as "the realization of full and equal participation in the economic, social, cultural and political dimensions of life in their new countries" (Omidvar & Richmond, 2003, p. 1).

Rich and collaborators (2015) conducted a case study to examine social inclusion with an organization that runs a participatory soccer tournament. This sporting event, organized throughout the year by newcomer and long-term local resident volunteers, aimed to connect newcomers to the community. Through analyzing documents and conducting focus groups and interviews, the authors found that because of the different perceptions of what entails a sporting

COMMUNICATING LEISURE

opportunity, simply offering avenues for newcomers to participate in sport would not facilitate inclusion. Inclusion as a goal must be developed from a program specifically designed around this notion. Sport was also valued to be an area of common ground that participants believed help foster relationships with others. The non-competitive framing of the competition also provided opportunities to celebrate multiculturalism and promote social networks. Newcomer volunteers expressed how the opportunity provided integration opportunities from learning about Canadian workplace norms. The authors believe insights into developing inclusive programming can be learned through understanding and studying pre-established social inclusion focused events.

Within the multitude of literature explaining leisure benefits, one can see multiple conceptualizations of leisure. From sport, recreational activities, to cultural celebrations and social connections, how a newcomer may benefit from leisure may depend on the meanings ascribed to leisure. Similarly, the meanings of leisure and the associated benefits as perceived by settlement service providers will influence which programs are offered and how leisure is communicated. When considering meanings of leisure, the benefits associated with leisure must be considered.

2.2.1.5 Negative impacts.

Many practitioners and researchers advocate for the benefits of leisure (Driver & Bruns, 1999). However, leisure experiences may not always prove to be beneficial for individuals and communities. There are many examples in the literature to support this notion. For example, many of the participants in Doherty and Taylor's (2007) study expressed concerns of exclusion over not understanding rules or language. Negative experiences, such as discrimination, may further hold back participation. Frisby and Millar (2002) found "bureaucratic stereotyping" (i.e.,

COMMUNICATING LEISURE

categorizing people based on cultural backgrounds into specific activities or needs) created hesitations to join groups or participate in activities. It is important to consider benefits and negative effects of leisure when considering meanings of leisure. Exploring service provider meanings of leisure and how leisure is communicated to better understand potential influences on newcomers that can provide benefits or cause negative effects.

2.2.2 Changing experiences.

Extant research has also outlined changes in leisure experiences, abilities, and desires for newcomers. Much research on leisure and immigration settlement contexts includes examining how newcomers adapt to their new surroundings. Research has described differences in newcomer adaptation: Assimilation, acculturation, separation, marginalization, and integration. Assimilation occurs when a newcomer loses their culture and is incorporated into mainstream society (Berry, 1970 in Kleiber et al., 2011), whether by desire or not, while acculturation can be seen as “the changes an individual or cultural group experiences as a result of contact with another cultural group” (Berry, Poortinga, Segall, & Dasen, 2002, in Kleiber et al., 2011, p. 320). A newcomer may experience separation, where the newcomer segregates themselves from the mainstream, or marginalization, where a newcomer may feel excluded from new culture but unable to maintain their cultural heritage (Berry, 1970, in Kleiber et al., 2011). Furthermore, a newcomer can experience integration, where the newcomer holds their cultural heritage, while also participating in the new culture (Berry, 1970 in Kleiber et al., 2011). These differences in adaptation have impacts on newcomers in settlement. For example, Oyapero (2012) found that Nigerian Canadians in his study, who assimilated more to Canadian culture, had higher incomes than those who assimilated less into the Canadian culture, suggesting that some degree of assimilation to Canadian culture is beneficial.

COMMUNICATING LEISURE

Stodolska (2000) calls for researchers to better understand migration's impact on leisure, and leisure's impact on migration experiences. Reasons for migrating (e.g., escape, opportunity, family, employment), results in differences in needs, challenges, and experiences in a new country (Stodolska & Walker, 2007). The differences in needs and experiences are likely to impact newcomers' leisure. Similarly, as Ellis and Witt (1991) postulated, providers' meanings of leisure impact leisure programming and development; therefore, this study can inform deeper understanding of migration's impact on leisure as settlement service providers' meanings may influence how settlement programs are developed and implemented.

Stodolska and Santos (2006) articulated that those coming to a new country, no matter the reason, participate in activities of both their past and new location, allowing connections with traditions and people of both cultures. The authors found that leisure behaviours of Mexican temporary workers in the United States were impacted in numerous ways. Participants sent money to their home countries rather than spending it on leisure and spent a large portion of leisure time socializing with similar others and communicating with those from their home country.

For Latino women in Juniu's (2002) study, leisure after immigration to the United States was more structured than in their countries of origin. While women believed there was more opportunities to participate in recreation in the United States, women felt there was less time to socialize because of more responsibilities and different work expectations.

Stodolska (2000) found Polish immigrants were less able to socialize with past families and friends, faced language struggles, and confronted overall worries leading to changes in leisure activities. Although half of participants stopped participating in some specific leisure activities after immigration, more than half started new forms of leisure. The author suggested

COMMUNICATING LEISURE

that coming to a new country offered not only different constraints to participation, but also different opportunities to participate in activities in which they may not have been able to participate before. The author found that Polish immigrants starting new forms of leisure were “motivated at least partly by a desire to establish or expand their social networks, to improve relations with mainstream coworkers, or even to be able to identify themselves with the desired way of life” (p. 53). It is noted that awareness of activities increases with time spent in the new host country, and meanings attributed to similar leisure activities may change in the transition to a new culture.

These studies examine the processes in which newcomers adapt; however, they do not consider how other social contexts, such as meanings of leisure of settlement service providers, may influence adaptation. Studying meanings of leisure and how leisure is communicated will shed insight into possible influences on adaptation.

2.2.3 Constraints.

A consideration of constraints is important in examining meanings of leisure. Henderson (1997) argues that constraints are one influence on development of meanings. For example, research has shown that minorities who work physically demanding positions have less desire to participate in physically active leisure (Crespo, 2000 in Shores & Shinew, 2013). Activities that are deemed leisurely by some, may be considered labour for others. Because of the importance of leisure to wellbeing, many researchers search to understand motivations for participation or reasons for non-participation (Schneider, Shinew, and Fernandez, 2013).

To examine settlement service providers’ meanings of leisure and what and how meanings are communicated, it is pertinent to consider the different forms of constraints acting on both newcomers and organizations. Structural constraints are often viewed as a final barrier to

COMMUNICATING LEISURE

participation, even when attitudes, interpersonal, and social factors promote participation (Crawford, Jackson & Godbey, 1991). In this hierarchical model, structural constraints are seen as “intervening factors between leisure preference and participation” (Crawford & Godbey, 1987, p. 124) including time, availability, and money. These constraints differ from intrapersonal constraints, which are “individual psychological states and attributes which interact with leisure preferences rather than intervening between preferences and participation” (p. 122).

Intrapersonal constraints include stress, motivations, and beliefs about appropriateness.

Structural constraints are further differentiated from interpersonal constraints, “the result of interpersonal interaction or the relationship between individuals' characteristics” (p. 123), for example not having people with whom to participate. A consideration of intrapersonal and interpersonal constraints, as well as structural, may also be important for organizations to consider, and address their own constraints, when communicating leisure to newcomers. In the context of newcomer participation, cultural differences in values and meanings could be more decisive to participation or non-participation than structural factors. Similarly, funding, and language barriers may result in challenges communicating with specific audiences.

Recreation providers often target structural constraints as manageable or unmanageable. As Tirone (2010) and Golob (2010) suggest, many leisure policies look to negotiate interpersonal constraints or structural constraints to participation, such as costs and accessibility. An example of this are municipal recreation opportunities with inclusion supports for those with disabilities and leisure passes to support low-income families participating; however, many studies have shown this method of “proving poverty” is stigmatizing and embarrassing (Vengris, 2006; Frisby, 2011). Moreover, settlement supports are typically only available during early settlement

COMMUNICATING LEISURE

and do not extend into later years when supports may still be needed (Omidvar & Richmond, 2003).

Within the constraint literature, many studies have shown the inequities among opportunities for minority groups, such as access to facilities because of lower incomes (Scott, 2013). George (2012) notes newcomers use many social services less often because of inefficient communication, reduced access, and problems with standardized methods of service. This trend extends to newcomers participating in less recreational activities than people living in the host community for longer periods of time (Quirke, 2015; Aizlewood et al., 2006).

Aizlewood et al. (2006) suggested numerous reasons for reduced participation, including newcomers settling in areas with fewer services and regarding leisure as having a low priority. In 2005, Statistics Canada (2014) data showed immigrant children were 32% less likely to participate in sports, even when activities were seen as “international”. Factors contributing to lower recreation participation rates of newcomers are an increased likelihood of physically demanding work positions (Shores & Shinew, 2013), social constraints, lack of knowledge of opportunities and rules, exclusion (Doherty & Taylor, 2007), competing priorities (Stodolska & Alexandris, 2004), stigmatization, feelings of lack of belonging (Vengris, 2006), high costs of participation, and scheduling issues (Stodolska, 2000). Women who participated in Juniu’s (2002) study believed that language barriers impacted their ability to socialize with other cultures.

Samdahl and Jekubovich (1997) argue that most past constraints research has focused on constraints as barriers to participation and has not considered how constraints can develop other meanings to leisure and participation. In Samdahl and Jekubovich’s analysis, they found the meanings associated with leisure contexts gave much more insight into why constraints were

COMMUNICATING LEISURE

perceived as such. Thus, when examining meanings, it is important to consider how constraints to leisure are conceptualized and negotiated.

Most past research has focused on newcomers' experiences (Rich, Misener & Dubeau, 2015). It is important to study newcomers' experiences to provide context into how leisure is experienced by newcomers and development strategies to maximize benefits and minimize barriers; however, it is also important to study leisure organizers' perspectives to provide context into how programs are developed, implemented, and communicated.

2.3. Organizing Newcomer Leisure

2.3.1 Benefits Approach to Leisure.

Of particular significance to this study is the consideration of theoretical insights to how leisure is positioned in service provision. Crompton and Lamb (1986) suggests, "people spend their money, time, and energy resources with the expectation of receiving benefits, not for the delivery of services themselves" (p. 10). Many practitioners advocate for the Benefits Approach to Leisure in framing their services (Driver & Bruns, 1999). How activities are managed are the "necessary means to attain the ends of capturing desired outcomes or impacts" (Driver & Bruns, 1999, p. 350). The Benefits Approach to Leisure may therefore be an appropriate lens through which to examine settlement service providers' leisure communication.

The Benefits Approach to Leisure was developed by educators, researchers, and managers in response to past leisure delivery methods emphasizing inputs and managing structures with a supply orientation (Driver & Bruns, 1999). The Benefits Approach to Leisure instead focuses on the positive outcomes of leisure as a form of enticing and inviting individuals to participate and positioning in the minds of stakeholders; inputs and structures are used to develop the desired outcomes (Driver & Bruns, 1999). The goal of the approach is "optimizing

COMMUNICATING LEISURE

net benefits that accrue to individuals, groups on individuals such as family units and local communities, and to the biophysical elements and process of the physically defined systems being managed” (Driver & Bruns, 1999, p. 350). According to Driver and Bruns (1999), leisure benefits can entail “an improved condition”, “prevention of a worse condition”, or “the realization of a specific satisfying psychological experience” (p. 354). In this approach, managers to seek to improve general benefits, or focuses on a specific group to foster a specific benefit (Driver & Bruns, 1999), such as improved newcomer community integration.

Driver (1998) postulates that managers must strive to deliver benefits that add value to lives in order to position themselves with other social services. This form of management strives to augment an assortment of benefits or to act as “a social intervention to help prevent, resolve, or reduce the adverse impacts of a specific social problem or alternative to capture a targeted benefit” (Driver, 1998, p. 22). One important aspect of implementing the approach is to ensure “a clear means of communicating (i.e., marketing) targeted benefits to the beneficiaries is being used” (Driver & Bruns, 1999, p. 363). Indeed, promoting desired benefits within communication materials may prompt both participants and the community to realize the importance of programs.

In critique of the Benefits Approach to Leisure, More (2002) suggests this approach “may be the best example of how our interests affects our epistemology” (p. 68). The author questions providers’ role in deciding which benefits should be received from a service, or even specifically why the benefits are seen as an improvement. More further suggests that cultural differences in values may mean what is seen as beneficial to some are not beneficial to other groups. To address this, benefits must be therefore considered in consultation between participants and management, however, this does not necessarily result in less favouritism in benefit selection

COMMUNICATING LEISURE

(More, 2002). Furthermore, benefits approaches are criticized because they often do not consider intersections of characteristics such as race and gender (Philipp, 1997) and how newcomers' perceived and desired benefits maybe different from long-term residents'. However, this thesis will consider the implementation and development of the Benefits Approach to Leisure as part of the western leisure context in which meanings (such as the benefits achieved from leisure) are influenced by the social context. By exploring settlement service providers' meanings of leisure, conversations about benefits and how leisure is positioned may shed insights into the values underlying service provision and in turn, how programs are communicated.

Attention to the Benefits Approach to Leisure is important when examining meanings of leisure. In consideration of the Benefits Approach to Leisure and connecting meanings with benefits, Philipp (1997) suggests individual meanings of leisure differ and “would probably affect leisure preferences and benefits in many ways. Therefore, the meanings and benefits assigned to leisure become more important measures for understanding leisure behaviour than measures of participation or activity descriptions” (p. 192).

The study of meanings of leisure is tied to the Benefits Approach to Leisure because, as Porter et al. (2010) contend, highlighting participants' meanings of leisure can shed insight into the gained benefits and aid in the promotion of leisure services and opportunities to participants and society. Indeed, Parr (1996) found practitioners believe, “a basic understanding of the scope and value of leisure and recreation was necessary for a leisure service agency or professional to be successful because it provides guidance on how to produce marketable products (recreation programs that people want to participate in)” (p. 329). Highlighting meanings of service providers might shed insight into if these communicated benefits are what providers believe or what are actually experienced.

2.3.2 Constraints.

Understanding the experiences and constraints of newcomers is an important consideration for leisure and settlement service providers because perceived constraints may not lead to actual reasons of non-participation. Assumptions of why newcomers participate or do not participate may marginalize needs and desires. In examining one newcomer leisure program, Forde, Lee, Mills, and Frisby (2015) state, “the services offered were generally left unquestioned because barriers were seen as being connected to the circumstances faced by immigrants rather than being related to problems in how the program was delivered to an increasingly diverse population” (p. 9). Much of the literature outlines constraints as barriers to participation without fully considering the assumptions made about participation. Thus, it is also important to explore the role of organizations in understanding and mitigating communicatory constraints.

It is pertinent to consider organizations’ perceived constraints to provision to better understand how they may influence how leisure is communicated to newcomers. Forde et al. (2015) discussed the challenges from the organizational perspective providing leisure for newcomers. They noted problems impeding facilitation of inclusiveness include intercultural work environments that require English skills and the use of policies limiting what volunteers can do. The authors observed that the typical delivery of recreation and leisure – offering specific predesigned programs – may promote assimilation, and loss of culture (Berry, 1970 in Kleiber et al., 2011), whereas considering newcomers’ desires and cultures when developing programs can foster integration. This observation highlights the importance of studying service provider meanings of leisure; what service providers believe about leisure and how leisure is communicated will impact what programs are offered and how the services may influence

COMMUNICATING LEISURE

newcomers. Organizations must make efforts to understand service providers' meanings to analyze what services are offered and negotiate their own constraints to communicating leisure.

Efforts to negotiate constraints to participation can be found in staff champions helping support newcomers, in starting new programs, and offering leisure access counselling meetings to discuss needs and wants in languages of choice (Forde et al., 2015). However, programs offering solutions are frequently constrained financially, and even when successful, funding is often cut (Forde et al., 2015). Golob (2010) found that although recreation administrators often wanted to provide culturally-sensitive services, small budgets were often the reason why programs tailored to immigrant needs could not be offered. Additionally, research has shown policy documents suggest individuals should find services matching needs, rather than an organizational role to help meet needs (Golob, 2010). This issue poses a challenge, as Golob referenced Karlis' (2004) work finding "most ethnic minority groups in Canada are not large enough or organized sufficiently to set up and manage their own recreation activities and leisure programs" (p. 41) and many do not have sufficient training.

Tirone, Livingston, Miller, and Smith (2010) state assumptions are also made about desires to participate and "streaming [into a sport or level that is undesired] could prevent elite-level coaches and athletes, and sport and recreation leaders and administrators from realizing their potential in the Canadian system" (p. 417). Likewise, Troper & Weinfeld (1999) suggest there has been an "assumption that excluded minorities wished nothing more than the opportunity to participate in all that mainstream society has to offer" (p. 8). Assumptions that simply offering opportunities to participate would facilitate inclusion result in little evaluation of actual programs (Donnelly & Nakamura, 2006, in Frisby, 2011).

COMMUNICATING LEISURE

The constraints literature continues to reinforce these assumptions. Research should better consider service provider meanings within communication efforts and program design to facilitate improved benefit attainment. Quirke (2015) calls for more research examining information sharing strategies to better design programs connected to newcomer needs. The challenge then, to ensure leisure and recreation services are delivered and communicated in inclusive manners to newcomers, has to involve an examination of what about leisure is communicated.

2.3.3 Leisure communication.

Newcomer participation in leisure is seen as a valuable outcome from communication efforts (Quirke, 2015). Quirke (2015) concludes efforts to improve communication to newcomers are important to increase newcomer leisure participation. The role of settlement services in communicating leisure should receive more attention in leisure research. Griffin (2015) suggested that “there is clearly a role for organisations to help provide informational and physical infrastructure to help immigrants enjoy the activities and benefits of their new community” (p. 208).

However, the limited research on leisure communication to newcomers has suggested the intended benefits of leisure participation are often lost through inefficient assumptions of what services are desired (e.g., offering programs and services misaligned with newcomer needs) and improper methods of communication (e.g., promotions in English to other language speakers or Internet advertisements to those who do not use the Internet) (Quirke, 2015). Indeed, service providers often rely on website and brochure advertisements which may be irrelevant to newcomers (Stodolska, 2015). Quirke (2015) maintains public recreation is not used as much by newcomers as by long-term locals because of barriers to accessing information and discomfort

COMMUNICATING LEISURE

with information distribution methods. To increase newcomer participation and remove information constraints, it is essential to improve communication to newcomers (Quirke, 2015).

For newcomers, finding information may be particularly complex as they adjust to their new surroundings (Caidi, Allard & Quirke, 2010). Furthermore, newcomers may not have developed social networks resulting in difficulty and less ability to find information (Caidi et al., 2010).

One focus of past research has been information seeking strategies of newcomers. Savolainen (1995, 2008, in Caidi et al., 2010) outlines orienting strategies, which encompass daily activities that result in gaining information from a variety of sources, and practical strategies, which are problem specific and may entail activity seeking information about health care or language learning. With orienting strategies, newcomers might learn about new culture, social contexts, and current events. Caidi et al. (2010) suggest these may be interconnected when searching for orienting information, newcomers may solve particular problems. Consideration is given to how newcomers may employ practical information seeking strategies to gain information about language courses or employment, but in the process, learn about current culture, events, and possible leisure opportunities. Understanding possible paths to newcomer information learning is important when considering how service providers communicate to newcomers.

Caidi et al., (2010) further outline the multiple pathways immigrants use for gathering information – social networks, technology, ethnic media, and from organizations. Social networks include family, friends, and settlement workers. Technology includes Internet, television and other facets enabling communication and information sharing. Ethnic media provides newcomers with information in various languages and connects newcomers to cultural

COMMUNICATING LEISURE

activities and events in their new country and country of origin. Organizations are also an important source of information for newcomers (Caidi et al., 2010). These more formal organizations including settlement services, cultural associations, and governments, provide avenues where people can meet and share information, and provide services directly providing information to newcomers.

The role (or lack thereof) of recreation providers and leisure champions also appears in the literature. Various staff in Frisby and Millar's (2002) research claimed they did not think about the role of recreation in settlement and never thought about recommending it. Frisby's (2011) work encompassed a workshop with staff and immigrant Chinese women in Vancouver. The author encountered staff perceptions of in what Chinese immigrant women wanted to participate. Assumptions arose that women did not want to participate when staff believed that communication methods were successful.

