

ADULT TRAINING IN PREVENTION OF PATHOLOGICAL ADDICTIONS IN ADOLESCENCE: AN EC BASED DESIGN EXPERIENCE FOR THE AMBITO SOCIALE 10 FABRIANO

LA FORMAZIONE DEGLI ADULTI PER LA PREVENZIONE DELLE DIPENDENZE PATOLOGICHE NELL'ETA' ADOLESCENZIALE: UN'ESPERIENZA DI PROGETTAZIONE EC BASED PER L'AMBITO TERRITORIALE 10 FABRIANO



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ABSTRACT

In the territory of Ambito Territoriale Sociale 10, comprising the municipalities of Fabriano, Sassoferrato, Cerreto d'Esi, Genga and Serra San Quirico, a training intervention was designed for adults, with particular reference to educators and trainers of sports associations, to enable the promotion of wellbeing and the fight against pathological addiction in adolescence. Specifically, the Department Plans for Prevention, promoted by AST Marche, provided for training interventions to be designed and implemented in the territory under the supervision of the COOSS Marche Social Cooperative.

Nel territorio dell'Ambito Territoriale Sociale 10, comprendente i comuni di Fabriano, Sassoferrato, Cerreto d'Esi, Genga e Serra San Quirico, è stato progettato un intervento di formazione per gli adulti, con particolare riferimento agli educatori ed ai formatori delle associazioni sportive, per permettere la promozione del benessere ed il contrasto delle dipendenze patologiche in età adolescenziale. Nello specifico i Piani di Dipartimento per la Prevenzione, promossi dall'AST Marche, hanno previsto degli interventi di formazione da progettare ed implementare sul territorio con la supervisione della Cooperativa Sociale COOSS Marche.

KEYWORDS

Prevention, adult education, adolescence, EC-based workshop
Prevenzione, formazione degli adulti, adolescenza, laboratorio EC-Based

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Introduction

The present work stems from the need to assess the possible impact of methodologies and activities based on the Embodied Cognitive Science paradigm (Gallese, 2013) with respect to the dynamics of learning, with a view to the integrated management of training groups, in the complexity of the current training, educational and social scenarios with particular reference to training in the field of facilities for disability, marginality and deviance. The educational community operating in this sector must necessarily distinguish itself as a community that learns and reflects on what it has learned: reflection on practices is a determining factor in the elaborations that are generated within the framework of the preparation of a process that wants to be defined as formative (Striano, 2012). Crossing the great sea of the infinite number of training proposals aimed at such contexts proposed by directly or indirectly educational agencies, it is possible to find a sort of gigantic long wave (Frabboni, Pinto Minerva, 2015) in which it is difficult to disentangle oneself. It appears to have been a consolidated practice, on the part of both public and private clients, to adopt pre-packaged packages of activities deemed useful, potentially formative or therapeutic: in this sense, it is necessary to open up reflection on the possibility of constructing interventions targeted with respect to the contexts and calibrated on the real needs and training needs perceived by the end users. A design that can be co-educational, targeted, extended. Co-educational in that it is constructed and informed in the practice of the relationship with all the actors involved on the training scene (Medeghini, Fornasa, 2011). Targeted because derived from observation, contextualised in practice, attentive to the physical and relational environments in which one intervenes, aware of the centrality of the person as a learning body (Gomez F.P., 2015). Extended, as it is open to all and therefore attentive to each one, not as generalised but as generalisable, not referring to individuality but to individualisation, that is to say to the possibility of each one to express him/herself and properly take shape (Gadamer, 1992) as a subject carrying an intrinsic complexity. This perspective is adherent to the proposed Reorganisation of the System for Pathological Addictions implemented by the Marche Region. To this end, we will try to describe an approach to Embodied Cognition Based design based on corporeity and the use of expressive languages, which is flexible and applicable in the most diverse training contexts and which we will call Habilitative Drama Workshop (Habilitative Drama Workshop-HDW) (Cuccaro, Gentilozzi Gomez F.P., 2021). Although distancing itself from theatre therapy, music therapy (Sini, Maurizio, 2019) and other recognised forms of intervention based on artistic languages (Guarino, Lancelotti, 2017), HDW has as

