"...We teach the players to raise their hands on the pitch, in the classroom and in the rest of their lifes..."

a few perspectives on leisuretime acitivities, transfervalue and wellbeing of young people....

Helsinki November 5. 2022
When I don´t attend conferences.........
The “Harder effect”?

In 2011, there were 60,000 girls under the age of 18 playing football in a local club - what was the number in 2021?
## Members 2006-2021

<table>
<thead>
<tr>
<th>YEAR</th>
<th>The number of players aged 0-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>44489</td>
</tr>
<tr>
<td>2010</td>
<td>56258</td>
</tr>
<tr>
<td>2011</td>
<td>60089</td>
</tr>
<tr>
<td>2015</td>
<td>47046</td>
</tr>
<tr>
<td>2021</td>
<td>47645</td>
</tr>
</tbody>
</table>
This development called for a rethinking of the product!
The Reality is.....
An alternative title

......

How will all players become "winners" through being a part of a learning environment?
And the product should meet the need of the two different types of consumers...
Something has changed...
5th grade in 1990’s – and in 2020’s....
“...This invention will change the world forever...”
I grew up in a context like this.....

And I was introduced to new activities by the older boys and girls – and the introduction also included how to become a part.....
This is the context of Generation Alpha/z – and often there only introduced to the activity and not how to become a part....
A world with....

- More friends worldwide, but fewer groups across gender and age to model after
- More loneliness and more involuntary loneliness
- More communication, but less togetherness
- More 'triple A products' (games, entertainment, porn, etc.) and less physical activity
They grow up in horizontal peer groups
Do you have”secondary adults” in your life…?

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, and i use them</td>
<td>49,0</td>
<td>33,6</td>
</tr>
<tr>
<td>Ye, but I don´t use them</td>
<td>22,3</td>
<td>32,2</td>
</tr>
<tr>
<td>No, and i don´t miss it</td>
<td>24,8</td>
<td>29,8</td>
</tr>
<tr>
<td>No, but I would like to have access to secondary adults...</td>
<td>3,9</td>
<td>5,3</td>
</tr>
</tbody>
</table>
A growing proportion of young people is struggling with life. (Figures are from "The national health profile 2021")

<table>
<thead>
<tr>
<th>Age group 18-24 years</th>
<th>Girls/Women</th>
<th>Boys/Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion with poor mental health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>15.8 per cent</td>
<td>8.3 per cent</td>
</tr>
<tr>
<td>2021</td>
<td>34.4 per cent (118%)</td>
<td>21.2 per cent (167%)</td>
</tr>
<tr>
<td>Proportion that scores high on stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>21.3 per cent</td>
<td>11.3 per cent</td>
</tr>
<tr>
<td>2021</td>
<td>53.3 per cent (150%)</td>
<td>31.2 per cent (176%)</td>
</tr>
</tbody>
</table>
Leisure activities a "protective" factor
(From "Good Sports environments for girls, 2019")

<table>
<thead>
<tr>
<th>WELLBEING Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL WELLBEING (8-10)</td>
<td>53.3 per cent</td>
</tr>
<tr>
<td>WELL-BEING AT SCHOOL (8-10)</td>
<td>48.9 per cent</td>
</tr>
<tr>
<td>WELL-BEING IN SPORTS (8-10)</td>
<td>61.8 per cent</td>
</tr>
</tbody>
</table>
Generation Alpha is perhaps the most socially isolated generation to date.....but fortunately the large group has many “friends”.....
Loneliness in 2020

• Proportion stating they are lonely at 9 am: **17.4**
  • Girls: 19.2
  • Boys: 15.0

(UCLA Loneliness Scale):
1) How often do you miss someone to be with?
2) How often do you feel left out?
3) How often do you miss someone to be close to?
We must be "ambitious" on behalf of the analogue community ....and help the participants to be able to blend into the community as well as include others....
Because we are ambitious on behalf of the analog community, all players get a "ball buddy"...
"...When you haven't raised your hand in class for many years, it's as if the connection between arm and brain has disappeared..." (Girl 9.kl)

Less than half of the students in 7-9 class raise their hand if they are not quite sure of the answer! For a group of these students, it is about a "defensive performance strategy", where it is more important not to appear "stupid" than to be smart!
The project:
Based on football, we train the players' ability to raise their hand on the pitch, off the pitch and hopefully also in the rest of their lives...