Quirke (2015) argued efforts are needed to create relevant outreach not only for leisure programs, but also for services that would help enable participation, such as information about childcare and transportation. Accessible community recreation opportunities (e.g., those with minimal costs), or the benefits of participation are also not always communicated to newcomers (Quirke, 2015). It is important to offer ways that newcomers are able to find and access information that is understandable and useful to newcomers who wish to be included in these activities (Caidi & Allard, 2005), and in establishing culturally-sensitive programs (Forde et al., 2015).

Frisby, Thibault and Kikulis' (2004) research underscores the important of understanding communication in organizations. One participant noted how ideas are communicated depends on the language of the organization, observing:

COMMUNICATING LEISURE

The lack of understanding of the role of recreation is still a big challenge. So how do we communicate that? What language do we use? We know our language, health knows their language, business knows their language, but we don't always understand one another. So, it's finding that common ground, that common language, those common areas of interest and building on those. (p. 119)

Communities with differing values and beliefs can conceptualize leisure in numerous ways (Kleiber et al., 2011). The values, meanings, and normalized ideals are observed delivered through communication efforts. Thus, understanding service provider meanings of leisure is important.

Quirke (2011), calls for more research on the information networks of newcomers. This would entail a greater understanding of how leisure is involved with communicating settlement information and how leisure opportunities are shared among newcomers. Conducting interviews with settlement workers and Afghan young adult newcomers, Quirke (2011) noted that many participants received their information from family, friends, and trusted settlement workers who spoke the same language. Forde et al. (2015) further reinforced this finding by arguing that leisure service organizations should use inclusive marketing by advertising in languages other than English, by presenting to various community groups and by partnering with immigration services. Participants in Stack and Iwasaki (2009) articulated desired for leisure programs and services to be communicated in a culturally appropriate way.

What and how meanings are communicated can also have implications on inclusion. Labonte (2004) states, "social inclusion or social integration tends to adapt people to the needs of markets, rather than regulate markets to the needs of people" (Labonte, 2004, p. 119). Therefore,

COMMUNICATING LEISURE

what is communicated may be seen as aiming to adapt newcomers to be included, rather than adapting existing services to match newcomers' meanings and needs.

Forde et al. (2015) observed this practice in a one-year-funded grant inclusion program. Although staff communicated welcoming messages, what was being communicated was imbalanced to programs that already existed and did not consider inclusion in decision-making processes. The authors state,

When interviewees described the newcomer wellness program components, it was clear that the translated materials, facility tours, health and wellness workshops, volunteer hosts, and welcome videos all focused on transmitting information regarding existing programs offered, which is indicative of an assimilation role. (p. 8)

Although staff viewed themselves as being inclusive, many of the programs offered were developed and planned without including the people they served.

In review of the literature on newcomer constraints and experiences, Stodolska (2015) outlined several strategies for service providers to follow to provide appropriate leisure opportunities for newcomers. First, Stodolska believes providers must converse with newcomers to learn what are their needs and desires. Providers must also be flexible in providing new services and in understanding what rules may influence or hinder participation (Stodolska). Providers must also consider ways to mitigate constraints that hinder participation (Stodolska). Providers need to be aware of the history and context of the area and how it impacts how people interact with each other and local officials (Stodolska). Stodolska (2015) also suggests organizations should aim to hire employees that understand local diverse needs and have high cultural understanding. Providers must appreciate the backgrounds of those migrating and consider how these histories affect their desire to participate or not (Stodolska). Organizations

COMMUNICATING LEISURE

must make an effort to develop partnerships to leverage resources and implement programming that aims to break down barriers and promotes sharing between groups (Stodolska).

Finally, Stodolska (2015) recommends organizations must make an effort to market in a culturally sensitive manner. To the author, culturally sensitive marketing involves numerous forms of advertising, provides information in numerous languages, is visually appealing and addresses the needs of the groups. Oyapero (2012) also suggests that brochures, even if culturally inclusive, are not enough, and that customer service and facilities must also be culturally appropriate and be provided in multiple languages.

There is an important need for culturally sensitive marketing, not only to address constraints, but also as part of fostering a welcoming, accepting, and respectful environment for newcomers (Forde et al., 2015). Interviews with service providers will help glean insights into accessible communication and pathways for successful establishment.

2.4 Summary

The purpose of this research is to explore settlement service providers' meanings of leisure and how and what meanings are communicated to newcomers. In Chapter Two, I provided insights into meanings of leisure, literature about newcomer leisure experiences, and organizational perspectives of benefits, constraints, and leisure communication. The literature discussed in this chapter sets the stage for understanding the complexities of meanings of leisure in relation to settlement services provision and of communicating leisure. The methodology and methods employed to address the research questions are explored in Chapter Three.

Chapter Three – Methodology

In the previous chapter I summarized the literature about meanings of leisure, newcomer leisure, settlement, and leisure communication. I highlighted gaps in the literature that past research does not adequately examine meanings of leisure or how leisure is communicated to newcomers. This current study was designed to address these gaps in the literature.

This chapter provides an overview of the research design. I discuss why thematic analysis is an appropriate methodology for this study. Following this, I discuss the methods of data collection, analysis, and representation. I then outline how reflexivity is an important part of this research process and outline my background leading to my current epistemological views, assumptions, and interest in immigration services and leisure as a research topic.

3.1 Methodology

This qualitative research project aimed to explore settlement service providers' meanings of leisure and to examine how leisure is communicated to newcomers. This research asks:

1. What are settlement service providers' meanings of leisure in the context of settlement?
2. How do service providers communicate leisure?
3. What factors contribute to how leisure is communicated to newcomers?

I explored these research questions by conducting interviews with service providers and I analyzed the data using Braun and Clarke's (2006) thematic analysis.

Braun and Clarke (2006) state, "thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data" (p. 79). The authors argue that thematic analysis is more appropriate methodology for analyzing themes when the intention is not to develop theory, as in grounded theory.

COMMUNICATING LEISURE

Epistemology is important to consider throughout the research process. During analysis, Braun and Clarke (2006) state, “epistemology guides what you can say about your data, and informs how you theorize meaning” (p. 85). Unpacking the underlying assumptions of the approach helps transparency and evaluation of the project. By using a social constructivist view in interpreting participants’ discussions, I developed themes of service providers’ meanings and of the processes in which leisure is communicated. Constructivism acknowledges multiple knowledges and the role of the researcher in co-construction (Guba & Lincoln, 1994). In application, I must be reflexive of and acknowledge my own values while interpreting the data and “ascribe importance to contextualized/situated understandings” (Hollinshead, 2006, p. 52).

Thematic analysts must be reflexive of numerous assumptions and questions during the research process. First, I reflected on what is considered a theme. A theme represents a pattern of importance to the research question within the data (Braun & Clarke, 2006). The authors suggest themes should be closely related to the data. Furthermore, coding should not fit into specific predetermined categories or frameworks.

Another reflection the researcher must make in theoretical analysis is that of semantic or latent analysis. For this research, I examined latent themes, which involved interpreting data while forming themes (Braun & Clarke, 2006). The goal was not to provide a description of patterns within interviews and then to theorize meaning, but to explore underlying structures that form the meanings within (Braun & Clarke, 2006).

There are numerous benefits to using a thematic analysis approach. Thematic analysis is a flexible research method and is accessible to both novice qualitative researchers and general public (Braun & Clarke, 2006). It is also a useful methodology to offer rich description of data and discussion of similarities and differences within the data. Thematic analysis will be used to

COMMUNICATING LEISURE

analyze interviews with service providers. Specific details of data collection, and analyses will now be presented.

3.2 Recruitment and Participants

Participants in this study were settlement service providers working in Southern Ontario. Participants were recruited through gatekeepers working in settlement services. I provided potential gatekeepers with an email about the study and how their organization could participate in the research (See Appendix B). Organizations involved in newcomer settlement services in Southern Ontario were contacted to participate as gatekeepers, until the desired number of participants was reached. Some organizations responded that they were not interested or that they did not feel like they would be appropriate participants. Other organizations asked further clarifying details about the study. Once these questions were answered, I provided the gatekeeper with a recruitment letter to distribute to employees (See Appendix C).

Interested participants contacted me by phone or by email to express desire to participate. Interviews were conducted in a mutually agreed upon a location. I provided participants with an information letter outlining details of the study, introduced myself, outlined the purpose of the research, and explained what participation in interviews would entail. I informed participants their involvement was completely voluntary and provided them an opportunity to ask any questions.

3.2.1 Organization characteristics

Participants in this study worked at four organizations in Southern Ontario, respectively working in six separate municipalities. All organizations were involved in newcomer settlement services. One of which was a community organization which offered settlement services under one division, as well as numerous other community services and programs. A second

COMMUNICATING LEISURE

organization was a community centre with settlement supports. A third organization was a multicultural centre with settlement services. A fourth organization was a settlement agency, focusing mainly on information and referral.

The participants noted the organizations were engaged with leisure programs or information provision within their settlement services; however, the level of leisure provision and information provision varied greatly from referral to leisure-related services for newcomers to offering leisure experiences for the general population. The participants' organizations catered to newcomer clients and were not specific to immigration or refugee supports.

3.2.2 Participant characteristics.

I recruited participants using purposeful sampling. In this form of sampling, I selected participants based on who can help answer the research questions (Creswell, 2014). Participants were chosen based on having specific characteristics related to this study. Participants were purposefully selected because they were settlement service providers and were able to speak to meanings of leisure within their work, specifically in relationship to newcomers and how leisure is communicated. Criteria for participating included working directly with newcomers within a settlement service context.

A total of twelve people participated in this study. Ten participants revealed their positions as settlement workers or counsellors, three of whom specifically worked in school settlement. Nine participants in the study were female; three participants were male. Eight of the twelve participants noted they had themselves immigrated to Canada, came as an international student, came to Canada as a refugee, or referred to "my country" as a place outside of Canada. Pseudonyms were given to all participants to protect their confidentiality, and any identifiers based on occupation were removed. Table 1 outlines participants' characteristics.

COMMUNICATING LEISURE

Table 1

Participant Characteristics

Pseudonym	Organization	Indicated they migrated to Canada
Amara	Multiple community services including settlement	Yes
Mike	Multiple community services including settlement	Yes – Came to Canada as a student
Abed	Multiple community services including settlement	Yes – Came to Canada as a refugee
Kara	Multiple community services including settlement	No
Jasmine	Multiple community services including settlement	Yes
Sarah	Community centre with multiple services including settlement	Yes – Family came to Canada as refugees
Elisa	Settlement service organization	Yes
Sasha	Settlement service organization	Yes
Jana	Settlement service organization	No
Carmen	Settlement service organization	Yes
Elizabeth	Settlement service organization	No
Carter	Settlement service organization	No

3.3 Data Collection

Data was collected through in depth semi-structured interviews with settlement service providers. A reflexive journal was also kept with reflections on data and of my own assumptions. Reflexivity journals were written immediately after interviews were conducted, expanded upon during transcription, and written during the process of analysis.

All interviews were conducted between April and July 2016 and ranged from thirty minutes to one hour. Interviews were conducted at a location mutually agreed upon and suggested by the participants. One interview took place at the university of the researcher; one interview was conducted at a community centre; ten interviews were conducted in meeting rooms at the participants’ work locations.

COMMUNICATING LEISURE

The semi-structured interviews were guided by an interview guide (see Appendix A). Interviews asked participants questions about what leisure is and how leisure is communicated. For example, I asked providers, “What does leisure mean to you”, “what role does leisure have in settlement practices?”, and “Can you describe how you communicate with newcomers about leisure? What types of communication materials do you develop? What is the process?”

Semi-structured interviews provided opportunities to talk about specific questions, and flexibility to open to other discussions and questions that arise based on the participants’ conversations (Bryman, Bell & Teevan, 2012). With participant’s permission, I audio recorded interviews for ease of data entry. Interviews were transcribed and entered into NVivo for analysis and to help theme organization. Three participants elected not to have their interview recorded. For these three interviews, I took detailed notes during the interview, and wrote extensive reflexivity journals after the interview was completed. Notes from non-transcribed interviews were entered into NVivo for analysis.

Continuous reflection about my role as a researcher was required throughout the process. These reflections were kept in a reflexive journal in which I discussed my thoughts and feelings and unpacked my assumptions. Reflexive journals were written throughout the process of research, after conducting interviews, and while interpreting data. Further details about the importance of reflexivity will be discussed in Section 3.6.

3.4 Data Analysis

I used Thematic Analysis (Braun & Clarke, 2006) to analyze the data. Braun and Clarke outline six steps:

1. Familiarization
2. Initial coding

COMMUNICATING LEISURE

3. Searching for themes
4. Reviewing themes
5. Naming themes
6. Writing the report

In the first step, I transcribed the data and became familiar with it. Braun and Clarke emphasized the need to read and re-read data. This is an active process in which I searched for initial patterns. In this stage, I took notes of ideas that came to mind.

The second step involved generating initial codes. Once I familiarized myself with the data, and created a list of ideas, I began coding. Coding allowed me to identify and organize data units of interest. Braun and Clarke (2006) note these codes are different than broad themes. Using an inductive approach, codes were developed based on the data. Using Nvivo, I coded the transcripts systematically. Each data section was given a code or numerous codes about what the participant was speaking about. I paid attention to capture part of the surrounding data to ensure meaning was not lost. Once this was completed, I generated a list of all codes within the data.

The third step involved examining the data for themes. This step involved analysis at a broader level to organize codes into patterns. I organized themes in Nvivo by using queries. These queries were organized into themes and subthemes where appropriate. I followed Braun and Clarke's suggestion to create a miscellaneous category to put codes that did not fit into other themes.

The fourth step was to review themes. This involved analyzing themes to remove themes that were not fully supported, collapsing themes into each other, or separating themes when appropriate. In this stage, I read the data within the codes in each theme to ensure they fit within the pattern. Next, I reflected on the themes as a whole and whether they fit within the data as a

COMMUNICATING LEISURE

whole. Reading the data again here was critical to ensure the themes fit well with the data, and to code any data that was missed before (Braun & Clarke, 2006).

The fifth step involved naming the themes. In this stage, I refined themes and analyzed data (Braun & Clarke, 2006). Here, I named the themes based on identifying why the data in the theme is of importance to the research. I also used subthemes when necessary to give structure to the themes.

The sixth step involved writing the paper. The writing process began in early stages as Braun and Clarke (2006) state it is an important part of analysis. During this stage, the author writes up findings as well as information for the reader to judge its credibility. The write up includes quotations of the data to illustrate interpretation of the themes. As Braun and Clarke (2006) noted, “your analytic narrative needs to go beyond description of the data, and make an argument in relation to your research question” (p. 93). To help develop my analysis, I asked, “What does this theme mean? What are the assumptions underpinning it?, What are the implications of this theme?, What conditions are likely to have given rise to it?, Why do people talk about this thing in this particular way (as opposed to other ways)?” (p. 94), and “What is the overall story the different themes reveal about the topic?” (p. 94).

Braun and Clarke suggested that it is important to ensure data is analyzed and not only a description of the phenomenon. I took care to choose quotations to support the themes and provide examples with numerous sources.

3.5 Ethical Considerations

As noted previously, I ensured participants were aware of all the research information. I provided organizations with a letter explaining my study, how they could support the study by providing information to employees. To protect participant’s privacy, the information letter

COMMUNICATING LEISURE

outlining details of the study provided potential participants ways to contact me directly if they were interested in participating. When meeting with the participants, I introduced myself, outlined the purpose of the research, and explained what participation in interviews will entail. I informed participants their involvement was completely voluntary and provided them an opportunity to ask any questions.

Files and audio recordings were stored on a password-protected computer to ensure confidentiality of participant information. Pseudonyms were given to all participants and no data linked to an individual appears in this report. Participant data will be deleted or shredded confidentially after three years.

Another ethical consideration is the credibility and reliability of data. Braun and Clarke (2006) outline criteria for “good” thematic analysis. These range from accurate and descriptive transcription, attention to all data when coding, theme development in a comprehensive manner and checking themes back with the data. Furthermore, data must be analyzed and not just described, with a balance between quotation examples and my written analytical text. For the written report, the authors suggest it is important that the theoretical assumptions are laid out and the language used reflects the epistemological stance. Finally, it is important that the role of the researcher is acknowledged as an active contributor to themes; themes do not simply “emerge” from the data.

3.6 Reflexivity

As Creswell (20014) states, reflexivity is an important part of research in which “the inquirer reflects about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data” (p. 186).

COMMUNICATING LEISURE

I work through this study with a constructivist epistemological stance. Watkins (2000) claims in this view, meanings are made in communities of people. These constructions of how we interpret the world are based on our cultural upbringing and contexts (Creswell, 2014). Experiences manifest in different meanings and understandings of leisure and activities. It also manifests in cultural groupings such as organizations sharing their common understandings and values through its practices and in its communications. This stance forms the bases for this study, which sought to examine settlement service providers' meanings of leisure and how leisure is communicated to newcomers.

In this study, I recognize that I must be attentive to leisure's many conceptualizations, particularly examining how service providers construct and portray leisure. Having studied recreation and leisure studies at the undergraduate and post-graduate level, my beliefs about leisure have been influenced. I currently believe that leisure is constructed based upon experience and is dependent on the meanings associated with leisure and activities. I believe that leisure is spent both in organized activities through organizations, as well as in the home and community outside of directive spaces. A large portion of my leisure time is formed outside of work and household obligations and has entailed competitive sport environments, from which a large portion of my identity was formed. When analyzing the data, I reflected on the differences I felt in my scheduled recreation time and my personal leisure time. When exploring meanings of leisure, my assumptions are founded in negotiations of both programmed and personal leisure time.

Reflexivity journaling was especially important for the interviews which were not audio recorded. For these interviews, I could not write word-for-word everything the participant spoke, and I had to be selective in my note taking. In these reflexivity notes, I reflected on how what I

COMMUNICATING LEISURE

was writing could be based on my own assumptions of what information the participant provided was important to the study.

As a researcher born in Canada studying immigration matters, I must be critically aware of my own conceptions and assumptions. My interest in this area comes from stories of my grandparents, relatives, and friends, and their journeys of remarkably different experiences in immigrating and settling, and ultimately how their leisure time and resources were affected.

Another experience that has influenced my viewpoint is travelling to Ukraine to study at a summer university program. As a language learner in a foreign country, I reflectively examined the experiences and expectations of traveling, though be it only for a month, to a country I had only previously experienced told through family stories and media. Those who facilitated my leisure activities while there had their own meanings and objectives, ultimately to facilitate belonging in the country and program. These experiences grew my interests in exploring more about the meanings of those developing and implementing services.

Furthermore, working within a community development organization with leisure programs for newcomers in an economically and culturally diverse location, opened my awareness to how leisure is communicated. I often felt challenged by my role as helper and program designer, as opposed to facilitator for others to be empowered. I reflected on my views as a helper and recreation organizer and was not sure how to move beyond them. Working within this context, I grew my critical awareness of my own influences, as well as power structures guiding programming. With these struggles, I further developed my interest in studying service provider meanings. Reflexive considerations of my past experiences, as well as the research process and data, shed insights into analyses.

3.7 Summary

This chapter provided an overview of the methodology and methods that were employed in this project. I conducted interviews with service providers about meanings of leisure and communication to newcomers. Thematic analysis (Braun & Clarke, 2006) guided my data analyses. In this process, I familiarized myself with the data, coded data, searched for themes, reviewed themes, defined themes, and wrote the report. Reflexivity was considered throughout the research process. In the following chapters, I will outline my findings and offer a discussion of the results.

Chapter Four – Findings

This study explored settlement service providers' meanings of leisure and how settlement service providers communicate leisure. In this chapter, I identify the themes and sub themes that I found from my analysis of the interviews with participating settlement service providers. These results are organized around my three research questions: Meanings of Leisure, Communicating Leisure, and Facilitating Communication. In the Meanings of Leisure section, I highlight the participants' meanings of leisure, including their navigations between objective and subjective conceptualizations of leisure and leisure's connections to benefits. In Communicating Leisure, I summarize how participants communicate about leisure to newcomers. In the final section, Facilitating Communication, I outline factors that contribute to how leisure is communicated to newcomers by settlement service providers.

