

RLS Guiding Principles

Our work is guided by cultural humility, anti-racist and anti-oppressive approaches, in and beyond the classroom. We aim to:

- Acknowledge the history and contribution of the Mi'kmaq and Wolastiqiyik nations¹, where Dalhousie University is located, and African Nova Scotians and people of Black African descent, and the long-term effects that racism has had on these communities and additional equity-denied groups
- Respect, value and celebrate diverse voices, lived experiences, and ways of knowing while applying an intersectional lens to our work
- Actively recognize and decentre dominant ideologies, by centering counter-narratives and historically marginalized ideologies (e.g., Afrocentric, age justice, decolonizing, disability justice, Indigenous, feminist frameworks, Global South/Majority World, queer, multicultural) within educational, health, and recreational systems
- Commit to individual and collective growth in our understanding and action towards equity, diversity, inclusion, and accessibility within our recreation and leisure practice
- Foster a sense of community within and beyond our programs and the communities in which we live, work and play

¹ We acknowledge that the lands on which we gather are the traditional and unceded territories of the Beothuk, Mi'kmaq, and Wolastiqiyik (Maliseet) Peoples, and the homelands of the Innu and Inuit of Labrador. We recognize the ancestral and continued ties of Indigenous Peoples to the lands and waters in the region known as Atlantic Canada.

*To be reviewed annually at RLS Curriculum Meetings.

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