its main objective the discovery of human abilities and an action to promote awareness through embodied action. It is useful to clarify that the conductor of an HDW project does not replace the psychologist, the psychiatrist or the educator but stands as a figure promoting the professional action of the specialists by designing and implementing actions that can enrich reflection and open up new paths and new perspectives of intervention. These experiences, if observed and elaborated, could enable the user to bring the acquired knowledge from the workshop setting to the therapeutic one, the teachers to transfer positive and functional dynamics from the workshop to the didactic contexts, the educators to prepare new tools for the management of working groups in complex contexts. In the year 2023, the Local Health Authority of the Ancona Area Vasta 2, with a view to the integration of the socio-educational services and therefore with the full involvement of the Ambiti Territoriali Sociali, promoted a training course for adults aimed at providing specific skills in the field of preventing the risk of pathological addictions in pre-adolescent and adolescent age (Baiocco, 2005). The construction of these interventions was entrusted, in the area of reference, to the Cooss Marche Social Cooperative, which has been operating for years mainly in the Marche Region but extends its action to different territories in Italy, which also wanted to make use of the scientific and professional support of third-party training organisations.

1. The legal framework of intervention

Before proceeding to the description of the planning processes that were then implemented in the course of the aforementioned year, it is useful to briefly review the reference regulatory framework against which it was possible to build the intervention. In fact, through the Regional Health Plan 2003-2006, the Marche Region manifested its will to identify the instruments useful to guarantee, in the addiction sector, the articulation of proposals and programmes, necessary for the construction of a "health alliance", considering pathological addictions as the result of a complex interweaving of factors individual, biological, psychological, pedagogical, social and cultural, that produce diversified pictures of pathologies (Lugoboni, Zamboni, 2018), never ascribable to simplistic, ideological or moral schemes (DGR 747 DEL 29/06/04). The theme of health promotion, central to regional health planning, requires the redefinition of the asset of the services provided for the promotion of wellbeing and care, considering the local community not so much the recipient as the privileged subject and interlocutor in the definition of the health objectives proper to each territory. Participation and

territoriality are, in this sense, cardinal principles for the promotion of intervention actions. Both at the regional level (with the aim of implementing actions consistent with the mission of the Authority) and at the ambit, inter-ambit and provincial levels with the involvement of the Committee of Mayors and the Ambit Coordinators, various sources of funding are provided. The Region, in its Reorganisation Act on the subject, considers it indispensable to bring together several disciplines, methodologies and organisations, linked to different cultures and operational practices, which recognise themselves in a network of intervention in which different public, private and third sector accredited social subjects have effective equal dignity and can contribute in an integrated manner, starting from different positions and responsibilities, to achieving the health objectives of the population concerned (DGR 747 of 29/06/04). Coordination and integration must be considered as a real added value indispensable to the system's resilience. To this end, the organisation's objective is to create the conditions, starting from the needs of the users and integrating them functionally with the needs of the community, for a change of conceptual, terminological and methodological paradigm, aiming at a system of integrated interventions both upstream and downstream structurally with the involvement of all possible actors under the coordination and direction of the Department with a view to establishing a real Community that Cares (Franchini, 2001). This system, according to the administrator's perspective, will have to possess common methodologies, shared diagnostic and therapeutic procedures, and homogeneous basic tools that can identify it in its way of functioning, leading it towards standardised and therefore defined and recognisable as well as integrated paths. In a context of possible operational fragmentation between services pertaining to different entities, it is necessary to reinforce the construction of a common language between the Services, enabling the real integration of these within an articulated and free system of assistance offers. The System that Cures will have to assume in itself the possibility of referring to plural but shared modalities and procedures, acquiring and making its own the scientific innovations that a recently constituted and multi-disciplinary sector needs in order to give fundamental lymph to the therapeutic and care work.