4.1 Meanings of Leisure

This first section addresses the first research question, what are settlement service providers' meanings of leisure as it relates to settlement. I identified two themes from my analysis: navigation between objective and subjective conceptualizations of leisure and leisure being beneficial.

4.1.1 Navigating objective and subjective conceptualizations of leisure.

The settlement providers who participated in this study referenced leisure both as specific activities in which one can participate and as subjective experiences. Participants spoke about leisure in terms of specific activities, events, and outings, especially when speaking about what they communicated. When considering leisure as activities, leisure was often seen as organized and programmed activities, having costs, and informal classes.

COMMUNICATING LEISURE

While participants often discussed specific activities, participants' meanings of leisure also encompassed feelings that leisure can evoke. Primarily in discussing benefits, leisure was seen as positive and relaxing. For example, Kara stated, "When I think of leisure, I think of relaxation, and somebody's down time. So for me, it means anything that you're doing when you're not working." Elizabeth also noted that leisure was "anything you enjoy doing in your spare time that makes you feel relaxed and happy." She further went on to state, "I think in terms of newcomers, leisure can be anything that, for them, is a relaxing thing to do. It's a hobby or something they enjoy. It could also involve work. It could be volunteer work, things like that".

4.1.1.1 Tangible activities.

Participants highlighted many specific activities they considered leisure. These activities included fitness classes, crafts, movies, cooking classes, walking groups, gardening, festivals, swimming lessons, going to the park, going to the library, clubs, camps, parties, going to coffee shops, riding bikes, playing sports, going out to dinner, hobbies, yoga, and knitting.

For some, the focus of leisure seemed to be on activities outside of the home. For example, when Mike discussed how leisure brings mental health to newcomers, he stated, "You don't want to stay at home the whole time," showing a view that that leisure can occur in specific spaces or in the absence of specific spaces. However, this view was not shared by all participants; Elizabeth believes leisure is, "not necessary part of community but just something that you enjoy doing that takes the stress out of your time that you're doing that."

Some participants in this study also highlighted how informal organized activities were leisure. Specifically, English and French conversation circles were agreed to as leisure activities. Mike explained, "by attending those conversation circle, they are just kind of open topic. They're not something, say, have to focus like in school." Similarly, Abed felt these informal organized

COMMUNICATING LEISURE

programs were leisure as well because they were in an environment of choice. In speaking about Conversation Circles, he said:

It's not a formal class like environment. [...] There is no attendance punctuality. They can walk out and come in anytime. Sitting together. Just like in a cafe or and they learn, they share. [...] When you are relaxed, free, no kind of formal pressure on you to learn, you can learn more fast.

Kara and Elizabeth commented on this subject as well, suggesting that while they felt conversation circles are leisure but were not sure if newcomers would because they would have to work hard with the activity. Kara's questioning whether informal classes were leisure to newcomers relates to following subtheme, leisure based on personal and cultural experiences.

4.1.1.2 Leisure based on personal and cultural experiences.

In addition to discussing a range of specific activities, the settlement service providers who participated in this study also spoke about having a customized approach when considering leisure, its meanings, and how it is communicated. The concept of leisure was noted by participants to be very personal and subjective.

When describing how meanings of leisure depend on the individual, Elizabeth noted, "I think each person has their own individual idea of what that is. And sometimes cultural issues come into play with that." Participants recognized that experiences and cultural differences in meanings of leisure and expectations influence how newcomers might engage with leisure in their new communities.

Amara agreed with this sentiment saying that leisure is different for everyone. She noted that for one person, walking and playing in the snow is leisurely while others may want structured programs at a community centre.

COMMUNICATING LEISURE

Carmen described a scenario highlighting the personal and cultural nature of leisure. She suggested some parents may enjoy socializing while children participate in swimming lessons, whereas others might think, “I just need to keep an eye on my child that he or she is not going to drown.” She further suggests, “So that is a preconcept[ion] that people come with and it’s based on their own experience, their age, their culture.”

Participants highlighted what leisure meant to them while considering the potential for newcomers’ differing views. Kara discussed how she considered personal meanings of leisure and potential cultural differences when communicating about leisure but acknowledged her own belief that leisure is important for all. She commented, “you have to sort of gauge whether or not it’s even appropriate for a client, but it should be appropriate for all clients. They should all be relaxing, balancing their lives.”

Carmen also reflected on how she considered her own views but also her clients’ views. In describing how some classroom activities could be considered leisure, Carmen says, “So it’s the way we see it but it’s also the way they see it. We’re talking about people from different cultures at the same time.” She recognized how newcomers from other cultures and experiences might see leisure differently than her.

Furthermore, Elizabeth referred to balancing clients’ self-determination and her own leisure communication. Elizabeth reported, “We do try to promote [leisure] as much as we can with clients but it just... we also don't want to scare them in the beginning, so we tend to just let them choose.” These considerations are important in recognizing how providers’ meanings of leisure can intersect with communication about leisure.

The recognition of varying personal and cultural experiences that build meanings of leisure led to considerations of how leisure is communicated. Findings related to leisure

COMMUNICATING LEISURE

communication will be discussed in section, 4.2; however, it is interesting to note how some participants wrestled with acknowledging personal and cultural differences and their own values.

4.1.2 Conceptualizing leisure as beneficial.

Participants indicated that leisure's role in settlement was providing both settlement specific and general benefits to newcomers. Participating settlement service providers enumerated several benefits including fostering connections with others, fostering a sense of belonging to the community, improving physical and mental health, self-care, and helping newcomers settle quicker and more easily.

4.1.2.1 Building connections.

Participants saw leisure as a way for newcomers to make connections with the community and other people. These connections were seen as beneficial for many reasons including developing employment connections and cultural connections.

Participants also felt that leisure activities offered specifically within settlement services were a way to bring people together. For example, Elisa discussed a cooking program offered at her work. She said:

Today we are making salad, [...] and it's not that they need to learn to make salad. [...] They know how to cook probably much better than anyone in here, but it's just that getting together. That chatting. Language is zero to level five or seven, but you know, food has that kind of bringing people together. And feeling homey and comfortable. Sharing.

Similarly, Jana noted:

The benefits of cultural things, getting involved with art, crafts, you know other leisure activities, it's a way of connection with your community. If they take one

COMMUNICATING LEISURE

of the courses at the [leisure organization] for example, crafts. It's a way of meeting people. [...] It's more likely they're going to make their friends on the soccer field than they're going to make in other settings.

Participants in this study discussed leisure as a way for newcomers to make connections with others. Settlement service providers participating in this study considered these connections with leisure in relation to sense of belonging. Jana stated, "When we're actually seeing people getting involved and that's a big part of becoming, feeling part of the community. These are the things that can really make you feel like you belong to the community. It gives you opportunity to meet people."

Elizabeth expanded on how connections help newcomers in searching for employment and in meeting others with similar or different cultures, noting "[T]he possibility that they can network with others who, there might be job opportunities through somebody they might meet there, or they might meet another cultural group that they can connect with, or [people from] their own cultural group." Leisure in this sense offered a space for people to connect and build on other benefits.

Jasmine elaborated her thinking that settlement means helping people to integrate smoothly in North American culture. She believed integration and settlement encompassed many concepts including English classes, participation in children's schools, recreation, and participating in leisure. She described how in her work, she tries to encourage people to meet new friends, connect with neighbours, and develop a sense of belonging.

Jana made connections between a sense of belonging and health in their relationship to a holistic process of settlement. She revealed:

COMMUNICATING LEISURE

I think it's a major factor in successful integration, successful settlement and in feeling good about yourself, feeling good about your community. Feeling healthier if you're out. It also contributes to physical health. It contributes to emotional health. And it contributes to social health too because you're meeting people. You're feeling more like you have place, like you belong to things. You attend things, you participate in things. That contributes to belonging.

Like Jana, many other providers connected leisure to health benefits; this will be discussed in the following sub theme “gaining health”

4.1.2.2 Gaining Health

Participants connected leisure to both physical and mental health. Mike described, “not just physically, I think mentally. It brings a whole new life to the newcomer.” Furthermore, Abed highlighted how other benefits associated with leisure can be experienced as mental and physical benefits as well. He suggested:

Leisure plays important role in person health and psychology so from my point of view, to feel welcome and accepted in part of the community. [...] So they are participating in leisure activities here. To be out of isolation. And to be physically and mentally active and engaged again. To keep client in good physical and mental health. To know their new community and opportunities available in the community.

When considering leisure, many participants described active activities that they believed improved physical health. Jasmine describes leisure's role as taking out energy and being active. Kara suggested that physical health was important to transitioning to a new culture. She says, “I know that I personally believe that there's a holistic aspect to being physically healthy and fit and feeling healthy like in your transition to Canada as well.”

COMMUNICATING LEISURE

Building upon her own education and readings, Kara described how physical exercise can assist in healing and be beneficial to newcomers. She comments, “two of the things that can assist with healing from trauma is physical activity, like yoga [...], and the benefits of exercise and leisure and self-care and that kind of thing in healing from trauma.” Kara later discussed how physical health benefits are important to communicate and almost easier to communicate across cultures. She viewed physical health and illnesses as being more “concrete” across cultures, where mental health can have different meanings or different levels of acceptance within different cultures.

Connecting leisure with sports, Jana suggested, “I think doing sports has health benefits. And health benefits is really important because newcomers are under a lot of stress anyway. They have to be starting all over again in a new country. It’s hugely stressful and sport does have physical as well as physiological benefits.”

Many participants made connections between physical and mental health. Many discussed relaxation, reduced stress and physical health’s mental benefits in connection with leisure.

Leisure was seen as a time that people can experience reduced stress. For example, Kara suggested, “I feel like people can really be themselves when they’re in their leisure time, instead of being very uptight, and always stressing about work and networking and that kind of thing.” Similarly, Amara considered leisure as something that can help someone unwind. Jasmine suggested leisure gets a person away from so many things and stress and homesickness. She described how many newcomers don’t have relatives here and leisure allows for less worry and taking things off the mind. She remembered one client who described a leisure experience as “Everything go away from your brain.”

COMMUNICATING LEISURE

Stress was seen by some participants as a challenge for newcomers. Carter elaborated:

And you know, immigrating to a foreign country probably would rank fairly high on the [stress] list so in order, in, just for the mental health perspective, being able to doing some recreation or and that sort of thing can help you, can help make that process easier, instead of it only being concrete, sort of hard driving, getting a place to live, getting a job, maybe not always the most enjoyable things.

While stress is a concern, Carmen offered considerations about how stress does not always have to be a bad thing in settlement and highlighted leisure's role within that. She said:

Stress is something also positive if it is that kind of like drive that gets you from point A to point B. And you want to be in B, right? So I think it's something very healthy in the sense that newcomers come with that set of, that checklist that I was talking about, I need to do this, [...] I think they should all have the opportunity to go and, and do something that they enjoy without any strings.

Leisure was seen to reduce stress because it contributes to energy and rejuvenation. Jana described:

The concept of leisure for me is doing positive things as part of your life. [...] Doing positive physical, cultural, activities that enrich you, [...] they refresh, rejuvenate, and they bring new energy into your life for when you, for the other aspects of your life, which includes your work life, your family life. [...] When you're looking at your life as a whole, it gives you more energy, it gives you more motivation in the other aspects of your life.

Similarly, leisure was seen by some participants as alleviating mental health concerns.

Elizabeth divulged:

COMMUNICATING LEISURE

Leisure can alleviate some mental health problems if someone is taking more time to do things that they love, they can. It gives them some down time. So we often sometimes bring it up in the context of when someone's having mental health issues or depression, we often bring up things that they could do to alleviate that, which often involves [asking] what do you like to do for fun?

Kara felt that leisure specifically allowed for “a separation from work”. She said, “kind of like play, like relaxation, the opposite of work,” which worked to combat isolation and improve mental health.

4.1.2.2.1 Self-care.

When conceptualizing leisure, participants in this study often related leisure to an integral part of health; self-care. During the stressful process of settlement, participants indicated that leisure and enjoyment were not often considered as part of settlement “checklists”. Though participants expressed that often leisure was not seen as an important part of settlement by newcomers, they actively encouraged newcomers to engage in leisure because of the connections to self-care and wellbeing. Jana noted, “You need to enjoy yourself. You need to make time in your life for fun. Fun! You have to convince them of that. And sometimes we do, sometimes we don't. ‘Cause I think newcomers are very focused on I need to be a success. I need to work all the time. And they don't think about [leisure].”

Kara reflected, “I mean you can sit down and counsel somebody as much as you want, but again, it comes the holistic aspect of it. [...] They need to self-care, and it has to be more than just working at fixing myself.”

COMMUNICATING LEISURE

She highlighted an experience speaking with a client experiencing an illness who hesitated to take time off work, “What do you do when you’re not working? I clean my house, I do this. But, what do you do for you?”

For the participating settlement service providers, leisure was seen as a way to break cycles of negativity that may be related to stresses in settlement. Amara described how mental wellbeing was not a primary goal during settlement. She commented how people often look at a short time period but then get burned out. She further noted that it is a vicious circle with stressors. Amara believed it is important for newcomers to break the negative cycle before getting trapped in negativity.

Jasmine argued stress and loneliness were challenges in settlement, especially for immigrant women. She suggested women often take the burden of the family and not go out for themselves. Kara shared similar thoughts noting that when leisure is discussed, some newcomers say “I don’t need that. What is this thing you’re talking about?” She found that it brought up topics of “self-care, like taking time for yourself, leisure, relaxation, particularly among immigrant women and immigrant mothers. [...] Like they work around the clock, cooking and cleaning, and if they are not job searching, caring for the kids or doing other things.”

When discussing self-care with her clients, Amara highlighted a metaphor she uses. She tells them that personal care is just as important as family and gives the example of how in a flight, they always tell you to put your oxygen mask on before a child’s so you can be there to help them.

The settlement service providers who participated in this study felt that leisure was related to physical and mental health benefits, as well as self-care. Participants saw wellbeing

COMMUNICATING LEISURE

benefits as important because they contributed to smoother and quicker settlement. Carmen highlighted her experiences and reflections on why leisure supports settlement:

I guess because I'm a teacher, we know that motivation, stress play a key role in your disposition towards learning, you know. And I believe that being relaxed is an effective state to learn because you're open and I think it flows more naturally when you are not stressed or when you are not closed. When you are open. It comes into you easier.

4.1.2.3 Social development.

To many of the participating settlement service providers, leisure provided opportunities for newcomers to learn information and language, and opportunities to practice language skills.

4.1.2.3.1 Learning.

Participants in this study highlighted that leisure opportunities were a platform for learning. Mike examined this through the lens of children learning while engaged in leisure. He observed:

I think this is very important because that's how the kids learn the friendship, how to lend, how to share, the teamwork. All the things that maybe you will be able to learn in school, but the leisure time is the easy way for them to learn. Because there's no pressure.

The view that children learn during their leisure and play time was shared by other participants as well. For example, Jasmine noted leisure builds social skills, leadership skills and other aspects that help them integrate into the community.

Children engaged in leisure opportunities also was seen to create opportunities for parents to learn. Jasmine highlighted that parents watching their children can be leisure, even when they are not participating themselves. She believed during this time parents can share experiences

COMMUNICATING LEISURE

with other parents and observe how Canadian parents interact with their kids. Similarly, Abed described how during a program for families offered by local settlement services, parents would interact while their children played. He observed, “if they are coming with kids engaged in certain tasks of recreation and parents are just engaged in conversation.”

Another area of learning some participants associated with leisure was that of North American Culture. Elizabeth describes some cultural holiday traditions that newcomers can learn about at one of the settlement services’ events. She explained:

It’s also just learning about our culture. [...] For example they don’t celebrate Christmas, but they are bringing their kids to the holiday party. They get to meet Santa Clause. They get to figure out what we do at Christmas time. They get to decorate cookies.

Other aspects of living in Canada, such as common foods, could also be learned through leisure. Carmen described a field trip to a farm, “We bus everybody to a farm in which they are going to learn about the fruits that are produced here. It is still a learning opportunity, but it is outside the classroom.”

A final area that participants saw leisure connected to learning was for language. Elisa suggests, “Through those activities, we see it as a tool to the language process.” Leisure also provided an opportunity for a language teacher to encourage English language learning. Carmen spoke about using leisure to encourage language development but struggling with some newcomers not wanting to play games. She explains, “We have thought about okay, why don’t we do something like dictionary games or an afternoon of just trivia games. There is an amount of students that don’t associate those games or those activities with learning opportunities. They feel that it’s a waste of time.” Despite feelings that some newcomers did not see the value in

COMMUNICATING LEISURE

leisure, Kara described how she recommended a youth program for a youth newcomer because of the connections with English language and tutoring:

This is a way of language tutoring. Cause he will be playing with kids in a different setting, practicing his English. Everybody else will be speaking English, he will have to as well. If you switch it from a fun recreational activity, to English tutoring, some way that they are working at [English Skills].

In framing the activity in a different way, Kara felt her clients began to value the activity.

4.1.2.3.2 Practicing language.

The settlement service providers who participated in this study saw leisure as a tool to practice language skills. Mike focused on how children participating in leisure allowed parents to spend time learning languages, and how participating in leisure themselves was a way to practice English. He elaborated, “As the parents, if the kids go into the programs, they will have their own time, they will go in to the LINC class, the ESL class to improve their language. It’s also a chance that they can put the English in work.”

Carmen discussed how departments outside of the classroom environment, focused on making connections with the community and created opportunities and activities to practice language. She explained, “Their goal is to create or present activities for people to be able to socialize and to practice language.” In her own classroom practices she “would incorporate leisure practices [...] by making referrals and sometimes [having] joint projects with them.”

For Abed, the opportunity to practice language skills was an integral reason to participate in leisure. He explained,

COMMUNICATING LEISURE

So [leisure] plays a great role, but there is opportunity for communication. So it creates communication. Opportunities for newcomers to train language, offer them resource in the community. And to find informal support from the community groups. [...] The language compartment is the most important.

4.1.2.4 Leisure as quicker settlement

In addition to these specific benefits of leisure, participants maintained that another meaning of leisure was allowing for faster settlement processes – a smoother and quicker transition to a new culture.

Carter added that leisure brought enjoyment to the list of needs associated with migrating, “being able to doing some recreation or and that sort of thing can help make that process easier, instead of it only being concrete, sort of hard driving, getting a place to live, getting a job, maybe not always the most enjoyable things.” Jana expanded on this suggesting, “So just doing enjoyable things will also give you a little bit of a moral boost when you’re facing your other challenges in settlement.”

Jana saw the connection between leisure and quicker settlement related to spending time in the community. She suggested, “So I think the more they do, the faster and the better they’ll feel really part of the community and they’ll feel they have a good live here which is actually even enjoyable because leisure activities tend to be enjoyable.” Elizabeth shared this belief, adding:

I think the most important thing is that they need to take time out to have leisure activities. Working all the time or spending all the time at home and not going out and doing things that they love to do is not going to [...] help them integrate into Canada. It’s not going to help them feel part of what’s going on.

COMMUNICATING LEISURE

She further suggested that practicing English through leisure also supported the transition to the new culture. She said, “If they don’t speak English really well, it’s a really good opportunity to practice English so they can integrate faster into the community.”

Mike highlighted that sometimes it is easier and quicker for children to settle in a new community because they participate in leisure. He states, “It’s easier for them so the leisure activities [are] really good, great, for the kids to adapt. The new environment, to make new friends. Sometimes I have a think that young kids even they are learning faster than their parents.”

Jana also shared the importance of leisure in settlement:

People who do actually take seriously that aspect of their life: leisure, recreation, sports... I’ve seen that they do better overall than people who just focus on the essentials of life, work, home, you know. Whatever. That they actually feel better. They actually do better overall, because they’re looking at their life in a holistic way and they’re cultivating one aspect of their life, which really contributes so much to the other aspects.

While leisure was spoken about in the benefits associated with leisure experiences, many participants also highlighted the challenges newcomers face that may influence whether benefits can be achieved. Kara suggested, “Sometimes, they just do not have the time. And that’s a challenge because it’s really good for you and here are the benefits of having leisure, but oh you can’t have any of these benefits because you’re so busy and that’s tough.”

