

Publication**Youth with migration backgrounds and their experiences of physical education : an examination of three cases****JournalArticle (Originalarbeit in einer wissenschaftlichen Zeitschrift)****ID** 3135194**Author(s)** Barker, D.; Barker-Ruchti, N.; Gerber, M.; Gerlach, E.; Sattler, S.; Puehse, U.**Author(s) at UniBasel** [Gerber, Markus](#) ;**Year** 2011**Title** Youth with migration backgrounds and their experiences of physical education : an examination of three cases**Journal** Sport, education and society**Volume** 19**Number** 2**Pages / Article-Number** 186-203**Keywords** Critical race theory, Ethnicity, Cultural difference, Minority, Subject position

While understanding young people has never been easy, migration trends make it increasingly difficult. Many classrooms have become culturally heterogeneous and teachers are often faced with pupils with diverse linguistic and cultural heritages. Current scholarship suggests that as a discipline, physical education has not adapted to this diversity. In fact, commentators have suggested that physical education alienates pupils from minority groups and that traditional practices work to maintain cultural difference. The broad objective of this paper is to provide insights into how physical education intersects with biographies shaped by migration. Drawing from a case study investigation, this paper presents interview data from three youths with migration backgrounds living in a German-speaking region of Switzerland. The cases were selected because they highlight various ways in which physical education (PE) comes to make sense for adolescents. The key arguments that we develop are that ethnicity often works at an implicit level in PE, that young people experience the effects of migration backgrounds in diverse ways, and that migrants themselves support official educational discourses that work to disadvantage people with migration backgrounds. A key implication is that in a cultural milieu in which generalisations are normal and sometimes considered desirable, both researchers and practitioners need to be wary of racialising discourses. As an alternative, it is suggested that focusing on individual processes can improve the conceptualisation and implementation of physical education pedagogies.

Publisher Routledge**edoc-URL** <http://edoc.unibas.ch/dok/A6390955>**Full Text on edoc** No;**Digital Object Identifier DOI** 10.1080/13573322.2011.632627**ISI-Number** WOS:000330102900005**Document type (ISI)** Article