2. Designing

In accordance with the regulatory, methodological and planning guidelines promoted by the Marche region, in September 2023 agreements were established for the promotion of activities aimed at training adults with a view to the possible

prevention of pathological addictions in pre-adolescent and adolescent age with the first contact between the commissioning and implementing body. In collaboration with the Cooss Marche Design Office, several preliminary meetings were held to define the intervention methods and implement a design that was as shared and adherent to the needs of the territory as possible. Thanks to the planning meetings, it was possible to identify, as an implementation definition, the promotion of training courses open to the educating community with particular reference to adults involved by agencies not directly educational in the area, such as cultural, sports, social promotion associations, etc.. Before proceeding to define the themes that would then be the subject of the intervention, it was deemed appropriate to plan the project phases, which can be summarised as follows:

Phase 1 (from 20 October to 6 November 2023): implementation of actions aimed at surveying training needs by means of an *online questionnaire* for parents and educators/sports coaches/entertainers/teachers, produced with Microsoft Forms and through *interviews* with some significant witnesses (association representatives, operators of services dealing with adolescents, etc.).

Phase 2 (from December to May 2024): starting from the results, implementation of *training initiatives* for parents and/or educators/sports coaches/entertainers/teachers. At the end of the questionnaire surveys, which will subsequently be discussed in the data analysis, it was agreed to define a standard training approach, based on the preparation of training meetings in a frontal setting, lasting at least ninety to one hundred and twenty minutes, with the support of the training contact persons of the clubs and associations participating in the project. The training proposals that emerged, based on the needs expressed, were formalised as follows and subsequently presented to the associations' contact persons:

Proposal A. Children and social media: growing up in the digital age.

Today's world offers an endless array of possibilities. So vast that one can get lost. And that is exactly what happens: facing the delicate phenomenon of the blossoming of human existence, in such a complex world, is a *bewildering* experience. One feels almost carried away by the technology that runs and overtakes us, the silences that grow, the incommunicability (Bruzzone, 2011), the fear of having lost time. In this meeting we will try to focus attention on the phenomenon of the rampant use of digital media by children, analysing its risks and potential, without demonising the tools but trying to provide a "toolbox" that can be used in the event of... educational short circuits.

Proposal B. Being a parent today: the challenge of the interconnected world.

In an increasingly connected, fast-paced and instantaneous society, the role of the parent has become extremely complex. Juggling the vast sea of possibilities offered by today's world becomes an arduous challenge: social and occupational precariousness, protracted adolescence, the relationship with technology, an idea of education that is less and less widespread and increasingly delegated to the figure of the expert solver... who almost never exists. The aim of this meeting is to reflect on the figure of the parent today: what perspectives, what demands and above all what tools do we have to cope with the globalised society (Costantino, Antonio, Ardisson, 2017)?

Proposal C. Relating beings/relationship beings: communicating across generations

Anxiety, panic, social phobia, hikikomori, stress. Words that frighten us. Words that encapsulate worlds. Shadow worlds that today's connected society tends to push away and relegate to the shadows as they emphasise the lack of well-being. But what does wellbeing mean? How do we deal with the shadow that is in each of us? In this meeting we will try to investigate the complex phenomena governing human formation by contrasting the concept of well-being with the concept of wellbeing: how can we recover our relational dimension? How can we effectively relate with ourselves and with the other-us? With the help of techniques and methodologies such as mindfulness (De Simone, 2015), we will try to reconstruct not only our 'cardiac coherence' (Servan-Schreiber, 2019) but also and above all our human coherence as beings who communicate and communicate with each other.

Proposal D. ECS Approach: The Embodied paradigm in motor and sports practice as a complex educational resource

Neuroscience has opened the way to a universe of new awareness. We still know little about how the 'human machine' works, but one thing is certain: body and mind are profoundly united. In this sense, the scientific paradigm of Embodied Cognition tells us a different world (Foglia, Wilson, 2013): in order to grow and learn, it is necessary to experience using the totality of our body. Learning will be truly meaningful when it is experienced integrally, emotionally, physically and rationally. Motor education and didactics must dialogue, just as sporting activity and human training are intimately linked. In this meeting, we will take a closer look at the ECS approach and its many implications in society, school, and sport (Shapiro, Spaulding, 2019).