Participants in this study felt that leisure contributed to numerous benefits that would assist newcomers in settlement.

COMMUNICATING LEISURE

4.1.3 Summary of Meanings of Leisure.

In summary, I found the interview participants had multiple meanings of leisure in relationship to settlement. The newcomer settlement service providers who participated in this study saw leisure both as specific activities and subjective experiences. Settlement service providers discussed newcomers participating in leisure would help them gain benefits. This is an important finding which will be discussed in Chapter Five in relation to its connections with leisure communication.

4.2 Communicating Leisure

The second research question asked how settlement service providers communicate leisure. Participants indicated that they communicated to newcomers in individual client meetings, in group activities, in presentations, and provided information through email or phone calls.

The participants indicated that they communicated leisure by providing contextualizing information, being aware of cultural and settlement issues in communication, and encouraging newcomers to participate in leisure. Within each of these themes, participants highlighted the importance of considering newcomers' meanings while communicating about leisure.

4.2.1 Focusing on Information.

Participants indicated that much of their communication about leisure focused on providing information about activities and leisure opportunities. The participating settlement services providers also noted they provided additional contextualizing information to provide more context and meaning to the opportunities for those with limited previous understanding or experience. Participants also highlighted that explaining leisure within a North American cultural

COMMUNICATING LEISURE

context was important. The settlement service providers in this study indicated that providing this information helped newcomers to participate and alleviate some barriers.

4.2.1.1 Rules and Responsibilities.

One role that settlement services play in communicating about leisure that the participants indicated was discussing rules, safety, and personal responsibilities with newcomers (e.g., registration is required, how to play a particular game, what you cannot or should not do at a public park). This is important in creating a starting point without assumptions of what newcomers may know about leisure participation in Canada. Participants did not just communicate information about what leisure opportunities are available, but also information about how to participate and the expectations surrounding the activity. For someone new to the country, with different past experiences and social norms, this type of information may not be known.

Abed and Mike both described about outlining details of free leisure participating trials for newcomers. Mike explained, “conditions of [using the pass] for example”. He said, “we tell them that it’s free for three months and it covers everything. Like every activity, but then after that they’d be required to pay for themselves.” Abed discussed clients’ needs and timing of using the free temporary membership.

General settlement information sessions can also provide leisure related information for newcomers. Elizabeth noted:

We do write some responsibilities presentations as well. For example, we had the humane society come in a couple months ago and talk about pet ownership. [...] People have pets and they want to know how to look after them and that context we have some responsibilities and rights surrounding leisure activities.

COMMUNICATING LEISURE

Elizabeth also discussed the need for safety conversations about a popular local past time. She said:

Going to the beach is very popular in this area. Some newcomers, swimming for them is like why would I do that? They don't have lakes or ocean near them, or they can't swim because they we're never taught, and then sometimes we have to explain things in terms of safety issues with leisure, right. Like we did have a whole safety article in our newsletter one time about learning how to swim because we had these incidences of people going to the beach and practically drowning because they were hanging out, but they didn't have skills to swim.

Providing a space where information about rules can be discussed can be helpful to newcomers who may not have a previous knowledge or understanding. Amara felt that benefits were able to be achieved and newcomers felt comfortable in their agency's leisure programs because the settlement service provider facilitates programs in a way that rules are clear and established from the beginning. This can eliminate uncertainties of how to participate.

While information about leisure that is communicated may be specific details about the leisure opportunity (e.g., cost, age, time, and location), settlement service providers have an opportunity to provide additional information and address many assumptions made in communication.

4.2.1.2 Cultural ("North American") information.

The settlement service providers who participated in this study also indicated that communicating aspects of leisure common in North American culture was important. For example, Amara developed a presentation on leisure in the local area and presents it in English language classes because she felt that people need to have balance in their lives. Elizabeth

COMMUNICATING LEISURE

highlighted the role of settlement services to speak to aspects of living and working in Canada that a newcomer may not be familiar with. She said, “things like it’s okay to take time off or on your vacation time, you can go and travel or you can do this, you can do that.”

Mike highlighted new activities that could be available for newcomer:

It brings a whole new life to the newcomer because [pause] I have seen the clients they are just not used to have this kind of exposure to the leisure activity we have in Canada. [...] In here this is more oh you have this to do, that to do. So it’s kind of learning curve for them.

Kara spoke to the role of a settlement service provider changing “depending on [clients’] needs.” She explained how the role could include, “helping them understand the education system. Helping them obtain housing and helping them understand how that works in Canada.” It was clear in conversations with settlement workers that communication about leisure is important to assist newcomers in the transition to living in Canada.

Elizabeth discussed communicating about common Canadian leisure activities:

Sometimes we have to explain it in a cultural context to them. So we have to make them understand what we do here in terms, what is leisure in Canada. It’s not necessary that we sit there and say this is leisure. What we do is we say, well in Canada people are really prone to going to coffee shops or we’ll tell them things like that [...] You don’t have to do it, but if you want to do it, this is available to you.

Elizabeth further highlighted specific interests of many Canadians, “Like hockey, our obsession with hockey. I personally couldn’t care less. So people are really into it so we often explain those types of things to our clients so they understand this is the big national sport here.”

Carter described:

COMMUNICATING LEISURE

I mean, ultimately what we're trying to do here is educate people and sort of give them a sense of what life in Canada is like. I think, people might have different ideas of what that means coming from different cultures or different backgrounds. I think our job is to take that into consideration to try to find out what that means, but also to talk about in around about way, what it is here and what options are available for people here.

4.2.2 Communicating with awareness.

Participants also noted that communications with newcomers varied depending on the needs of the newcomers in effort to ensure it was communicated in appropriate ways to newcomers. Participating settlement service providers discussed how they must be culturally aware and sensitive to settlement issues and challenges.

4.2.2.1 Awareness of Culture.

The settlement service providers indicated they communicated with cultural awareness. The settlement service providers considered the appropriateness of what they communicated to newcomers from different cultures. Settlement service providers' reflected about how jargon in what is communicated can be unhelpful to newcomers. With these reflections, communication to newcomers is likely to be better suited and appropriate.

Elisa suggested, "You have to take into consideration the culture. It has to have the cultural element because leisure across cultures has way different [meanings]." Kara discussed how she thought that communicating physical health benefits was important because it was a concept that was relatable across cultures. She said,

I really think the health benefits [is the most important thing that can be communicated to newcomers]. And the only reason I say that over things like isolation and combatting and the emotional benefits, is it's a very tangible thing. And they can understand heart disease

COMMUNICATING LEISURE

is heart disease all across different cultures, whereas there's some conditions, I'm thinking depression or anxiety where there might not be a word for that in another culture, or it might not be regarded the same way.

Participants also questioned the suitability of common communication methods for how various cultures like to receive information. For example, Carmen said:

My question would be do they read [the information that is out there]? Are they aware? I'm just going to talk about [...] just my own country. We don't read. We don't read. And we don't want to read. I want you to tell me where to go. I want you to tell me exactly what time, what to do. So if you are not telling me in a direct way, to me, nobody told me. You created a poster. You created a big banner. You put it on top of my head. I didn't see it. Nobody told me about it.

Some participants remarked that leisure communication needs to include multiple languages and diverse visual representations that are meaningful to newcomers. Participants noted that seeing others similar to you could entice newcomers to participate. Elisa, who had immigrated to Canada said:

Those packages, holiday things, you know for the snowbirds, that you go to the Caribbean. It's this white middle-aged couple. So that says white middle age couple going down south just spending money. I know that that is a message of leisure and vacation and stuff like that, but it doesn't speak to me. As a visual minority, or as an individual. So I don't feel targeted by that. So it has to be meaningful and representative.

Amara further discusses the notion of communicating with cultural awareness and intent. She suggested that demographics are changing and there needs to be a focus not just on mainstream population. She thinks faces of newcomers should be present on images in flyers. It

COMMUNICATING LEISURE

helps newcomers connect with it and will encourage them to do it. Similarly, Jasmine observed that flyers need to include pictures and they need to consider what the pictures mean for other cultures.

Participants also highlighted how communications about leisure may include assumptions of knowledge and meanings. Communicating with cultural awareness requires attention and reflection to these naturalizations. Kara explained:

I'm thinking of some refugees who are coming from a refugee camp. What is leisure when you are in a refugee camp? It just might not translate. [...] It's like trying to explain to refugees why they should be going to a summer camp, because it's fun. This is what we do for fun here in Canada, but their idea of camp is like you know, Kakuma in Kenya. [...]. Because camp means something completely different.

Jasmine also described the uncertainty about the meaning of “camp”. She explained that there are many jargon words in leisure communication and settlement service providers need to explain them. She outlined working with neighbourhood associations, helping them use less jargon when they make flyers. She said occasionally other organizations do not know how to help the family because of a lack of understanding of cultural differences, or not understanding what information that newcomer might not know. She also gave an example of how the concept of a library is not universal in many countries and how some newcomers would not know the expectations of the space.

The insights from these participants are important for settlement service providers and leisure providers. Communications about leisure to newcomers need to be reflective about cultural information and knowledge that might need to be communicated to newcomers. Many settlement service providers have lived settlement experience. When combined with work

COMMUNICATING LEISURE

experiences in settlement, settlement service providers may be more aware of assumptions in leisure communications and to address them, compared to leisure providers. Jasmine's commentary about how some newcomers may not understand the concept of a library is an example of how settlement service providers' knowledge and awareness can facilitate better communication by providing additional information about leisure related to libraries.

4.2.2.2 Awareness of Settlement.

Settlement service providers who participated in this research also demonstrated a strong awareness and understanding of settlement processes in their communications. Awareness of settlement included the general challenges and leisure specific challenges newcomers face during settlement. Participants felt that being aware of settlement processes allowed them to better communicate about leisure.

When communicating leisure to newcomers, Elisa considered reasons for migration. She says, "It's different for somebody who is coming as an economic class or family class. So, it depends on the circumstances of the newcomers and whoever conveys the message of activities of leisure. They have to be aware of that."

One element of settlement awareness is acknowledging how information is presented can affect interest and uptake of the listening party. Carmen describes, "I think it's key how you present the information. Again, we're talking about a vulnerable population. And the way you present information kind of defines how well it's going to be accepted or not."

Participants indicated that their awareness of newcomers' barriers to participation during settlement also influenced how they communicated leisure. While Sasha noted how, as an organization, they can work to mitigate barriers, but there were many barriers that were more difficult to attend to, such as embarrassment from language skills.

COMMUNICATING LEISURE

An awareness of settlement required settlement service providers viewing communication as a two-way process. Mike commented on how he learns from “look[ing] at [newcomers’] own situation [and] define what’s the best solution for them. And also we learn from that. From each client. So that’s why all settlement workers, we learn a lot.” Settlement service providers must be open to listening to what is communicated by the newcomers they serve. By receiving information from newcomers, settlement service providers were able to examine program offerings. Elisa explained how providing space allows for them to meet the gaps they see in services and that newcomers approach them with. She says, “When we put together the activities, we know that there is a need there because they are the ones that come and ask.

Being aware of settlement needs and challenges in leisure communication was very important to the service providers. This is evidenced by Carmen’s comments that many newcomers “become seriously attached to us staff” and listen and believe in what settlement providers communicate. She further explained,

They trust us and they know that none of us is here for the money [...]. So the way that we present information, we always tell them okay, come because then you’re going to make friends. Come because it’s an extra opportunity to learn about another program. Or do this because you’re going to gain something. So they see that we always have their best interest at heart.

Because of the trust, it is important that settlement staff communicate about leisure with awareness.

COMMUNICATING LEISURE

4.2.2.3 Awareness of Costs.

Another sub-theme of communicating with awareness that arose from the interviews was *awareness of costs*. Participants in this study noted that for many who are settling in a new country, discretionary finances were limited. When communicating about leisure, participants noted that cost was a large barrier for newcomers with tight budgets. Jana suggested:

A big question is we try to give them stuff that doesn't really cost a lot of money.

Because to tell them to go to the [theatre]. It's not going to happen. Right. I mean I can even go once a year, maybe, to the [theatre]. So you have to give them cultural leisure and cultural options that are low cost, or where you can get a subsidy, or you know it's affordable. Otherwise, you know, I mean, skies the limit. [...] You also have to be sensitive about their priorities are not to spend money on concerts.

Participants considered how not all leisure was financially accessible to newcomers. In such circumstances, participants' communication would then focus on low cost opportunities, or work finding subsidies on the newcomer's behalf. Being aware of costs also meant understanding varying priorities. Many practitioners felt some newcomers did not think they needed leisure or were focused on other priorities such as finding employment and housing. This created interesting challenges for settlement service providers who felt that leisure was beneficial to communicate it to those who felt it was not a priority.

Sasha and Kara both felt that the term "leisure" carried notions of entitlement fanciness. For example, Sasha felt the need to encourage participation to break that barrier, suggesting "And we always encourage them, because people think, this leisure word, it's a fancy word, right?" Kara also indicated she spoke with her clients about how leisure can be the small aspects that you can do for self-care. She described a conversation:

COMMUNICATING LEISURE

[...] turn it into a bite size piece for somebody who has possibly no concept of what leisure is other than like something that you know the elite people do, you know, they go to the country club or something. I mean, that's one of the ideas that might have come up. So, yah, really just crossing that cultural barrier but talk about the meaning of leisure and how it can help somebody.

This view that leisure is fancy and for the entitled may result in newcomers not believing in the importance of leisure during settlement. Kara, for example, explained a situation in her previous employment:

A lot of people are like [does a hand gesture] I don't need that. What is this thing you're talking about? And it's a similar response, bring up things like self-care, like taking time for yourself, leisure, relaxation, particularly among immigrant women and immigrant mothers.

4.2.3 Encouraging participation.

Embedded in participants' discussions of communication was the importance of encouraging newcomers to participate. For example, Sasha explained:

Sometimes people think, or immigrants think, okay we go to settlement because settlement program, they will provide us with filling out the paper work, blah, blah, blah [...] In order to have a good sense of leisure, [these clients] need to be encouraged also. They might be lazy in the beginning to even, to get a chance to use the fun part. Like they have lots of possibilities. [...] There are lots of things that we provide with them with ideas and places. But they need to be encouraged to do this.

Similarly, Elizabeth contemplated barriers to newcomers to attend events. She reflected:

COMMUNICATING LEISURE

I think part of it is just language barriers shines, plays a huge role. Just insecurity in going out and meeting new people that you haven't met before. Newcomers can be very shy about participating because they're nervous. This is all new to them. They don't know anyone else, these people don't know them. [...] Well okay, you might not know anyone, but you know us, you know that type of thing.

For Elizabeth, highlighting staff members as people who newcomers were already familiar with would help encourage them to participate in events when shyness and insecurity may act as a barrier.

Given the finding that leisure was beneficial, it is understandable that the settlement service providers encouraged participation because of the desire for newcomers to gain benefits. Sasha elaborated, "I always encourage them to get advantage from leisure. I think they might be focused on other things to settle down, but also the leisure part is very important". Jana shared similar thoughts:

So we really need to encourage. We encourage to get involved in all of those activities.

Leisure, sports, culture, activities. It's so important to settlement. It's so important to feel part of the community. Sports networks are a great place for parents to get to know other parents. Cause you know, in sports, activities, the parents go there, support their kids, they meet other parents. That's a way of connecting with community. [...] Connecting with the community is very important. So we encourage them to do that.

Encouragement was seen as important as newcomers may be hesitant to participate in leisure opportunities or self-care. Kara explained how in a previous role, she spoke with newcomers about small elements of relaxation they can take. She described:

COMMUNICATING LEISURE

[...] hand massages and like taking the time to put on hand lotion in like a small meditation. Some people were like what the heck. What, that's not. And it, yah, so different responses. But I do find that once you build that trust with clients, and I'm thinking back to this ladies' group, they totally go for that idea. So I remember the first few meeting that we had, we we're talking about self-care and how there's no self-care. There's none. But then by the end of it, they did the hand massage trains.

Specific groups of newcomers were seen as especially hesitant as well. As Elisa explains, senior newcomers are often isolated. She said:

Sometimes we find [seniors] to be [reluctant], especially in the winter months, they're reluctant to come out because of the weather. I try to encourage. They say it's too cold. I say come on. It's going to be cold for four months so try to come out at least once a week because if we're all going to be come locked up.

To elicit participation and provide information, participants relied on general and automated emails. While these impersonal methods were not seen as overly encouraging, individual and personal interactions with newcomers were encouraging. Carmen described how she was able to find moments of encouragement within small interactions. She explained:

I rely on those emails or I rely on that opportunity that I was just walking downstairs and you happen to come by and I say hey, did you get the email? or hey what's going on? And that spontaneous interaction, might make a more solid impression. Or motivation on somebody for participating in a program or something.

While Carmen felt that speaking with newcomers was much more effective than providing information pamphlets, she highlighted the challenges of encouraging through personal communication:

COMMUNICATING LEISURE

[...] the problem is that verbal requires more time. It requires more interaction and it is difficult. And I have seen it for example when I make a phone call and I say ‘Hey, I remember that one day you said this to me so I’m having this program, would you be interested?’ I am more successful at recruiting people for my programs when I make a phone call. Do I have the time to call the 2000 clients that we have in the data base? No.

Jana indicated some leisure activities were more beneficial than others and she would therefore encourage participation in those activities, such as active recreation and sport, over other more passive activities. She explained, “I would never encourage people to go to the movies, because movies, you go there you sit there for three hours.”

While encouragement into leisure was seen as an important aspect of settlement services by the participants in this study, many participants shared hesitations into how and what leisure was communicated. The cultural awareness discussed in the previous theme extends to the need for cultural sensitivity when encouraging and communicating about leisure. Carmen felt care and understanding of a person’s perceptions and motivations must be given when encouraging. She said:

If you tell them, oh let’s go and have fun. [Inaudible] a craft. They feel like they’re being treated like a children. And so they have to be entertained or taken care of kind of. So, I find that some of them might find it offensive, so I have to be ‘hey, come and just learn about it. It’s a good thing. You meet other people. You practice English.’ You have to sell it. Telling them the serious stuff. The advantage of the whole thing. You know, what are you going to be doing at home? Just come out and join the group.

In the theme *focusing on encouragement*, I indicated that the newcomer settlement service providers who participated in this study felt that newcomers need support and

COMMUNICATING LEISURE

encouragement to participate. Communicating the benefits and creating relationships with newcomers worked to encourage participation.

4.2.4 Communication through leisure.

In addition to discussing important qualities for communication with newcomers, settlement service providers also identified leisure as a valuable platform for communicating with newcomers. For example, Carmen spoke about using leisure experiences as part of education in language classes. She indicated, “When we take them on a walking tour around downtown. As much as it is still class time, it’s a way to show them that one your free time, that on your spare time, you can take a walk, you can come to this church. You can learn about places in the community.” This sentiment is shared by Abed, who spoke about how leisure helps play a role in newcomers getting “to know their new community and opportunities available in the community.”

Jana discussed how learning from other newcomers was another aspect that increases the information received by a participant in a leisure activity. Jana spoke about how other activities and knowing people could help newcomers learn information about other services. For example, she talked about how in meeting another newcomer, they might learn about the settlement services offered at the centre. Leisure also provides the opportunity to present other information for newcomers.

Leisure opportunities offered by settlement services provide a platform for communication about other services they offer and outreach to new clients. Carter said:

Because we’re a non-profit, we don’t have any budget for advertising. So if people come, we can talk about what other services we provide and they can come for an appointment at a later date. I mean we often get people who come in

COMMUNICATING LEISURE

who said gee I wish I had known about this two three years ago because we needed help with something and didn't know you guys were there.

Leisure was also seen as an opportunity for communication about the community. For example, Sasha highlighted how a leisure organization is “a good start for the newcomers and then they can after that, network and communicate with others and know about other activities and leisure in the area.” Elisa gave another example when speaking about how a newcomer cooking class offered information about the community and how newcomers also received information from other participants in the program.

