

# The Joy of Movement in Schools



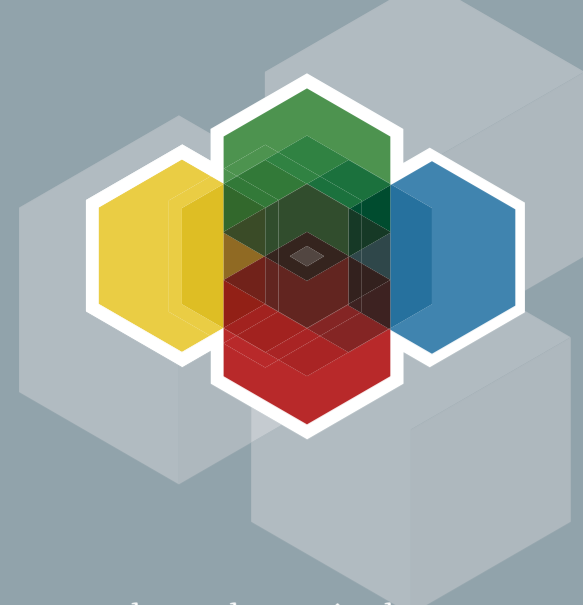
Experimenting

Competition

Cooperation

Recognition

# The Joy of Movement in Schools



## Background

As part of its work with movement culture, KOSMOS (the Danish national centre for diet, exercise and health) has developed the “Bevægelsesglæde i udskolingen” (The Joy of Movement in Schools) model<sup>1</sup>. The objective of the Joy of Movement model is to stimulate different types of enjoyment<sup>2</sup> through work with physical activities. The model can help to create awareness and greater focus on motivating and improving the well-being of not only the individual student, but also the class as a group. The model is also intended for use as a tool to develop and vary physical activities and therefore to promote movement as a versatile concept.

## Use

The Joy of Movement model can be used to focus on different types of enjoyment before, during and/or after the physical activities we work with in schools. The Joy of Movement model offers teachers/childcare workers and students an opportunity to investigate and discuss what type of enjoyment they experience when they take part in a given physical activity. When working with the model, it is important that the teacher/childcare worker and students build a culture, which encourages a dialogue about the joys of movement. Via reflection and dialogue, the students and teachers/childcare workers expand their own prior understanding and comprehension of the indispensable elements of a physical activity that make it motivating and pleasurable.

<sup>1</sup> Bertelsen, K. og Paustian, P., Det nationale videncenter, KOSMOS, 2010

<sup>2</sup> The four types of enjoyment are inspired by Kissmeyer, L. in “Jagten på glæden – og det bedste talentliv” (In pursuit of joy – making the best of a talent), 2009, Syddansk Universitetsforlag

## Key



The yellow type of enjoyment evolves when, via the physical activity, the students find opportunities to immerse themselves and work with details and imagination. This type of enjoyment is stimulated by experimenting with their heads and bodies or by introducing tools (e.g. Post-it notes, skipping rope, ball, chalk) into the physical activity.



The red type of enjoyment evolves when the physical activity occurs in collaboration with others. The red type of enjoyment is expressed when the participants in a physical activity are absorbed in a sense of community, often via co-creative processes. The red enjoyment is stimulated when participants in an activity have a common interest in its success, and there is often a sense of common identity and belonging.



The green type of enjoyment develops as soon as focus on competition (competing against oneself or others) is introduced into the physical activity. The green type of enjoyment is expressed as a desire to improve and develop until you finally realise that you have mastered the physical activity. One useful way to stimulate the green type of enjoyment is to introduce the students to the “competition button”. The competition button (situated between the shoulder blades) is variable, i.e. you can turn it up and down on each student individually. This is often necessary in order to optimise the qualities of green enjoyment.



The blue type of enjoyment develops when, via the physical activity, the students focus on being seen or heard. The blue type of enjoyment is stimulated when the student is assigned a special task or role, is “given something” or is “somebody special”. The blue type of enjoyment is about achieving the recognition of other students or teachers.

For further inspiration, see/link: [The Joy of Movement – An exemplary Activity](#)

## Editorial & Development Committee

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