These four training proposals were presented to local associations. At the end of the second phase, the associations that formally adhered to the proposal were

two: the Associazione Sportiva Dilettantistica Sassoferrato Calcio and the Fabriano Rugby. Once they had received the proposals, the associations asked for the contents to be remodelled, focusing on the emotional, bodily and educational aspects of sporting practice as a possibility of preventing pathological addictions in a workshop key. They also asked for the possibility of conducting these meetings in a manner that would enable them to be enjoyed not only by adults but also in an integrated manner with pre-adolescents and adolescents.

Phase 3: project remodelling on the basis of the needs expressed by the member associations. On the basis of the emerging needs, it was therefore decided to remodel the training approach in several planning meetings shared with the client representatives. In this sense, activities based on the Embodied paradigm such as the enabling drama workshop (HDW) were prepared, in the manner described in the introductory paragraph, lasting 120 minutes, with the possibility of working in an integrated manner with both adults (represented by the parents of the children and young people involved in the association's activities, as well as the coaches and trainers employed by these associations).

Phase 4: Feedback with the client. At the end of the training activities, an interview was administered to the managers of the social cooperative.

2.1 Methodological and operational modalities of the meetings

During the development of the training pathway, it was possible to activate the subject's resources through a metacognitive and cooperative approach (Ellerani, 2013) in a multimodal and multimedia manner, using techniques and methods of a playful approach to corporeity, communication, and relationships. All this, however, cannot disregard a clear elaboration of training objectives (Castoldi, 2009). The design of the objectives is, in fact, a pivotal moment in the drafting of the HDW intervention as they represent the main reasons why the client contacts the trainer (Castagna, 1993). The main objectives with regard to knowledge may be, for example: to broaden and enrich the basic vocabulary; to understand the difference between the various forms of communication; to be able to write a self-reflective text; to grasp the salient points of a communication; to understand information in English, both in written and oral form; to understand deliverables; to function interpersonally; to be self-aware; etc. Once the general objectives have been defined, it is possible to break down the objectives by area of functioning. *Autonomy area: Management of one's own body; management of space and time (respecting work and waiting times); ability to carry out the assigned task independently, through the choice of appropriate tools and*

information; knowing how to assess one's own work correctly and intervene for any corrections; knowing how to interact directly and constructively with the group (support and encouragement, mutual trust, exchange of information, feedback); etc. *Cognitive area*: verbal-motor, visual-auditory integration; verbal-motor, visual-auditory synaesthesia, etc.; ability to personal reworking; argumentative capacity; development of mnemonic and attentive capacities; knowing how to connect the reference vocabulary to real life situations; pertinence in the search for and management of information; ability to plan and organise activities; knowing how to grasp the connections between thoughts and tools available; etc. *Motor area*: Motor coordination skills; following rhythm, consequentiality; coordination in space and time: understanding space and time correctly; managing tasks in established space and time; knowing how to use the body to create and communicate; etc. *Emotional area*: *Knowing how to* recognise one's own emotions; knowing how to manage emotions; knowing how to communicate one's own emotions, both in written and oral form; empathic listening; active listening; knowing how to represent one's own and others' emotions through various forms of expression (with the body, with the voice, with images, with music); etc. *Relational-affective area*: managing conflict; knowing how to recognise the point of view of others; working with others constructively; making decisions within a group; sharing roles and responsibilities fairly; knowing how to interact positively with reference educational figures; etc. As far as the conduct of meetings is concerned, the HDW workshop normally envisages a double conductor. In addition to the pair of conductors, the presence of at least one association operator is envisaged for the entire duration of the course, who will be presented to the group as a participant observer (Semi, 2010). Each meeting has been structured in different stages, the purpose of which is to recreate a circular and hermeneutic (Deiana, 2017) structure of reasoning, starting from a brief introduction in which the topics covered, the working methods and the temporal structure of the intervention are stated. The result is a defined but elastic structure, divided into: Phase 1- work introduction: Activation of prior knowledge, prejudices and stereotypes on the topic to be dealt with and collegial and reasoned analysis. Phase 2- core activity: Participants are offered prompts and games in individual or cooperative form, on the topic dealt with in the introductory phase. Phase 3-sharing of work: Participants represent their work, reporting on the processes that led to the operational choices. Phase 4-feedback and discussion: Participants are invited to give feedback on their own experience, in the first instance, and on the experience and reflections of the participants. Phase 5- synthesis: Participants and conductors are invited to briefly

summarise the meaning of the experience they have just had, reasoning on their own involvement, on the pleasant aspects and on the critical ones, trying to give their own contribution to improve it. Phase 6- Operators' feedback: At the end of each workshop meeting, the operators present met to discuss the main outcomes of the activities.