Participants felt that leisure provided opportunities for newcomers to communicate aspects of their culture with others. Sasha believed learning and sharing information was an important balance for newcomers. She observed:

It's part of like improving their English. So with this they can be more open to the community and this will help them also from the leisure, they might have opportunities for employment and also to participate their culture as well. Because they might have lots of like activities and programs, events that they can show their nice culture and multiculturalism area in their life. It's something like they need to...it's an asset for them.

Elizabeth suggested how “shar[ing] what you know” was a benefit of leisure. She further outlined, “Sometimes events we have, we have a potluck, where everyone brings a dish from either their home country or something they just really like to make and then they can like bring the recipe and share it with other people.”

Alternatively, leisure participating can provide information to long term residents. Sasha said:

COMMUNICATING LEISURE

We established an open house in our centre and it was packed. Like people were very curious to find out what's the culture. And what the food of the Syrian. So it's like it's a huge part of leisure side. Which allowed them to be more open to the community and the community know them as well.

The newcomer settlement service providers discussed how leisure was a platform for communicating with newcomers. Participants revealed that leisure offers opportunities for newcomers to receive additional information and increase communication.

4.2.5 Summary of leisure communication

The participating settlement service providers indicated that they provide additional contextualizing information about leisure to newcomers. For a newcomer who may not have experience with particular rules of an activity, or expectations of a space, the additional information that settlement service providers can communicate is invaluable. The participant's backgrounds and experiences supported their reflections on communication methods to ensure communication about leisure is sensitive to cultural needs and responsive to settlement specific challenges. Finally, participants used the benefits of leisure to encourage newcomer participation in their communication.

4.3 Facilitating Leisure Communication

The previous section discussed important features of communicating leisure as identified by the settlement service providers. In this section, I discuss factors that facilitated how leisure was communicated to newcomers. Participants highlighted the importance of developing working relationships with newcomer clients by developing trust and acting as leisure ambassadors. Participants also discussed multiple roles in leisure communication, from their organizations, their own, other organizations', and newcomers' expectations.

COMMUNICATING LEISURE

4.3.1 Developing relationships.

The settlement service providers indicated that developing working relationships with clients was important in leisure communication. Developing trust and acting as a leisure ambassador were two aspects raised by the participants.

4.3.1.1 Developing trust

The participants in this study all spoke about the need to develop a relationship with the clients. Many of the participants commented on building trust with the clients or the importance for the client to build trust of the community to participate in community leisure. One participant, Mike, felt trust was the most important aspect of leisure communication. He suggested that some newcomers need to develop trust first to participate in activities, especially when they have experienced trauma.

Some participants discussed how building trust with clients allows them to communicate benefits. Building trust was seen to help encourage participation. For example, Mike felt that when trust was built with a newcomer, “they feel the information you provide is accurate.”

Because of the trust and comfort with settlement services, some participants noted participation trends with their own agencies’ leisure related events: In the initial stages of settlement, newcomers participate more in settlement service activities, and less as they settle because they have developed their own networks and participate in other activities. For example, when discussing encouraging participation, Elizabeth described:

I think in the first year that a newcomer is here, they want to join in [settlement service related activities] in the first year, but as they start getting settled, in the second, third fourth year, they stop coming to events as much. Because they’re starting to have their

COMMUNICATING LEISURE

own events in the community or they've met a network of people that they go and hang out with and that type of thing.

Trust with community was seen to develop over time. Carter suggested, "Usually it takes a little while, you know, after a while, people become more familiar with what's available in the community and you know, you start seeing people out when you're in town, you know at different places, going to different things."

4.3.1.2 Leisure ambassadors.

Connected to the idea of creating working relationships with newcomers, many of the newcomer settlement service providers discussed the role of leisure ambassadors and champions as important to encourage newcomer participation.

Some newcomer settlement service providers indicated that they act as leisure ambassadors by organizing programs and encouraging participation. For example, Sasha described how she took the initiative to organize a trip to help newcomers use free tickets they had received. She did so by arranging a group event and transportation.

Similarly, Jasmine considered the need for cultural community ambassadors. She suggested recruiting ambassadors from different communities to connect with people and reduce the fear of accessing leisure. She believes these people can act as a testimonial about past participation, putting a face to it. She suggests new strategies are needed to encourage participation and that standard methods do not work.

Cultural sensitivity was discussed an important quality for a leisure ambassador. Elisa described:

I would say that you need champions [...] to talk about leisure to newcomers and really understand the diverse range of cultures and how it's approach, how it's received by

COMMUNICATING LEISURE

different groups. You know. So somebody who is coming from Syrian refugee camp, or refugee camp, how do you talk about leisure?

Many of the settlement service providers discussed the role of leisure ambassadors and champions, as an important way to encourage newcomers to participate. Participants felt that getting to know their clients was important for appropriate leisure communication.

4.3.2 Whose responsibility is leisure?

One aspect participants struggled with in regard to leisure communication was challenges and differences about organization's expectations when working together and in partnerships. Many participants discussed the interconnections between departments and organizations in communicating leisure to newcomers and the challenges of working with these partners to ensure communication and referrals.

4.3.2.1 Organization expectations.

While the settlement service providers in this study discussed what leisure meant to them and made connections with many benefits for newcomers, the role of leisure in settlement and the meanings associated with leisure are not agreed upon by all. Several participants shared views that leisure was not seen as important by all, as evident in some reflections of newcomers' perceptions of leisure's role (see *awareness of costs*).

From the organizational perspective, leisure's role in settlement and the benefits of leisure may be disputed. Carmen noted:

[Leisure is] undermined. And I think [leisure activities are] certainly underestimated. For example, we have a picnic at the end of the school year. [...] We have great support from our office and they never question it, but [that was not the case when I worked elsewhere]. So depending on the organization, you have, or you may not have the

COMMUNICATING LEISURE

support to do activities that are in somebody's eyes are leisure cause leisure could be seen as something kind of like a waste of time.

Similarly, participants indicated that governmental directions and statistics require settlement staff to meet with a specific number of clients and have a specific number of clients come to events. Amara noted that she felt she was not always able to mitigate challenges of communicating about leisure and providing leisure for newcomers because of limitations of working part time and expectations of meeting with a specific number of people a year. She suggested that settlement service organizations are working with less money and more expectations. She suggested that settlement workers have to look at alternatives to manage barriers, including having more volunteers.

On the other hand, Carter described by client number-based requirements can also assist in motivation to communicate about leisure-related opportunities:

[W]e have these events [that] are mandated by the Federal Government. They tell us you have to put on X number of events per year. And so they tend to be things like, so we have a pot luck and open house every year. [...] Because the idea is, you know, even though we don't have this host program funding, it's to bring sort of newcomers together with [...] people who have lived in Canada for longer period of time.

Settlement providers also communicated about leisure programs that are not necessarily run by settlement services, for example, providing newcomers with information about community events and leisure programs. Many participants brought up their region's leisure guide.

For settlement service providers to communicate about leisure to newcomers, they need to be aware of programs and offerings for newcomers. Settlement service providers are limited to

COMMUNICATING LEISURE

what programs and opportunities are available. For example, Carmen stated, “I just wish there was more funding available for leisure opportunities. And as those became more available, then I guess communication would be more... fluid. [...] Because what are we going to communicate if there’s nothing going on?”

4.3.1.2 Defining responsibility of communicating and providing leisure.

Another recurring theme related to facilitating communication about leisure is whose responsibility is it to communicate and provide leisure. Many of the participants discussed numerous stakeholders in leisure provision and communication for leisure. Participants spoke about their own role as settlement service providers and within their own organization. Other discussions revolved around referrals and partnerships.

Participants discussed their organizations’ leisure programming and their own roles in leisure opportunities for newcomers. For example, Carmen described, “the way that I would incorporate leisure practices would be by making referrals [to other departments] and sometimes we have joint projects with [other departments].” Carmen highlighted how in settlement language programs, they can expand themes to provide information about related activities in the community, such as festivals. They “also bring speakers and many time speakers come, they also bring their own events and their own information, so they share that with students.”

Like Carmen noted, bringing others in to share information often occurs. Many highlighted the need to make referrals to outside organizations, highlighting the importance of partnerships, and communication of information between organizations.

An element of how leisure is communicated to newcomers was found in how the settlement service providers viewed their role in settlement and leisure. For many, this role was related to information and referral, for others, this role was planning and delivering services. For

COMMUNICATING LEISURE

some, it was a mix of both referral and provision. For example, some participants spoke about the trial memberships to their own leisure-specific opportunities as well as those offered by a fitness and recreation organization.

Carter felt that speaking about Canadian culture and activities was more the role of the schools. He said:

A lot of what we end up doing is sort of like paper work related, you know, where people need to bring in work permits and that sort of thing and you know, but if I hear people talking about certain things, that I'll sort of say, there's this or there's that. Because that's basically what we do, it's information and referral.

Challenges can occur with leisure communication when those communicating do not work with newcomers. Elizabeth explained:

Like sometimes, community centres or other agencies will have events, but they don't have anyone to interpret. They don't really know how to deal with newcomers because they very rarely do it. So when someone comes, they might feel like ostracized because they might not understand what's happening.

While the role of their own organization and the roles of other organizations were discussed, there was also some discussion about the role of a newcomer to adapt. For example, Carmen highlights how it takes some time to get used to culturally different communication methods. She stated:

I trust that it is a work in progress. Then I trust that people, as they get accustomed to the way things are done here, they will be able to balance keeping who you are, but at the same time being able to recognize the way things work here and make a healthy compromise. Let's put it like that. So I trust that they will be able to learn that in Canada

COMMUNICATING LEISURE

this is the way it gets advertised. If you are interested, you just give them a call, if it says register, you register. If it says it's based on donations, your participation, you will just go and deposit 50 cents or ten dollars. I trust that that is something that is gained knowledge. That they will get as they settle.

4.4 Summary of Results

The settlement service providers who participated in this study demonstrated layered understandings of leisure and how it is communicated to newcomers. Their meanings encompassed both tangible activities and subjective leisure experiences. The participants outlined many benefits related to leisure in settlements including supporting health, self-care, and building language skills. Participants also felt that those communicating leisure to newcomers must be aware of cultural aspects and settlement challenges. To support communication, participants stressed developing working relationships with newcomers was important as well as championing leisure as a leisure ambassador. Additionally, the providers highlighted issues over the responsibilities of providing and communicating about leisure for newcomers. In Chapter Five, these themes are discussed in relation to the existing academic literature and implications for future practice.

Chapter Five – Discussion

In this chapter, I discuss my findings in relation to the academic literature and explore the implications of these findings. I utilized thematic analyses to explore data from the twelve interviews I conducted with settlement service providers in Southern Ontario. The three questions I sought to answer were: 1) What are settlement service providers' meanings of leisure in the context of settlement; 2) How is leisure communicated; and 3) What factors contribute to how leisure is communicated to newcomers.

In answering these questions, several themes arose. In the theme, *Navigating objective and subjective conceptualizations of leisure*, I described the participating settlement service providers' meanings of leisure, which both considered specific activities as leisure, and also subjective understandings of leisure phenomena. In the theme *Conceptualizing leisure as beneficial*, I described the many benefits that settlement service providers attributed to leisure. In the themes *Focusing on information*, *Communicating with awareness*, and *Encouraging participation*, I described how settlement service providers communicated leisure to newcomers. In the theme *Communication through Leisure*, I described how leisure opportunities were used as ways to communicate about other settlement related topics to newcomers. In the themes *Developing Relationships* and *defining responsibility of communicating and providing leisure?* I described how settlement service providers get to know newcomers to help encourage them to participate, and the many contrasting views of leisure's role in settlement services.

The findings suggest that settlement service providers use a benefits approach in communicating benefits of leisure to newcomers to encourage participation. Furthermore, settlement service providers structure programs that offer newcomers specific benefits during settlement. Implications of this research on settlement service providers and leisure practitioners

COMMUNICATING LEISURE

are discussed.

5.1 Construction of Leisure

I found that the participating settlement service providers had multidimensional meanings of leisure, similar to the leisure and other professionals in Parr and Lashua's (2004) work. The participating settlement service providers' meanings of leisure align with past theoretical understandings of leisure. They mirrored concepts found in Porter et al.'s (2010) review that found leisure literature focused on belonging and connection with others.

There are, however, some differences in settlement service providers' articulations of leisure compared to leisure researchers'. For example, participants in this study did not refer specifically to mastery and freedom of choice (c.f., Iso-Ahola, 1979, in Unger & Kernan, 1983), or identity and freedom (Porter et al., 2010). Though participants did not specifically speak to the concept of mastery, they did connect leisure to learning which can be examined as a form of mastery, for example, mastering the English language.

The participants' discussion of informal classes as leisure compares well with Shaw's (1985) characterization of leisure as intrinsically motivated, enjoyable, relaxing, and freely chosen. However, it is unclear whether newcomers participating in leisure activities that have been communicated by settlement service provider would be intrinsically motivated or freely chosen. With settlement service providers communicating specific benefits, it is worth asking how much of participation is intrinsic or is potentially motivated from exterior sources such as pressure to fit-in or improving their English to obtain a better job. Questions should be asked about whether newcomers will gain benefits if leisure is "prescribed".

Similar to Stack and Iwaski's (2009) study, participants felt that specific activities for newcomers could be considered leisure, work, or family related at the same time. Some

COMMUNICATING LEISURE

participants suggested conversation circles could be viewed as leisure, though opinions differed among participants themselves whether it was leisure, and whether newcomers may view these activities as leisure. For newcomer service providers specifically acting as a provider of opportunities, leisure could fall under the auspices of work or leisure, depending on the individual participants' goals and perceptions.

This analysis highlights some differences in leisure practitioners' and settlement service providers' knowledge of leisure-related theory. The settlement service providers are not leisure specialists and would not be expected to have the same level of theoretical knowledge as leisure practitioners. However, the participants in this study may represent settlement service providers with greater understanding of leisure in settlement because it was something they valued. It would be important to examine leisure meanings from settlement service providers who did not participate, especially from those who do not consider leisure a part of settlement processes. These gaps show room for settlement service providers to learn more about leisure, and to critically reflect on what leisure is and what it can be for participants. In practice, this presents a possible opportunity for developing curriculum for settlement service providers to further their leisure education. With such programs, settlement service providers may learn insights into leisure's roles in settlement.

Organizational values influence meanings of leisure and what is communicated. Carmen felt a lack of support for leisure in settlement in other settlement service agencies she has worked for, limiting ability to run leisure related programming, or ability to communicate with newcomers about leisure. The participants in this study shared stories in which leisure was seen as a valuable aspect of settlement. Settlement service organizations that do not foster an environment where leisure is valued may not communicate leisure in the same way or at all. It is

COMMUNICATING LEISURE

important that future research considers how organizations construct their meanings of leisure and how their values influence what is communicated about leisure.

It is notable that the settlement service providers' meanings of leisure often focused on leisure in the context of settlement and the benefits of leisure during settlement. Social constructivism maintains that experiences and social groups influence how people make meanings (Watkins, 2000). Meanings of leisure within settlement services represent knowledge created by this group about the people they service and the services they offer, or about the opportunities they communicate. It was clear from the interviews that the service providers I spoke with valued leisure in settlement processes. If leisure was not valued in the context of settlement, it would be likely that the settlement service providers would not communicate leisure to newcomers. Communicating benefits to encourage participation requires the service providers to believe that it will foster benefits.

Practitioners must be cautioned to consider how their own beliefs of leisure and what are appropriate leisure activities could play a role in what is communicated. For example, Jana indicated she encourages newcomers to participate in sports, rather than sedentary activities such as movies. Groups communicating about leisure need to be reflexive of their own meanings of leisure and how they engage their beliefs in their practices to ensure what is communicated is based on newcomers' needs. Furthermore, it is important to consider newcomers' perceptions of benefits (More, 2002). Creating spaces for open discussions within groups and with other groups may create spaces in which these reflections can occur.

5.2 Benefiting from Leisure

Participants' discussions of leisure were interwoven with discussions of benefits. Most participants spoke about leisure in terms of benefits before they were asked specifically about

COMMUNICATING LEISURE

benefits. In this study, the benefits of leisure that participants described included making connections, increasing sense of belonging, improving health, self-care, and settling more quickly. The benefits they spoke to were consistent with past literature and included links between leisure and wellbeing (Suto, 2013; Walseth, 2006; Doherty & Taylor, 2007), learning (e.g., Stack & Iwasaki, 2009; Doherty & Taylor, 2007), and social inclusion and belonging (Kim, 2012; Stodolska & Alexandris, 2004; Stack & Iwasaki, 2009).

Existent literature has often focused on newcomer perspectives, including wellbeing benefits, but does not specifically consider self-care. The connection between self-care and leisure is not discussed directly in leisure and settlement literature. While self-care comprises a large body of research in health and occupational therapy, more leisure research within settlement could examine the connections of leisure with self-care. In occupational therapy, leisure is viewed as separate from work and self-care (Department of National Health and Welfare & Canadian Association of Occupational Therapists, 1983, in Suto, 1998). However, others such as Whalley Hammell (2009), argue that divisions should not be made between self-care and leisure to allow for greater insights into clients' perspectives of wellbeing and individual needs. With leisure offering many links to wellbeing including mental and physical health, connections between leisure and self-care should not be overlooked.

The lack of focus on self-care in the leisure literature could be because of the limited literature about meanings of leisure from service provider perspectives, especially those among settlement service providers. Many of the participating settlement service providers felt that self-care was important, whereas, some also indicated that newcomers did not feel they "need" leisure. Settlement service providers indicated that newcomers often work to support their families and do not consider the importance of self-care. If newcomer perceptions of leisure do

COMMUNICATING LEISURE

not include the importance of self-care and given that much past research has been conducted primarily with newcomers, it would be expected that the connection between leisure and self-care in settlement is less prominent in leisure research.

Interestingly, most service providers in this study did not speak to some specific benefits outlined in past literature such as leisure's connection to helping newcomers maintain their cultural identity (e.g., Stack & Iwasaki, 2009; Tirone & Pedlar, 2000; Taylor, 2001). One reason for this that may be explored more, is service providers' focus on helping newcomers settle in a new culture. Even so, leisure researchers have long held that it is important for newcomers to maintain individuals' cultural identity (Tirone & Pedlar, 2000).

Maintaining cultural identity is especially important when considering varying models of newcomer adaption to a new society. If the importance of cultural identity and how leisure can play a part in the maintenance or loss of cultural heritage are not considered, then settlement approaches risk being assimilative, resulting in newcomers losing their culture (Berry, 1970 in Kleiber et al., 2011). Settlement service providers should consider how what they communicate about leisure could influence newcomer adaptation. Settlement service providers' reflections about leisure's role in newcomer adaptation would be beneficial for designing programs for newcomers that meet their needs and build positive settlement experiences. While maintaining cultural identity did not come up in the interviews, it is not necessarily indicative that the settlement service providers do not consider cultural identity in their approaches; delving into cultural identity was beyond the scope of this research.

Researchers should not rely on past literature on benefits and continue to study benefits of leisure for newcomers. Changing global and local contexts could influence how newcomers participate and what, if any, benefits they receive. For example, fear about newcomers settling

COMMUNICATING LEISURE

developed from media portrayals may result in newcomers being ostracized. Furthermore, past literature shows examples of newcomers' leisure experiences changing over time (e.g., Stodolska & Santos, 2006; Stodolska, 2000). Researchers and practitioners cannot assume that meanings and benefits that have been indicated in past studies will remain constant.

5.2.1 Encouraging leisure participation by communicating benefits.

Connecting the meanings of leisure to leisure communication, participants in this study communicated about leisure to newcomers by describing benefits in an effort to encourage participation. The settlement service providers who participated in this study communicated that leisure was beneficial for making connections, promoting health, learning, and in supporting settlement. They would speak with their clients about these reasons to participate in settlement service programs and leisure programs offered by other organizations. Settlement service providers in this study discussed how their own leisure-related programs were developed, specifically focusing on the benefits to address newcomer needs, rather than a focus on costs, inputs, and supply. Benefit-driven programming may come inherently in settlement services, where the goal is not specifically to provide leisure services, but to assist newcomer settlement.

