

English summary

This thesis is based on an intervention that is built upon a team game called ultimate frisbee, which by its very nature is based on fairplay values and spirit of the game. From this intervention, I seek to answer the thesis's research question on how to understand pupils participation in team games based on fairplay as a health promotion initiative. The Danish public school creates a daily frame for approx. 600.000 children and adolescents (Alvang m.fl. 2010, 7). This means that by far the majority of children and adolescents in Denmark between 6 and 15 years spend a large part of their daily life in Danish public school. For the same reason, det public school represents an obvious setting for work on health promotion.

In 2014 a new school reform was implemented in the Danish public school. With the implementation of the reform, at the same time, a requirement that all children should

be physically active 45 minutes daily. This for the purpose of: "... *help to promote health in children and adolescents...*" (Regeringen 2013, 6).

It is up to each school how this part of the reform is implemented. However, there is still a need for research in children and physical activity and how interventions can be developed and implemented (Larsen et al., 2016, 137), as well as the need for "inspirational material" for what to make meaningful physical activities with the pupils during school day (Wichmann 2016, 7). It is therefore the intention of this dissertation to contribute knowledge about how team games can be used in a health promotion perspective at school.

The thesis's theoretical point of departure is health promotion based on the Ottawa Charter definition of health promotion, and where health is considered a resource and a stage of physical, mental and social well-being. This resource-oriented approach to health promotion is partly theorized by Aaron Antonovsky's salutogenic theory of the sense of coherence where a strong sense of coherence promotes the movement towards the healthy pole on Antonovsky's continuum and thus can be considered to be health promotion. Health promotion is also partly theorized by the acquisition of empowerment, where the achievement of empowerment through fair play can be considered to be both a means for and the goal of health promotion.

The dissertation is based on an intervention with ultimate frisbee at a primary school in Copenhagen. 81 grade 6 pupils played ultimate frisbee two hours a week for 8 weeks. The design of the intervention was among other things inspired by the Sport Education model, and based on the principles of: The requirement of participation, the development of appropriate competition, and different roles (Siedentop 1998, 19). The method consists of participatory observation, student drawings and 12 focus group interviews. Access to the analysis is abductive, and based on a hermeneutic paradigm.

According to Antonovsky's salutogenic approach, in health promotion efforts in schools, thought should be given to whether the learning processes support comprehensibility,

manageability and meaningfulness, which together constitute the sense of coherence. Thus, it is vital for the overall sense of coherence and thus the degree of health promotion that the pupils gain both comprehension, manageability and meaningfulness in a team game. In this intervention, it became clear that the pupils gained particular understanding of having a predetermined role in the game, in this intervention characterized by a captain's role. This meant that responsibility for the game's time was distributed to all students, and that these students suddenly possessed some resources that the teammates could draw. Resources can be considered as health resources that people can benefit from in promoting health. The manageability and organizing a team game that reinforces the students' sense of being able to figure it out is in this thesis the principles of the Sport Education model, in which the game, paths and team sizes are modified and adapted.

The meaning and the desire to engage in a team game in class 6 students are highly associated with the constellation of the team. Thus it is very important for the meaning that the teams are basically fair and that both teams have equal chances of winning. This is based on pupils' own assessments of which students possess the best physical skills and how they are distributed on the teams. It is important for the pupils to be in a team where they feel that they have positive social relationships, as it is more meaningful for the pupils to hand over and play to a teammate to which they are positively attached than to a student they do not know or who they are badly related to. In this intervention, it has proved important for the meaning that the pupils played mixed gender, as this was preventive of conflicts and fights. These parameters will support activities that are characterized by community and participation, as highlighted in the salutogenetic approach. There seems to be a positive spiral where co-determination and genuine participation have led to a higher degree of meaning, and in turn it has led to further engagement and genuine participation.

The use of fair play in a team game has contributed to the development of pupil morale, which has been a promoter for the desire to participate. The dissertation has been distinguished between token participation and genuine participation. The genuine

participation takes place when pupils show co-determination, decision-making, reflection, initiative or engagement. Genuine participation has been promoted and supported in the form of playing without a judge, enabling pupils to participate in the course of the game. The use of subsequent reflection on the game, in the form of spirit circles, promotes the focus on the team game process and thus the desire for engagement and participation. Pupils also have the opportunity to put words on the game, thus promoting vocabulary and reflection in practice. The use of a points system, as in ultimate frisbee, has contributed positively to the community's community spirit and their desire to play and participate. The kind of social support that the pupils have had the opportunity to exhibit in the spirit circles are strongly associated with well-being and well-being and hence health promotion. In the spirit circles, pupils are given the opportunity to form small empowered communities.

By giving and receiving spirit points, the students have rewarded each other for the process and positive fair play behavior, and the points system has helped put the fair play and the process into focus, rather than having one-sided focus on performance and winning. This has been the promotion of genuine participation. Cheating has compromised the genuine participation, just like deceitful behavior in the form of speaking to each other, pushing, or kicking each other, has been the cause of conflict and lack of desire for continued participation. Helpful behavior in terms of talking nicely to each other, giving each other a high five or clapping their shoulder, has been a positive experience for the pupils, which has contributed to the pupils' experience of happiness and joy in the game.

Team games based on fair play has shown the potential to cope with the teacher-led education and top-down hierarchy in school, and an increased focus on fair play has stimulated democracy and equality, which supports empowerment and thus health promotion. Pupil participation in team game based on fair play can be seen from a dynamic relationship between the pupil / team and the game. Thus it requires that the team game is organized so that it reinforces the experience of coherence, and the fair play values reinforce the pupils' acquisition of empowerment and thus health promotion.

You can understand pupil's participation in fair play based play as a health promotion initiative by letting the team game support the sense of coherence as well as the acquisition of empowerment.