

Open exercise programmes from the perspective of primary school pupils. A qualitative study

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**Title of dissertation:** Open exercise programmes from the perspective of primary school pupils. A qualitative study (title of the dissertation)

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**Summary:** In the current discourse on children's developmental potential, movement education is a central aspect of educational endeavours. In particular, movements that children can choose for themselves are unanimously attributed positive effects and an increase in general physical and mental well-being is expected. This leads to a shift away from the exercise character towards open movement programmes. The narrative being promoted is one of free development and autonomy instead of social conformity. However, this image outlines pedagogical expectations. How children experience the programmes remains largely indifferent. To investigate this desideratum, guided individual interviews were conducted with primary school pupils within the framework of grounded theory. The methodological premises are social constructivism and hermeneutic sociology of knowledge, against the background of which the object of research, the pupils' experiences, are conceptualised from an understanding and relational perspective.

The results show that children experience different things in open movement programmes. Some take stock of their well-being, others experience fears, have negative experiences of self-efficacy and develop obstructive affirmations. Habitualised role and conformity expectations are used as a guide to action and movements are also chosen that the children assume they have to learn. The idea that open movement programmes are generally positive for the child's overall development is therefore not tenable.

The results become virulent against the background of the demands of the Ministries of Education and the Conference of Education Ministers for health and development-promoting exercise programmes in primary schools. On the one hand, there is a discrepancy between pedagogical expectations and children's experiences, but on the other hand, it is also clear that the current physical activity programmes do not meet the political demands, so that reforms in the form of further training for teachers and an adjustment of economic resources to the theoretical requirements will be necessary.