Considering the Benefits Approach to Leisure is an approach adapted by leisure practitioners, it is interesting to examine how leisure was communicated among settlement service providers under this lens. The Benefits Approach to Leisure represented a theoretical shift in leisure service provision and in communication resulting in leisure positioning based on benefits (Driver & Bruns, 1999). This shift follows Crompton and Lamb's (1986) suggestion that people participate for benefits and not for the sake of service delivery.

Critiques of the Benefits Approach to Leisure surround questioning epistemologies about leisure and how it is shaped by our own beliefs (More, 2002). While this is a valid concern, some

COMMUNICATING LEISURE

of the participating newcomer settlement service providers showed critical reflection on this area. Participants acknowledge that newcomer clients could view leisure differently than their own. Because of these potential differences in meanings, there is a need to allow for time to be reflective before communicating about leisure. The development of communication strategies and materials should be equally reflective.

Another critique of the Benefits Approach to Leisure is the lack of consideration of factors such as race and gender (Philipp, 1997). However, many participants in this study reflected on their own past experiences as newcomers and learned about their clients' individual needs and cultural expectations. Newcomer settlement service providers, many of whom have migrated themselves, are in a unique position to reflect on their own experiences while communicating to newcomers, whereas leisure practitioners may struggle with making meaningful connections with newcomers. The participants felt that these factors allowed them to understand how to better communicate to newcomers. The Benefits Approach to Leisure does not inherently exclude considerations of race and gender, but it does require those developing and communicating programs to be reflective of how these considerations impact service delivery and newcomer participation. The diversity in backgrounds and experiences of the settlement service providers in this current study address the call made by Stodoska (2015) for diverse employees in leisure services who can act as liaisons to newcomers.

It is also important to reflect on larger picture community building. Past research has examined communal benefits along with individual benefits (Driver & Bruns, 1999). Communal benefits related to settlement include positive interactions among different cultural groups, reducing stereotypes, and creating friendships (Kim, 2012). Furthermore, leisure may increase sense of belonging within the community (Kelaher et al., 2001, in Stewart et al., 2008).

COMMUNICATING LEISURE

Participants in this study particularly spoke about communicating individual benefits from leisure, minimally discussing communicating communal benefits. This finding is not surprising given that settlement service providers are working in a client-centered environment in which they are assisting newcomers to personally settle. However, one prominent example of a communal benefit that was discussed included Sasha's narrative about an open house about the Syrian culture, hosted by the newcomer Syrian community, helping to bridge connections and inform local residents.

What may be problematic about a focus on individual benefits is that awareness of communal benefits is needed for grants. These communal benefits are important to demonstrate the need for funding (Compton & Lamb, 1986). As settlement services are often funded at least in part by governmental bodies (Papillion, 2002), it is important that they demonstrate and communicate the communal benefits of providing newcomer and leisure-related services.

Furthermore, Driver (1998) suggests that practitioners must provide benefits and position themselves as essential needs with other social services. Settlement service providers are in a constant struggle for funding (Türegün, 2013a) and must prove their worth. Participants in this current study noted that additional funding is needed to support settlement services to develop leisure opportunities that can support newcomers and to properly communicate leisure opportunities to newcomers. These desires are not surprising given current funding methods result in constantly shifting funding (Türegün, 2013a). Settlement service providers should continue to focus on benefits of their services and of the leisure opportunities offered in efforts to improve funding.

5.3 Improving Leisure Communication

5.3.1 Building relationships.

The importance of developing relationships with newcomers was prevalent throughout interviews with settlement service providers. By doing so, settlement service providers felt that they were better able to help newcomers understand more about leisure and encourage participation. By building relationships, settlement service providers felt they could address some reasons for lower participation from newcomers, including lack of knowledge of opportunities and rules, feeling excluded (Doherty & Taylor, 2007), stigmatization, and lack of belonging (Vengris, 2006). Reflections on how to build relationships with newcomers can help to learn how to support newcomers and for newcomers to feel comfortable in participating. When considering communicating about outside leisure opportunities, partnerships that encourage organizations to connect with settlement services may be beneficial. Organizations that make efforts to communicate directly with newcomers, potentially through settlement services, may be able to develop relationships with newcomers and increase trust of their services.

Settlement service providers also suggested that leisure ambassadors, those advocating for and enabling leisure participation, facilitated leisure communication. The role of leisure ambassadors has been documented in past literature. For example, staff making efforts to negotiate constraints to participation for newcomers, and offering leisure access counselling meetings (Forde et al., 2015). In this study, participants championed the potential of leisure for newcomers to achieve benefits.

While participants in this study indicated they were able to build relationships, they also have felt financially constrained. This sentiment is echoed in past research in which many staff

COMMUNICATING LEISURE

feel constrained in their abilities to support newcomers. Funding for programs designed to support newcomers in leisure are often cut (Forde et al., 2015) or staff felt budgets limited ability to offer programs specifically for newcomers' needs (Golob, 2010). Due to financial constraints at the organizational level, staff are called to be creative to meet needs.

5.3.2 Providing contextual information.

The current study shows the importance of settlement services providing contextual information about leisure and leisure participation to newcomers. Increased communication about services that help enable participation, such as transportation and childcare, is essential to newcomers (Quirke, 2015). This additional information is not directly related to the leisure opportunities but provides insights into how to participate. Contrary to much research suggesting this information is not provided to newcomers (e.g., Quirke, 2015), settlement service providers understood that communicating additional information should include context of the activity, participation norms, and participation expectations.

Research has also suggested that benefits of participation are not always communicated to newcomers (Quirke, 2015). However, the settlement service providers who participated in this study indicated that was a topic of conversation with newcomers. Given the dearth of research on leisure and settlement services, it is not surprising that past research has not fully examined the information newcomers receive from leisure providers and the role of settlement services in leisure for newcomers. What is clear from this current study is that there may be a disconnect between what the literature suggests is communicated and what settlement services communicate.

Past research on leisure communication to newcomers has shown deficiencies in what information is provided, but this research suggests settlement service providers can provide this

COMMUNICATING LEISURE

information. For example, participants in this study indicated they communicated about cultural norms, rules and regulations, and ways to mitigate barriers from participation (e.g., transportation options, applying for cost reduction programs). However, there are still many cases where newcomers do not receive this type of information. For example, not all settlement services provide leisure information and many newcomers may not seek settlement service support for leisure related information. In these cases, leisure practitioners must learn how to communicate these additional informational needs to newcomers.

Leisure providers who do not work in settlement can consider how they can encourage newcomer participation through information provision. The gap of information communicated by leisure providers can be reduced by increasing partnerships and communication between sectors. Connections between leisure providers and settlement services could increase the accessibility of information offered to newcomers, for example, translating services for leisure advertisements. With Caidi and Allard (2005) advocating for increased accessibility of information for newcomers, service providers must begin to explore how partnerships can improve information access for newcomers.

Research has suggested that many of the intended benefits of leisure are lost to newcomers because of communication issues including assumptions made about knowledge of what is delivered (Quirke, 2015). These issues highlight why communicating additional information (e.g., rules, responsibilities, and cultural information) to newcomers is important. Settlement service providers communicating additional information about leisure can reduce felt barriers such as lack of knowledge of how to participate and increase comfort by explaining what to expect while participating. Providing additional information to support participation was seen as a way to support newcomers to benefit from participation.

COMMUNICATING LEISURE

The additional information settlement services can offer is especially important considering newcomers may have less developed social networks resulting in difficulty finding information (Caidi et al., 2010). Settlement service providers can work to reduce information barriers. Partnerships between settlement services and leisure organizations can foster reflections on what information is missing from what is communicated, and leisure providers can work to incorporate these reflections in the development of informed leisure communications. The current research has shown that many settlement service providers are aware of newcomers' needs for additional information; however, I suggest more work needs to be done to understand implications of newcomers receiving additional information on participation levels and if they benefit from it. Future research should consider how communicating additional information to newcomers can support newcomers in their settlement.

5.3.3 Learning about settlement.

Participants in this study indicated that to adequately communicate to newcomers, awareness of settlement issues faced by newcomers is needed. One such potential issue that participants spoke about is limited discretionary finances for many settlers in a new country. Those who communicate about leisure with newcomers should consider how newcomers prioritize leisure and ensure to communicate options that fit within newcomers' financial abilities.

Awareness of settlement needs can allow for better targeting newcomers' needs in settlement in what is communicated. It is important for providers to consider aspects of settlement to ensure they are communicating and marketing benefits to targeted beneficiaries (Driver & Burns, 1999). If the communicated benefits do not match newcomer's needs, it is unlikely they will participate. This is especially important considering many of the providers

COMMUNICATING LEISURE

indicated that the newcomers they serve did not see the importance of leisure. Leisure practitioners who do not work in settlement and wish to communicate with newcomers must reflect on challenges newcomers may face while settling. In developing awareness of settlement issues, leisure providers may better understand how benefits from programs may be tailored to support newcomers and how to improve communication to newcomers. Sharing knowledge of settlement issues represents one area where settlement service providers and leisure providers can work together to improve communication.

Settlement service providers may have a deeper awareness of settlement than leisure providers because of their lived experience and knowledge developed from working with newcomers. Interviews with the participating settlement service providers showed reflections on settlement and leisure. Having additional support and information from settlement providers can help newcomers feel welcomed and help newcomers find opportunities in the community. While efforts should be made to make leisure opportunities for the general community be open and inclusive of all groups including newcomers, settlement services' leisure related opportunities may help ease transitions. Settlement service providers may be able to bridge the gap that is created when those working in leisure programming do not consider the role of leisure in settlement (e.g., Frisby & Millar, 2002), by creating recommendations for newcomers and supporting newcomers to gain the information they require to participate.

The settlement service providers highlighted their awareness of communication methods in relation to newcomers' needs during settlement (for example, visual communications to reduce translation challenges, or verbal invitations as opposed to written). These differences in communication highlight the need for personalized communication approach and the role of settlement service providers as leisure champions, assisting newcomers to find leisure based on

COMMUNICATING LEISURE

the newcomer's needs and desires.

While participants discussed cultural awareness in relationship to leisure, they did not consider differences in service expectations (e.g., what services organizations offer and how to access services). There has been a call for service providers to understand these service expectation differences in the literature because meanings and expectations can affect uptake and use of services, including settlement services (Stewart et. al, 2008). Furthermore, past research (i.e., Li et al., 2008) has indicated that leisure organizers must consider the impact of cultural values on service expectations and communication. The lack of specific cultural considerations in service delivery expectations suggests another area for potential development for settlement service providers to expand on understanding what newcomers expect to gain from working with settlement service providers. What is communicated about leisure should be reflected in this relationship as well.

One aspect of settlement that the participants identified is the need to learn about cultural norms. One key finding from this research is that the settlement service providers communicated about these local cultural norms to newcomers. Currently, there is little research exploring newcomers' experiences with North American leisure norms and expectations. Future research should seek to involve newcomers in their understandings of what is being communicated, and what additional information newcomers need to increase their comfort in participating. This information can help guide settlement service providers in their practices.

5.4 Designing Leisure

5.4.1 Organizing leisure.

While communicating about leisure, participants often spoke about tangible activities. This may be because the tangible nature of specific activities may be easier to communicate.

COMMUNICATING LEISURE

This current research offers insights into communication based on settlement service providers' perceptions of newcomers' meanings of leisure; the settlement service providers often reflected on leisure as a subjective phenomenon. Objective categorizations of leisure by settlement service providers may lead to activities that are not in line with newcomers' needs and desires being communicated. For example, Elizabeth felt that conversation circles were leisure. However, if believing conversation circles were objectively leisure activities, settlement service providers could be encouraging newcomers to participate in activities that could feel more like work to newcomers, adding additional stress and 'to-dos' in a time that is already busy.

Furthermore, leisure can be communicated as more than just consumable activities with costs to participate. If newcomers believe leisure is fancy and do not feel entitled to leisure, opportunities for leisure, including possible benefits, are lost. Henderson (1994) outlined how entitlement was a factor contributing to meanings of leisure. In the case of someone not feeling entitled to leisure, communication can entail conversations about perceptions and communicating leisure opportunities that work for the newcomer. If settlement service providers hope to remove the perception that someone is not entitled to leisure time, communicating about leisure as a concept that includes personal definitions, including small moments of self-care and spending time with family, is important. However, the majority of participants in this study focused on communicating specific activities and their benefits.

Newcomer settlement service providers often provided both leisure opportunities in traditional leisure contexts and contexts that border traditional leisure conceptualizations in settlement-related programs. They also acted as cultural and information brokers for partnering and community leisure programming. How the settlement service providers see their role whether as a provider of opportunities or as a communicator of opportunities, can change what is

COMMUNICATING LEISURE

communicated. With this in mind, it is worth considering how the context of the organization (does it support leisure as a tool for settlement and the extent to which the organization offers specific leisure-based programming to achieve needs) and potential implications it has for newcomers using these services.

Furthermore, settlement service providers not only provide information about their own leisure related settlement programs, they also act as another line of communication for outside leisure opportunities. In this sense, those who are communicating about leisure may not be the people who are creating the messages. What is communicated may also depend on the relationships between the staff at the organizations. Considerations into what impact this may have on newcomer participation should be examined.

With many organized leisure experiences from a variety of sources potentially available for newcomers, it is important to discuss roles in facilitating leisure. Where external opportunities are possible, it may be easier to communicate they exist instead of developing internal programs. It may also become easier to accept organizational challenges limiting settlement service providers from supporting leisure opportunities for newcomers. For example, if opportunities are perceived to exist elsewhere, it may seem less imperative to mitigate obstacles at the organization.

5.4.2 Designing programs.

Leisure was discussed by the practitioners as a tool to provide newcomers benefits during settlement. These benefits were highlighted when the participants discussed designing programs based on newcomer needs. However, they did not offer reflections on the processes that foster benefits. The question of processes that foster benefits has been a challenge to leisure researchers for many years. Mannell and Stynes (1991) indicated that much research was based on “black

COMMUNICATING LEISURE

box models” in which little was known about how the inputs resulted in specific benefits, only that it did. The authors point out that the various outcomes of leisure (e.g., physiological, psychological, social) result in benefits after a valuation process in which worth or value is given. In the case of benefits of leisure for newcomers in settlement, the worth and valuation of leisure is the result of benefits which depend on whether newcomer needs are met.

Similarly, I found that the participants did not reflect upon participating not necessarily leading to benefits. Past research has highlighted negative experiences of newcomers including feeling excluded (e.g., Doherty & Taylor, 2007). Moreover, offering opportunities to participate does not necessarily facilitate inclusion (Rich et al., 2015). The processes that foster benefits need to be considered when designing and communicating leisure.

Forde et. al (2015) argue that newcomers’ needs and culture should be considered when designing programs, but are often not. For programs to support newcomers to gain desired benefits, programs must be meaningfully designed. To do this, examining the objectives and critically reflecting on the strategies to achieve the objectives is important (e.g., Does the program meet the expressed needs of newcomers? Is the program assimilative?). The need for developing programs to meet newcomers’ goals based on newcomer needs is also recommended by Rich et al. (2015).

Lessons can be learned from Forde and coworkers (2015), who outlined a newcomer wellness program designed “to welcome and engage newcomers by providing information, services and programs that supported their health and wellness” (p. 7). Despite these goals, the authors found that the approach was assimilative because it provided information about existing programs, rather than considering newcomers’ cultural needs and development of programs that met those needs. Only some participants in this current study explicitly touched upon including

COMMUNICATING LEISURE

newcomers' perceptions in program design. Meaningful program design should involve reflection on the processes to meet desired outcomes.

A major barrier to leisure being valued in settlement and therefore communicated is that many policies emphasize individual newcomer's role in finding services to meet needs, not the organizational role to help newcomers meet their needs (Golob, 2010).

While participants in this study also discussed mitigating assumptions, they were largely focused on external organizations' naturalizations and bridging newcomers lack of information about practices and North American leisure values. Within their own practices, they only considered restrictions from offering more leisure programming because of limited finances. This idea mirrors much other literature about organizations providing leisure services, wanting to be culturally sensitive but being restricted financially to develop processes to do so (e.g., Golob, 2010).

Because settlement services are often financially constrained from offering leisure opportunities, this current research suggests there is a strong need for greater partnerships and communication between settlement services and leisure providers across sectors to discuss newcomer needs and communicating programs that are suitable and may lead to benefits.

The settlement service providers helped encourage newcomers by mitigating newcomers' barriers to participation (e.g., settlement service providers reducing insecurity by attending leisure activities so that newcomers would have a social contact there or by providing information about rules). However, settlement service providers must not assume any lack of participation is solely because of the newcomers' own barriers (e.g., insecurity, lack of time). If settlement service providers assume limited participation is solely due to newcomers' own barriers, there may result in less effort to mitigate organizational barriers (e.g., lack of funding to

COMMUNICATING LEISURE

provide beneficial leisure programs, or assess programs' outcomes). Participants spoke about their organizational challenges but did not explicitly outline ways to overcome those challenges. However, lessons can be learned by other conversations in which they spoke about referrals and partnering with other organizations to reduce service duplication and improve communication. Furthermore, participants also used other strategies that can help mitigate funding and communication challenges by using organized leisure experiences to communicate about other opportunities.

Simply removing barriers to promote participation does not necessarily consider newcomers' needs. Newcomer settlement service providers must consider these potential assumptions when encouraging participation in external programs and of their own programs. Evaluations should consider if programs that offer settlement benefits are actually offering these benefits, beyond the anecdotal evidence. As the participants in this study noted, settlement service providers must consider the individuals' settlement needs when communication about leisure.

Designing meaningful programs may be more possible in the cases where the settlement service providers offer leisure-related activities in their own organization. When leisure opportunities are run by settlement service providers, they can design the program based from the intended outcome, such as specific settlement benefits, taking a Benefits Approach to Leisure. However, to do so would require additional funding and flexibility in how budgets are spent. When leisure opportunities are offered through outside organizations, programs may not have been developed specifically with newcomer benefits in mind.

5.4.3 Using leisure for additional communication efforts.

The participants in this study emphasized leisure opportunities as possibilities for

COMMUNICATING LEISURE

additional communication about leisure and settlement related topics. For example, the participants in this study spoke about newcomers learning about opportunities from other leisure participants. Participants in this study indicated newcomers learned about other cultures and community opportunities that they could try. Indeed, newcomers learn through the experiences of other newcomers, and from close social connections (Caidi, et al., 2010). Hosting leisure events to allow for advertising and outreach for other services is one example of creative ways organizations can provide information and merge differing goals. This is one way to address the financial constraints that Golob (2010) found to limit offered services.

The finding that settlement service providers feel leisure allows for communication builds on Quirke's (2011) call for additional research on information networks of newcomers to include the need to explore how leisure can expand newcomers' information networks. Leisure's importance in building relationships to support other aspects of settlement should not be overlooked.

Other research has highlighted social networks, technology, media, and formal organizations as other methods for immigrants to gather information (Caidi et al., 2010). The current study shows that participating in leisure can be an additional pathway for newcomers to gain information about community resources and supports (e.g., other services). Understanding possible ways newcomers learn information in settlement is important when considering how service providers communicate to newcomers. This discussion is consistent with Caidi et al.'s (2010) suggestion that orienting and practical information seeking strategies can be connected. While newcomers seek practical information about obtaining a job or housing in Canada through settlement services, they may also receive cultural information about leisure in Canada. The finding that newcomer settlement service providers believe leisure is an avenue for

COMMUNICATING LEISURE

communication is an important consideration for leisure practitioners hoping to include newcomers in their opportunities. Practitioners must consider how programs can be structured to address newcomers' information needs and maximize benefits for newcomers.

5.5 Implications for Practice

This detailed study of settlement service providers' perspectives on leisure provides insights into how leisure can be communicated to newcomers when leisure is valued. If leisure is not valued by settlement agencies, it may not be communicated. Through the process of writing this thesis and in conversation with settlement workers, I have noted several practical recommendations for those working in the field of settlement or those within leisure organizations who hope to improve communication with newcomers to Canada.

First, to reach multiple individuals with leisure communication, communication efforts should be varied and responsive to newcomer needs. Participants indicated multiple communication methods including print, visual, internet, and, importantly, word of mouth are required to reach different cultural communication expectations. Word of mouth communication can build upon relationships between newcomers and settlement service providers. Furthermore, while communication efforts must be varied, a consideration of cultural norms and understandings is also important when communication about leisure with newcomers.