And someone would maybe say that we have started a “recreational educational project! - but the product is still football
We invite players and parents to become part of something bigger – football’s potential transfer value....
Do you learn something from attending football, music or horse riding?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attend any leisure activity</th>
<th>Does not attend leisure activities</th>
<th>Attend sport activities</th>
<th>Attend a leisure activity other than sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loneliness</td>
<td>14.0</td>
<td>16.2</td>
<td>12.8</td>
<td>15.9</td>
</tr>
<tr>
<td>Satisfied with my Weight</td>
<td>53.8</td>
<td>49.3</td>
<td>57.3</td>
<td>48.7</td>
</tr>
<tr>
<td>Satisfied with my body</td>
<td>45.4</td>
<td>40.2</td>
<td>47.9</td>
<td>41.3</td>
</tr>
<tr>
<td>I feel I am good enough as I am</td>
<td>69.7</td>
<td>64.0</td>
<td>72.9</td>
<td>64.4</td>
</tr>
<tr>
<td>Raise your hand in class</td>
<td>51.3</td>
<td>39.5</td>
<td>55.0</td>
<td>43.8</td>
</tr>
</tbody>
</table>
If you give this a go.....
What kind of skills do the athletes gain from practice – besides very specific technical skills?

21st Century Skills:
- Being able to be outside your comfort zone...
- Experiment – and dare to fail...
- The ability and willingness to cooperate
- Creativity
- Critical sense – not just "What?" but also "Why?"
It must be functional......
The training is built around the following template:

1) Everyone is with someone – Ball Buddy!
2) Warming up – exercises from DBU Antibulli / Mary Foundation
3) Football training - which means that the most dedicated can potentially become part of HB Køge's setup
4) Systematic conversations that are connected to the bodily experiences the players get in connection with the activity – that something is awkward, challenging, etc....
Topics that we discuss......
"Everything has to be perfect... and then it's good to experience that you survive mud in your hair"

“....You have to have the perfect body, wear the perfect clothes, have good grades - B is fine, A is perfect, but if we get a C or D, we will be sad...." (Caroline, 16 years old)
No likes?
Then you have to act.....
"To use the body and to get a break from having to think all the time....There is just something really cool about feeling your body being used, being strong and being smeared in mud..." (U18 player)
“...It's like my brain is burning ...
”(U9 player)
Your brain is “lazy”......

It would rather have you do what you “usually” do......
“....There are no ties that bind me, or maybe they are just invisible....?????”
What is most important in terms of getting to play at the highest level?
Our "backpack" can have different sizes...
When you grow up in an individualized echochamber, where the backdrop consists of majority misunderstandings, it is important to be a part of groups where you can talk about “important things” that the majority deals with ....
We are trying to find the leaks......
To what extent is it important to you that my child learns skills that he/she is able to use on daily basis (be part of a group, playing with children with other backgrounds etc.)

- I meget høj grad: 27% (14 respondents)
- I høj grad: 54% (28 respondents)
- I noget grad: 15% (8 respondents)
- I lav grad: 0% (0 respondents)
- Slet ikke: 4% (2 respondents)
- Ved ikke: 0% (0 respondents)
To what extent do you experience that your child learn skills that he/she is able to use on daily basis (be part of a group, playing with children with other backgrounds etc.)

- I meget høj grad: 10% (5 respondents)
- I høj grad: 33% (17 respondents)
- I nogen grad: 46% (24 respondents)
- I lav grad: 4% (2 respondents)
- Slet ikke: 4% (2 respondents)
- Ved ikke: 4% (2 respondents)
The challenge is to see leisure time activities as a PRACTICE ARENA with a lot of potential transfer to other life arenas ...
But transfer value does not necessarily arise by itself....

It is the adults who set the FRAMEWORK for the activity, togetherness and conversation.......and its not an easy task!!!
A Question after a training session/game could be....

• We introduced you to new drills....What is your first thought when you have to try something new? Are you thinking "I can't figure that out!" or "No problem"? – and we talk about “fixed or growth mindset”....

• What can be difficult/challenging at school? And how do you deal with it? And how can you use your experiences from soccer in the classroom?

• Etc....
Other good.....
TIME IS UP.