Connected to this is developing an awareness of cultural norms and settlement challenges. To effectively and inclusively communicate leisure, communicators must be aware of issues newcomers face and newcomers' needs during settlement. Benefits that newcomers are seeking should be considered when communicating about leisure. Participants in this study highlighted how being aware impacted what they chose to communicate based on the needs of the individual newcomers.

COMMUNICATING LEISURE

Second, settlement service providers can be trained on leisure and its role in settlement to help settlement service providers understand and potentially value leisure as a tool for effective settlement. Türegün (2013b) argues that while settlement provision is becoming a professional field, the profession's boundaries and training is not yet formally established. Leisure training or certification can be one avenue to explore for settlement service provider's education. Training could include topics such as how leisure can play a role in adaptation, integration, assimilation, and acculturation, and structuring of programs and communication that can contribute to newcomer settlement.

Third, efforts should be made in developing, maintaining, and leveraging partnerships. Partnerships can improve effective communication when knowledge is shared. For example, settlement service providers can leverage knowledge about settlement and leisure providers can leverage programming and knowledge about benefits to work to develop and communicate effectively with newcomers. Leisure providers can work with settlement service providers to improve their communication, gain cultural awareness, and address assumptions that might be present in their current offerings.

Fourth, it is important to consider assumptions within communication materials and norms of participation. Those communicating about leisure can ask, "What might a person need to know to participate?" Communicating with newcomers about their expectations of activities, or leisure spaces can shed insights into what additional information newcomers may require to feel comfortable.

Furthermore, those communicating about leisure to newcomers should reflect on their own meanings of leisure and how thrown beliefs may influence what is communicated. I found participants in this study's meanings of leisure to include both objective notions of leisure such

COMMUNICATING LEISURE

as specific activities and notions of subjective experiences and emotions. It may be important to speak with newcomers about participating in leisure, whether organized or as aspects of self-care, because they may be focused on other priorities including finding employment or learning English.

Finally, it is important that newcomers are involved in the conversation about effective communication and inclusive leisure opportunities. Settlement service providers must have a two-way dialogue open and work to create opportunities for communication.

5.6 Recommendations for Future Research

In addition to highlighting implications for leisure communication practices, this current study also raises questions for future research. Further research must examine the relationship between providers' meanings, communications, and offerings, with newcomers' perceptions of participating. Speaking with newcomers who are engaged with leisure programs would provide greater insight into newcomer meanings of leisure and how newcomers experience service providers' meanings. Interviewing newcomers who do not participate in leisure opportunities would provide information about factors leading to non-participation. If meanings of practitioners differ from the newcomers who participate, or those who do not participate, researchers and practitioners can glean insights into improving a match between providers and consumers.

Additional research is required to explore what leisure means to settlement service providers in general and how leisure can be inclusively communicated. This study examined a small sample of participants interested in leisure in settlement; further research should examine samples of settlement service providers to investigate commonalities and differences in findings.

Future studies could use a variety of different methodologies, such as case study (c.f.,

COMMUNICATING LEISURE

Forde et al., 2015). A case study would allow for deeper insights into contextual influences in meanings and how leisure is communicated. For example, a study could examine the organization's mission, history, partnerships, as well as employees' and volunteers' goals, values, and experiences, and the intersecting meanings of leisure and leisure communication practices. Furthermore, research can examine the social contexts in which leisure providers and settlement providers develop and communicate leisure.

Another area for future research is the meanings of leisure in settlement services by cultures living in Canada, and in different regions, as decisions to settle in particular locations and participate in programming may be impacted by past experiences and desires (see for example, Stewart et al., 2008). Practitioners need to understand the motivations and reasons for settling in specific regions as it may have an effect on desire to participate in leisure and recreation offerings. Exploring the research area of meanings of leisure within the realm of settlement service provision would be beneficial.

The current research highlights meanings of leisure and leisure communication from settlement service providers who actively engage with leisure in their practices. However, not all organizations value leisure in settlement. Future research should explore settlement and inclusion with newcomers who have worked with settlement service providers who advocate for leisure in settlement as well as those who have only worked with settlement service providers who do not work with leisure in their practices. Furthermore, additional work can examine the role of relationship development, encouragement, information provision in contributing to participation.

Furthermore, this study does not consider meanings of leisure organizers and providers who cater to the population in general. Organizations communicating about leisure opportunities to the general population may have different perspectives on communication and the role of

COMMUNICATING LEISURE

leisure in newcomer settlement because they arise from a different context and organizational purposes (e.g., provide leisure opportunities for all or assist newcomers to settle).

These research areas can help to develop understanding of how programs are established and executed (Ellis & Witt, 1991). For example, understanding service provider meanings allows for a deeper understanding of multiple aspects of leisure programming in settlement services. This research can help inform leisure benefits (e.g., what benefits do service providers believe are offered), program development (e.g., how leisure programs are developed to meet specific outcomes) and leisure communication (e.g., how meanings are communicated to encourage participation, and what is being communicated to newcomers). In studying meanings of leisure and leisure communication, research can examine ways to improve channels that facilitate newcomer participation and benefits. Future research can explore challenges and successes of partnerships between settlement services and leisure services.

5.7 Summary

This chapter discussed major themes about leisure meanings and communication about leisure including focusing on information, communicating with awareness, developing relationships, and communicating through leisure. This study, showing how settlement service providers reflect, communicate, and encourage participation of newcomers, show gaps in leisure literature and in how leisure is communicated by leisure practitioners (e.g., in what information is provided, how information is communicated). Deepening understanding of how settlement service providers, people who work with newcomers on a daily basis, communicate about leisure can provide insights to leisure practitioners who wish to meaningfully connect with newcomers.

Chapter Six – Conclusion

This thesis explored settlement service providers' meanings of leisure and examined what and how leisure is communicated to newcomers. To achieve this purpose, I conducted interviews with settlement service providers. This project contributes to the academic literature by adding to the discussion about the role of service provider meanings in leisure communication to newcomers. It also provides practical significance through connecting to leisure management, communication, and greater settlement practices.

6.1 What are settlement service providers' meanings of leisure in the context of settlement?

My first research question asked, "What are settlement service providers' meanings of leisure in the context of settlement?" I found the providers' meanings to be multidimensional and varied. In the theme *Navigating objective and subjective conceptualizations of leisure*, participants often talked about the subjective nature of leisure and about leisure as objective and activity-based. In the theme, *Conceptualizing leisure as beneficial*, I discuss the participating settlement service providers' views that leisure was beneficial to newcomers. It was clear settlement service providers took an approach that mirrored the Benefits Approach to Leisure. Furthermore, practitioners considered leisure as a tool to support settlement.

There were, however, topics where the understandings of settlement service providers did not include important ideas found in leisure research. Two such ideas were the lack of consideration of communal benefits and of the role of leisure in maintaining cultural identity. These areas suggest potential areas for future development for these service providers.

It is also important to note, that the meanings presented in this thesis may not be shared by all settlement service providers. There remains a large gap in knowledge of the meanings of leisure held by settlement service providers who do not engage with leisure in their practices.

COMMUNICATING LEISURE

Additional research is needed to further examine meanings of leisure within the settlement context understand how leisure opportunities are developed and contextualized.

6.2 How do service providers communicate about leisure?

The second research question for this thesis asked, “How do service providers communicate about leisure?” Themes that arose from the data were *Focusing on information*, *Communicating with awareness*, and *Encouraging participation*. These themes provide insights about how settlement service providers can effectively communicate leisure. Of primary importance is reflecting upon what is being communicated and being aware of newcomers’ needs during settlement. Encouraging participation is important if it is believed that participation can benefit the person while settling. Without reflection and understanding the context of the newcomers settling, focusing on communicating benefits to encourage participation could lead to negative consequences. Where leisure providers may not be as experienced as settlement providers in settlement knowledge, partnerships between settlement service providers and leisure organizers can be valuable to support newcomer participation.

Furthermore, settlement service practitioners communicated leisure by providing information on how to participate. This information includes rules, regulations, and norms, as well as information about transportation and accessibility. While past research has indicated this information has been missing from communication, the participating settlement service providers indicated that communicating this information was an important aspect of their jobs. Again, leisure providers can learn from and benefit from partnering with settlement agencies to develop methods to provide this type of contextualizing information.

6.3 What factors contribute to how leisure is communicated to newcomers?

The final research question asked, “What factors contribute to how leisure is

COMMUNICATING LEISURE

communicated to newcomers?” An important theme that arose in my analysis, *Whose responsibility is leisure?*, was the multiple perceptions about the responsibility to provide leisure opportunities and to communicate about leisure. If leisure is perceived to be valuable in supporting settlement, care must be taken to ensure the multiple parties involved do not leave it for the other. Similarly, in the theme *Developing relationships*, the participants’ discussed the importance of developing relationships with their clients and then incorporating their clients’ specific needs in communicating. This was to ensure the newcomers were communicated to appropriately and avoid potential negative impacts. In developing working relationships and acting as ambassadors, the participants championed the potential of leisure.

Another contributing factor of how leisure is communicated to newcomers included the purpose of the communication. The participants highlighted *communication through leisure*, noting how leisure experiences were sometimes used to communicate about settlement and community supports. This opportunity for information provision shows another valuable role of leisure in settlement.

Leisure communication depends on the context in which it is being presented. While settlement service providers discussed their meetings with newcomer clients, they also described more casual leisure settings that facilitated more communication. It is worth reflecting on the differences of learning information from a settlement provider in a meeting compared to at a social event or cooking class.

6.4 Limitations

This study involved interviews with twelve settlement service providers from six municipalities and four organizations in Southern Ontario. While this study is not generalizable as the social context and background have strong implications for those involved, it provides

COMMUNICATING LEISURE

information about meanings of leisure within settlement service provision. It also sheds insight into how leisure is communicated to newcomers and offers reflections on mitigating challenges. Though not generalizable, this study provides insights for both settlement service organizations and leisure organizations. For example, reflections on constraints to communication may provide suggestions to improve communications. It is important to share information about communication practices to help facilitate learning and build upon newcomer inclusion.

This study considers both meanings of leisure in general and meanings of leisure specific to settlement. This distinction is something that I could have parsed out further with more discussion with the participants. It is something that I noticed while gaining more experience interviewing and by reflecting on the interviews. Some participants spoke only to their meanings of leisure in relationship to settlement, while others spoke about their meanings of leisure in general and then delved deeper with later discussion bringing in settlement related meanings. Furthermore, this study would have benefited by member checking (c.f., Creswell, 2014) and having further conversations with participants to see if my analysis fit with their intended communicated meanings.

This study is also limited by discussing the meanings of leisure and leisure communication with only settlement service practitioners who value leisure, as demonstrated by their engagement with leisure as part of their settlement counselling and willingness to participate in this research. As Henderson (1994) aptly states, “the values associated with leisure and the sense that leisure is important are necessary prerequisites for examining meanings” (p. 3). Surely conversations with settlement service providers who do not engage with leisure in their practices would highlight different insights into leisure communication with newcomers. We can see the differences in valuing leisure’s importance in settlement in those who declined to

COMMUNICATING LEISURE

be interviewed for this reason, and in Carmen's observations that other organizations she has worked for did not value leisure and therefore did not support leisure in their settlement service practices. In addressing the third research question, what factors contribute to how leisure is communicated to newcomers, it is apparent that the organization's values about leisure is influential.

Furthermore, this study is limited in including only settlement service practitioners' meanings of leisure and not those of newcomers themselves. While settlement service providers reflected on newcomer meanings, newcomer meanings are not included in this study. Examining newcomer meanings is an avenue for future research and is especially important when considering developing, implementing, and communicating about leisure opportunities that include newcomer perspectives, and are not top down approaches based on assumptions of needs and desires.

While not a limitation, I must also consider the context of service provision while interviews were taking place. I interviewed participants during a time when there was large influx of Syrian refugees to Canada, particularly in many of the regions where participants worked. Refugee and settlement matters bore a strong media presence and presence of the local communities. Media portrayals of refugees and leisure highlighted numerous benefits of participation (e.g., Lesko, 2018). Given that social constructivism acknowledges social context as an element of meanings of leisure (Watkins, 2000), it is important to consider how recent local context and settlement service providers' experiences working with newcomers may have influenced the direction of interview conversations.

6.5 Significance

Studying settlement service providers' meanings of leisure and how leisure is communicated to newcomers is inherently connected to promoting inclusive communities in which newcomers feel a sense of belonging. Culturally appropriate social services and “inclusive public spaces for leisure and activities that allow the expression of difference” (p. 5) have been described as important elements of social inclusion (Papillon, 2002).

This study has importance for both practice and research. This project contributes to the literature as a discussion of service providers' meanings of leisure and how leisure is communicated to newcomers. To my knowledge, little research has examined settlement service providers' meanings of leisure and communication in-depth. Understanding leisure communication allows for deeper insights into the societal and contextual impacts on newcomers' leisure. For example, exploring the conditions in which service provider meanings of leisure operate and how leisure is communicated can improve service provision. This information can inform conversations about possible discrepancies between service provider and newcomer meanings of leisure.

This current study adds to recent literature encouraging exploring leisure from diverse cultural meanings, aligning with the shifts in population trends in Canada. As Canadians strive for multicultural appreciation (Siemiatycki, 2012), and experience a continuously growing immigrant and refugee population, it is important to study how settlement service providers involved with leisure communicate these concepts in varying contexts, as well as what meanings are associated with leisure. This analysis is useful for discussing possibilities to improve communication and programming. Practical significance can also be found for service providers in examining how leisure is communicated and reflections on challenges and possible mitigation.

COMMUNICATING LEISURE

Improving newcomer access to opportunities first requires accessible communication of opportunities. Both practitioners who wish to develop inclusive practices and encourage newcomers to participate and newcomers who wish to participate but are marginalized through poor communication methods can benefit from this and similar research.

When communicating about the benefits of leisure, it is important to take a critical examination of what and how leisure is communicated and the challenges (e.g., translation, funding for programs, time to develop communicated plans or time to participate) faced by newcomers and organizations.

Without critical reflection, providers risk taking a top down approach in ascribing what newcomers need and in what they should participate. Examining what challenges newcomer and organizations face in communication may allow for improved experiences and communication efforts. Organizations must make efforts not only to examine constraints, but also develop creative ways alongside newcomers to address the challenges.

References

- Aizlewood, A., Bevelander, P., & Pendakur, R. (2006). Recreational participation among ethnic minorities and immigrants in Canada and the Netherlands. *Journal of Immigrant & Refugee Studies, 4*(3), 1-32.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- Bryman, A., Teevan, J.J., & Bell, E. (2012). *Social research methods* (3rd Canadian Edition). Don Mills, ON: Oxford University Press.
- Caidi, N., & Allard, D. (2005). Social inclusion of newcomers to Canada: An information problem? *Library & Information Science Research, 27*, 302–324.
- Caidi, N., Allard, D., & Quirke, L. (2010). Information practices of immigrants. *Annual Review of Information Science and Technology, 44*(1), 491-531.
- Crawford, D.W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure, *Leisure Sciences, 9*(2), 119-127.
- Crawford, D. W., Jackson, E. L., & Godbey, G. (1991). A hierarchical model of leisure constraints. *Leisure Sciences, 13*(4), 309-320.
- Crompton, J. L., & Lamb, C. W. (1986). *Marketing Government and Social Services*. New York, NY: John Wiley & Sons, Inc.
- Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches* (4th edition). Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications Ltd.

COMMUNICATING LEISURE

- Cureton, K., & Frisby, W. (2011). Staff perspectives on how social liberal and neo-liberal values influence the implementation of leisure access policy, *International Journal of Sport Policy and Politics*, 3(1), 3–22.
- Doherty, A., & Taylor, T. (2007). Sport and physical recreation in the settlement of immigrant youth. *Leisure/Loisir*, 3(1), 27-55.
- Driver, B. L. & Bruns, D. H. (1999). Concepts and uses of the Benefits Approach to Leisure. In E. L. Jackson & T. L. Burton (eds.), *Leisure Studies: Prospects for the twenty-first century* (pp. 349-369). State College, PA: Venture Publishing, Inc.
- Driver, B. (1998). Uses of the Benefits Approach to Leisure. *Parks & Recreation*, 33(1), 22-28.
- Ellis, G. & Witt, P. (1991). Conceptualization and measurement of leisure: Making the abstract concrete. In T. Goodale & P. Witt (eds.), *Recreation and leisure: Issues in an era of change* (3rd ed., pp. 377–395). State College, PA: Venture.
- Forde, S. D., Lee, D. S., Mills, C., & Frisby, W. (2015). Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants. *Sport Management Review*, 18(1), 126-138.
- Frisby, W. (2011). Promising physical activity inclusion practices for Chinese immigrant women in Vancouver, Canada. *Quest*, 63(1), 135-147.
- Frisby, W., & Millar, S. (2002). The actualities of doing community development to promote the Inclusion of low income populations in local sport and recreation. *European Sport Management Quarterly*, 2(3), 209-233.
- Frisby, W., Thibault, L., & Kikulis, L. (2004). The organizational dynamics of under-managed partnerships in leisure service departments. *Leisure Studies*, 23(2). 109-126.

COMMUNICATING LEISURE

- George, U. (2012). Immigration and refugee policy in Canada Past, present, future. In A. Westhues & B. Wharf (Eds.), *Canadian Social Policy Issues and Perspectives* (5th ed.) (pp. 333-354), Waterloo, ON: Wilfred Laurier University Press.
- Golob, M. I. (2010). Correlations between policy discourse and leisure constraints among ethnic minorities: A case study of recent arrivals to Canada. *Annals of Leisure Research*, 13(1-2), 27-45.
- Government of Canada (2017). Evaluation of the Settlement Program. Retrieved from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/evaluations/settlement-program.html>
- Griffin, T. (2015). *The experience of hosting friends and relatives for immigrants*. Retrieved from UWSpace. <http://hdl.handle.net/10012/9432>
- Guba, E. G. & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). Thousand Oaks, CA: Sage Publications.
- Henderson, K. A. (1994). Broadening an understanding of women, gender, and leisure. *Journal of Leisure Research*, 26(1), 1-7.
- Henderson, K. A. (1997). A critique of constraints theory: A response. *Journal of Leisure Research*, 29(4), 453-457.
- Höglhammer, A., Stokowski, P., Muhar, A., Schauppenlehner, T., Yalcintepe, E., & Renner, J. (2015). *World Leisure Journal*, 57(3), 196-208.
- Hollinshead, K. (2006). The shift to constructivism in social inquiry: some pointers for tourism studies. *Tourism Recreation Research*, 31(2), 43-58.

COMMUNICATING LEISURE

- Immigration Waterloo Region. (2018). *Settle and Belong*. Retrieved from <http://www.immigrationwaterlooregion.ca/en/settle-and-belong/settle-and-belong.aspx>
- Juniu, S. (2002). Perception of leisure in Latino women immigrants. *World Leisure*, 44(1), 48-55.
- Kim, J. (2012). Exploring the experience of intergroup contact and the value of recreation activities in facilitating positive intergroup interactions of immigrants. *Leisure Sciences*, 34, 72–87.
- Kincheloe, J. L. (2005). *Critical Constructivism*. New York, NY: Peter Lang Publishing, Inc.
- Kleiber, D. A., Walker, G. J., & Mannell, R. C. (2011). *A Social Psychology of Leisure*. State College, PA: Venture Publishing Inc.
- Labonte, R. (2004). Social inclusion/exclusion: dancing the dialectic. *Health Promotion International*, 19(1), 115-121.
- Li, C., Absher, J. D., Graefe, A. R., & Hsu, Y. (2008). Services for culturally diverse customers in parks and recreation. *Leisure Sciences*, 30(1), 87-92.
- Liu, H., Yeh, C.-K., Chick, G. E., & Zinn, H. C. (2008). An exploration of meanings of leisure: A Chinese perspective. *Leisure Sciences*, 30(5), 482–488.
- Lesko, R. (2018). *New Canadians Try Curling for the 1st Time*. Retrieved from <https://globalnews.ca/news/3950109/new-canadians-curling-first-time-saskatoon/>
- Mannell, R. & Stynes, D. J. (1991). A Retrospective: The Benefits of Leisure. In B.L. Driver, P. J. Brown, & G. L. Peterson (Eds.), *Benefits of Leisure* (pp. 461-473. State College, PA: Venture Publishing, Inc.
- MCIIT. (2012). *Newcomer settlement program*. Retrieved from <http://www.citizenship.gov.on.ca/english/keyinitiatives/newcomer.shtml>

COMMUNICATING LEISURE

- More, T. A. (2002). "The parks are being loved to death" and other frauds and deceits in recreation management. *Journal of Leisure Research*, 34(1), 52-78.
- Omidvar, R., & Richmond, T. (2003). *Immigrant settlement and social inclusion in Canada*. Toronto: ON, The Laidlaw Foundation.
- Ontario's Expert Roundtable on Immigration (2012). *Expanding our routes to success*. Ontario: Queen's Printer for Ontario.
- Oyapero, B. (2012). *A bi-cultural analysis of Nigerian Canadian immigrants with respect to acculturative stress, coping, ego involvement and participation in leisure* (Doctoral dissertation). Retrieved from UWSpace. <http://hdl.handle.net/10012/6542>
- Papillon, M. (2002). *Immigration, diversity and social inclusion in Canada's Cities*. Ottawa, ON: Canadian Policy Research Networks Inc.
- Parr, M. G. (1996). The relationship between leisure theory and recreation practice. *Leisure Sciences*, 18(4), 315-332.
- Parr, M. G., & Lashua, B. D. (2004). What is leisure? The perceptions of recreation practitioners and others. *Leisure Sciences*, 26(1), 1-17.
- Philipp, S. F. (1997). Race, gender, and leisure benefits. *Leisure Sciences*, 19(3), 191-207.
- Porter, H., Iwasaki, Y., & Shank, J. (2010). Conceptualizing meanings-making through leisure experiences. *Loisir et Société / Society and Leisure*, 33(2), 167-194.
- Quirke, L. (2011). Exploring the settlement experiences and information practices of Afghan newcomer youth in Toronto. *Canadian Journal of Information and Library Science*, 35(4), 345-353.
- Quirke, L. (2015). Searching for joy: The importance of leisure in newcomer settlement. *Journal of International Migration and Integration*, 16, doi:10.1007/s12134-014-0388-7.

COMMUNICATING LEISURE

- Rich, K., Misener, L., & Dubeau, D. (2015). "Community Cup, we are a big family": Examining social inclusion and acculturation of newcomers to Canada through a participatory Sport Event, *Social Inclusion*, 3(3), 129-141.
- Samdahl, D. M., & Jekubovich, N. J. (1997). A critique of leisure constraints: Comparative analysis and understandings. *Journal of Leisure Research*, 29(4), 430-452.
- Schneider, I. E., Shinew, K. J., & Fernandez, M. (2013). Leisure Constraints. In M. Stodolska, K. J. Shinew, M. F. Floyd, & G. J. Walker (Eds.), *Race, Ethnicity and Leisure Perspectives on Research, Theory, and Practice* (pp. 165-176). Champaign, IL: Human Kinetics.
- Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 118-137). Thousand Oaks, CA: Sage Publications.
- Scott, D. (2013). Race, ethnicity, and leisure services: Can we hope to escape the past? In M. Stodolska, K. J. Shinew, M. F. Floyd, & G. J. Walker (Eds.), *Race, Ethnicity and Leisure Perspectives on Research, Theory, and Practice* (pp. 37-50). Champaign, IL: Human Kinetics.
- Shaw, S. M. (1985). The meanings of leisure in everyday life. *Leisure Sciences*, 7(1), 1-27.
- Shores, K. A., & Shinew, K. J. (2013). Race, ethnicity, and physical activity. In M. Stodolska, K. J. Shinew, M. F. Floyd, & G. J. Walker (Eds.), *Race, Ethnicity and Leisure Perspectives on Research, Theory, and Practice* (pp. 201-214). Champaign, IL: Human Kinetics.
- Schultz, J., & Watkins, M. (2007). The development of the leisure meanings inventory. *Journal of Leisure Research*, 39(3), 477-497.
- Siemiatycki, M. (2012). Chapter 8 The place of immigrants: Citizenship, settlement, and socio-cultural integration in Canada. In D. Rodríguez-García (Ed.), *Managing Immigration and*

COMMUNICATING LEISURE

- Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration* (pp. 223-247).
Kingston: ON, Queen's University Press.
- Stack, J., & Iwasaki, Y. (2009). The role of leisure pursuits in adaptation processes among Afghan refugees who have immigrated to Winnipeg, Canada. *Leisure Studies*, 28(3), 239-259.
- Statistics Canada (2013). *Immigration and ethnocultural diversity in Canada*. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>
- Statistics Canada (2014). *Kids' Sports*. Retrieved from <http://www.statcan.gc.ca/pub/11-008-x/2008001/article/10573-eng.htm#a11>
- Stewart, M., Anderson, J., Beiser, M., Mwakarimba, E., Neufeld, A., Simich, L., & Spitzer, D. (2008). Multicultural meanings of social support among immigrants and refugees. *International Migration* Vol. 46 (3), 123-159.
- Stodolska, M. (2000). Changes in leisure participation patterns after immigration, *Leisure Sciences: An Interdisciplinary Journal*, 22(1), 39-63.
- Stodolska, M. (2015). Recreation for all: providing leisure and recreation services in multi-ethnic communities, *World Leisure Journal*, 57(2), 89-103.
- Stodolska, M., Alexandris, K. (2004). The role of recreational sport in the adaption of first generation immigrants in the United States. *Journal of Leisure Research*, 36(3), 379-413.
- Stodolska, M. & Santos, C. A. (2006). Transnationalism and leisure: Mexican temporary migrants in the U.S. *Journal of Leisure Research*, 38(2), 143-167.
- Stodolska, M., & Walker, G. J. (2007). Ethnicity and leisure: Historical development, current status, and future directions. *Leisure/Loisir*, 31(1), 3-26.

COMMUNICATING LEISURE

- Suto, M. J. (1998). Leisure in occupational therapy. *Canadian Journal of Occupational Therapy*, 65(5), 271-278.
- Suto, M. J. (2013). Leisure participation and well-being of immigrant women in Canada. *Journal of Occupational Science*, 20(1), 48-61.
- Taylor, T. (2001). Cultural diversity and leisure: Experiences of women in Australia. *Loisir et Société/ Society and Leisure*, 24(2), 535-555.
- Taylor, T., & Toohey, K. (2002). Behind the veil: exploring the recreation needs of Muslim women. *Leisure/Loisir*, 26(1), 85-105.
- Tirone, S. (2010). Multicultural and leisure policy: Enhancing the delivery of leisure services and supports for immigrants and minority Canadians. In H. Mair, S. M. Arai, & D. G. Reid (Eds.), *Decentring Work: Critical perspectives on leisure social policy and human development* (pp. 149-174). Calgary, AB: University of Calgary Press.
- Tirone, S., & Goodberry, A. (2011). Leisure, biculturalism, and second-generation Canadians. *Journal of Leisure Research*, 43(3), 427-444.
- Tirone, S., Livingston, L. A., Miller, A. J., & Smith, E. L. (2010). Including immigrants in elite and recreational sports: The experiences of athletes, sport providers and immigrants. *Leisure/Loisir*, 34(4), 403-420.
- Tirone, S., & Pedlar, A., (2000). Understanding the Leisure Experiences of a Minority Ethnic Group: South Asian Teens and Young Adults in Canada, *Loisir et Société / Society and Leisure*, 23(1), 145-169.
- Tirone, S., & Shaw, S. (1997). At the centre of their lives: Indo Canadian women, their families and leisure. *Journal of Leisure Research*, 29(2), 225-244.

COMMUNICATING LEISURE

- Troper, H., & Weinfeld, M. (1999). Diversity in Canada. In H. Troper, & M. Weinfeld (Eds.), *Ethnicity, Politics, and Public Policy: Case Studies in Canadian Diversity* (pp. 3-25). Toronto, ON: University of Toronto Press, Scholarly Publishing Division.
- Türegün, A. (2013a). Immigrant settlement work in Canada: Limits and possibilities for professionalization. *Canadian Review of Sociology/Revue Canadienne de sociologie*, 50(4), 387-411.
- Türegün, A. (2013b). Rebuilding professional lives: Immigrant professionals working in the Ontario Settlement Service Sector. *International Migration & Integration*, 14, 597-614.
- Unger, L. S., & Kernan, J. B. (1983). On the meaning of leisure: An investigation of the determinants of the subjective experience. *Journal of Consumer Research*, 9, 381-392.
- Van Gilst, A. (2010). Perceptions of Volunteer Roles in English Conversation Circles, *TESL Canada Journal/ Revue TESL du Canada*, 28(1), 77-96.
- Vengris, J. (2006). *Recreation access for children and youth of Hamilton's diverse communities: opening doors*. Hamilton, ON: Social Planning & Research Council of Hamilton Expanding Opportunities.
- Walker, G. J., Halpenny, E. A., & Deng, J. (2011). Leisure satisfaction and acculturative stress: The case of Chinese-Canadian immigrants. *Journal of Leisure Research*, 43(2), 226-245.
- Walker, G. J., & Wang, X. (2009). The meaning of leisure for Chinese/Canadians. *Leisure Sciences*, 31(1), 1-18.
- Walseth, K. (2006). Sport and belonging. *International Review for the Sociology of Sport*, 41(3), 447-464.
- Watkins, M. (2000). Ways of learning about leisure meanings. *Leisure Sciences*, 22(2), 93-107.

COMMUNICATING LEISURE

Watkins, M. (2008). A follow-up study into different ways of experiencing leisure. *Annals of Leisure Research, 11*(1-2), 205-224.

Watkins, M., & Bond, C. (2007). Ways of experiencing leisure. *Leisure Sciences, 29*(3), 287-307.

Whalley Hammell, K. (2009). Self-care, productivity, and leisure, or dimensions of occupational experience? Rethinking occupational “categories”. *Canadian Journal of Occupational Therapy, 76*(2), 107-114.

Appendix A: Interview Guide

Thank you for agreeing to participate in this research. The interview will be in two sections. The first set of questions asks about meanings of leisure within settlement. The second set of questions asks about leisure and settlement communication.

1. How did you come into this role/position (what is your background of experience)?
2. What does settlement mean to you?
3. What does leisure mean to you? For you as a settlement worker?
4. What role does leisure play in settlement experiences of newcomers?
5. What role does leisure have in settlement practices (e.g., in services aiming to support settlement)?
 - a. What benefits and needs do you hope to provide and address? Are these connected to leisure? Why or why not?
 - b. How do you work to provide these benefits?
6. How do you use leisure in your settlement practices? Can you speak to the contexts in which this example (the program) has developed and how it runs? Do you have another example you could provide?

The following questions are about leisure and settlement communication.

1. How do newcomers come in contact with you, and newcomer programs and services?
2. Can you describe how you communicate with newcomers about leisure? What types of communication materials do you develop? What is the process?
3. What information is communicated to newcomers?
4. What role does communication and outreach have in settlement? In leisure?
5. What kind of challenges do you face in communicating leisure to newcomers?
6. In what ways do you address these challenges? Or, what challenges cannot be addressed? Why or why not?
7. How is leisure expressed in what is communicated? What about settlement?
8. Are there other messages about leisure communicated to newcomers?
9. How do you hope newcomers respond to communication efforts?
10. What are the most important things about leisure and settlement that can be communicated to newcomers?
11. Is there anything else you wish to share about meanings of leisure and settlement or in how it is communicated?

Appendix B: Letter to Gatekeepers

[Date]

Dear *[Organization]*,

This letter is to request for *[organization]*'s assistance with the study I am conducting as part of my Master of Arts degree in the department of Recreation and Leisure Studies at the University of Waterloo under the supervision of Dr. Luke Potwarka. This project is entitled "Communicating leisure: Leisure meanings in newcomer settlement service provision." I would like to provide you with more information about this study exploring leisure meanings.

The purpose of this study is to (i) examine newcomer service provider's meanings about leisure; and (ii) to explore how and what leisure meanings are communicated to newcomers. Knowledge and information collected for this study may help other researchers understand how newcomer service providers conceptualize leisure in their settlement practices. Furthermore, it may help newcomer service professionals and leisure professionals to gain insights into how leisure experiences and opportunities may be communicated to newcomers.

It is my hope to connect with settlement service providers and recreation providers engaged with *[organization]* and other organizations in the region to invite them to participate in this research. This project will entail an interview of approximately 45 minutes in length to gather participants' thoughts about what is leisure in relationship to settlement, and insights into how leisure is communicated to newcomers.

What I intend to do, is provide *[organization]* with recruitment letters to be distributed to those in the organization who work in settlement or recreation services. Contact information for my supervisor and me will be provided. If the employee desires to participate, they may contact me, Halyna Tepylo, directly to discuss further details about participation.

Participation in this study is voluntary. Each individual will make their own decision if they would like to be involved. I will inform all participants of their rights to participate or withdraw at the time of the study and before any interview. Participants will receive an information letter including details about the study and a consent form. To support research findings, reports may entail quotations from the interviews. These quotations will be attributed to pseudonyms to protect the identity of the participant. No names of any organizations will appear in the report. All information provided will be kept confidential. Materials will be kept on a password-protected computer. All written and electronic data collected will be destroyed confidentially after 3 years.

As a token of appreciation for participants' time, participants will receive a \$10 Tim Hortons gift card.

I would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is *[organization]* and the individual participants'. If you have any comments or

COMMUNICATING LEISURE

concerns about this study, please contact Dr. Maureen Nummelin, Director, Office of Research Ethics at (519) 888-4567 ext. 36005 or by email at maureen.nummelin@uwaterloo.ca.

If you have any questions regarding this study, or would like additional information about participation, please contact me using the email or phone number below. I hope the results of my study will be beneficial to those working in newcomer settlement services and the broader research community. I look forward to speaking with you about your assistance with this project.

Thank you for your interest in this study,

Halyna Tepylo
MA Candidate
Department of Recreation and Leisure Studies
University of Waterloo
htepylo@uwaterloo.ca
519-503-5560

Dr. Luke Potwarka
Assistant Professor
Department of Recreation and Leisure Studies
University of Waterloo
519-888-4567 x32748

Appendix C: Recruitment Letter

[Date]

Dear [*Potential Participant*],

This letter is to request for your participation in a research study entitled “Communicating leisure: Leisure meanings in newcomer settlement service provision.” I am conducting this study for my Masters thesis in the department of Recreation and Leisure Studies at the University of Waterloo under the supervision of Dr. Luke Potwarka. I would like to provide you with more information about this study exploring leisure meanings.

The purpose of this study is to (i) examine newcomer service provider’s meanings about leisure; and (ii) to explore how and what leisure meanings are communicated to newcomers. The data collected from this study may help other researchers understand how newcomer service providers conceptualize leisure in their settlement practices. Furthermore, it may help newcomer service professionals and leisure professionals to gain insights into how leisure experiences and opportunities can be communicated to newcomers. There are no known or anticipated risks associated with participation in this study.

Participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length to take place in a mutually agreed upon location. If you chose to participate, you may decline to answer any of the interview questions you do not want to answer. You may also decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be audio recorded to facilitate collection of information, and later transcribed for analysis.

All information you provide is confidential. Materials will be kept on a password-protected computer. Your name will not appear in any publication resulting from this study; however, with your permission, quotations, attributed to a pseudonym, may be used in any reports and presentations. All written and electronic data collected will be destroyed confidentially after 3 years. As a token of appreciation for your time, you will receive a \$10 Tim Hortons gift card for participating.

If you have any questions regarding this study, or would like additional information about participation, please contact me using the email below.

I would also like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, Director, Office of Research Ethics at (519) 888-4567 ext. 36005 or by email at maureen.nummelin@uwaterloo.ca.

Thank you for your interest in this study,

Halyna Tepylo
MA Candidate
Department of Recreation and Leisure Studies
University of Waterloo
htepylo@uwaterloo.ca
519-503-5560

Dr. Luke Potwarka
Assistant Professor
Department of Recreation and Leisure Studies
University of Waterloo
519-888-4567 x32748

Appendix D: Information Letter

[Date]

Dear Participant,

You are invited to participate in a research study entitled “Communicating leisure: Leisure meanings in newcomer settlement service provision”. Halyna Tepylo is conducting this study for her Masters thesis under the supervision of Dr. Luke Potwarka. The data collected from this study will contribute to a deeper understanding of newcomer service providers’ meanings about leisure how leisure is communicated to newcomers. There are no known or anticipated risks associated with participation in this study. Participants will help benefit leisure research and contribute to understanding of how leisure opportunities might be better communicated.

Participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length to take place in a mutually agreed upon location. You may decline to answer any of the interview questions you do not want to answer. You may decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be audio recorded to facilitate collection of information, and later transcribed for analysis. As a token of appreciation for your time, you will receive a \$10 Tim Hortons gift card for participating. The amount received is taxable. It is your responsibility to report this amount for income tax purposes.

All information you provide is confidential. Materials will be kept on a password-protected computer. Your name will not appear in any publication resulting from this study; however, with your permission, quotations, attributed to a pseudonym, may be used in any reports and presentations. All written and electronic data collected will be destroyed confidentially after 3 years.

If you have any questions regarding this study, or would like additional information about participation, please contact me using the email below.

We would also like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, Director, Office of Research Ethics at (519) 888-4567 ext. 36005 or by email at maureen.nummelin@uwaterloo.ca.

Thank you for your interest in this study,

Halyna Tepylo
MA Candidate
Department of Recreation and Leisure Studies
University of Waterloo
htepylo@uwaterloo.ca
519-503-5560

Dr. Luke Potwarka
Assistant Professor
Department of Recreation and Leisure Studies
University of Waterloo
519-888-4567 x32748

Appendix E: Consent Form

By signing this consent form, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

I agree to participate in a study entitled “Communication leisure: Leisure meanings in newcomer settlement service provision” being conducted by Halyna Tepylo, under the supervision of Dr. Luke Potwarka, in the University of Waterloo’s Department of Recreation and Leisure Studies. I have made this decision based on the information I have received in the information letter. I have had the opportunity to ask questions and request any additional details I wanted about this study. As a participant in this study, I realize that I will be asked to answer questions about leisure meanings and how it is communicated in newcomer service provision. As a participant in this study, I know I can decline to answer any question that I prefer not to answer.

I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous and attributed to a pseudonym. All information I provide will be held in confidence, and I will not be identified in the research or summary report. I was informed that I may withdraw my consent at any time by asking that the interview be stopped.

I am aware that this study has been reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee, and that I may contact the Director of the Office of Research Ethics at 519-888-4567 ext. 36005 if I have any concerns or comments resulting from my participation in this study.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

YES NO

I agree to have my interview audio recorded. YES NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research. YES NO

Participant Name: _____ (Please print)

Participant Signature: _____

Witness Name: _____

Witness Signature: _____

Date: _____

Appendix F: Feedback Form

(Date)

Thank you for participating in the study entitled “Communication leisure: Leisure meanings in newcomer settlement service provision”. The data collected during interviews will contribute to a better understanding of newcomer service providers’ meanings about leisure, and how and what meanings about leisure are communicated to newcomers.

Any data pertaining to you as a participant will be kept confidential. Any quotations appearing in reports, presentations, and journal articles will be attributed to a pseudonym. All data collected will be disposed of confidentially in 3 years. If you would like to receive a summary of the results of this study, please provide me with an email address and I will send you information upon its completion. If you have any questions about the study, please do not hesitate to contact me by email.

As a token of appreciation for your time, you will receive a \$10 Tim Hortons gift card for participating. The amount received is taxable. It is your responsibility to report this amount for income tax purposes.

This project was reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

Thank you,

Halyna Tepylo
Student Researcher
University of Waterloo
Recreation and Leisure Studies
htepylo@uwaterloo.ca
519-503-5560

Dr. Luke Potwarka
Assistant Professor
University of Waterloo
Recreation and Leisure Studies
lrpotwarka@uwaterloo.ca
519-888-4567 ext. 32748