2.2 Implementation of meetings

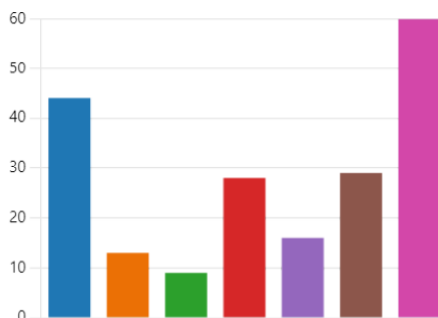
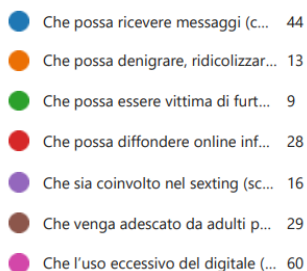
Two meetings were organised for ASD Sassoferrato Calcio, namely: a meeting aimed at trainers and parents of pre-adolescent children with the participation of about 15 adults and 25 children; a meeting aimed at adolescents with the participation of about 20 adults and 20 children. The third meeting, organised with the Fabriano Rugby association, was attended by about 10 adults and 6 children. The meetings were carried out according to the HDW's procedural lines, involving the participants in the general theme of pre-adolescence and adolescence with particular reference to the main communication, affective and relational dynamics that these subjects experience with reference adults. During the two hours of activity, the groups were invited to carry out motor games, role playing, creative writing, then sharing their perception of the experience during the feedback moments envisaged by the HDW lines.

3. Data collection devices

3.1 The preliminary training needs survey questionnaire

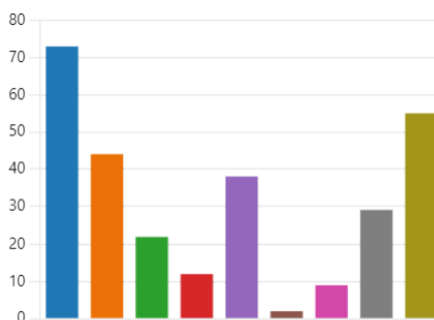
The Training Needs Survey questionnaire involved 172 individuals from the various communities in social sphere ten. The target audience for the survey was parents with children aged 11-18 (middle and high school); sports coaches, association/volunteer leaders, middle and high school teachers, and educational figures dealing with preadolescents and adolescents (11-18 years old). The objective of the questionnaire is to detect perceived training needs with respect to the possible concern of the early onset of pathological addictions with particular reference to technological addictions. Below are some salient representations of the data that emerged:

16. Quale di questi comportamenti la preoccupa o spaventa di più, pensando a suo/a figlio/a? (max 2 risposte)



Graph.1: whose behaviour worries or scares you most when thinking about your son/daughter?

17. Quali di questi argomenti le potrebbero interessare come genitore? (max 3 risposte)



Graph.2: what topic interest you as parent?

3.2 Interview

The interview administered to the planning manager of the social cooperative included the following questions:

From your perspective, how would you describe the ATS in which you operate?

From your perspective, what issues do you report in relation to the ATS in which you operate?

What is your perspective on the subject of preventing pre-adolescent and adolescent distress?

What expectations did you have with regard to the training project built?

What do you think about the fact that it was necessary to reshape the training approach with respect to the needs expressed by the territory?

How do you rate the training experience you have had?

Would it be necessary to repeat this type of experience, perhaps by reflecting on the way feedback is given?

The questions were administered in the form of a written questionnaire, allowing sufficient time for reflection to process the answers.

3.3 Participant Feedback

Sufficient time was set aside in each meeting for the participants to process feedback. This feedback was done in a discursive and narrative manner, focusing on the participants' perceptions of their own involvement in the activities, the appropriateness of the stimuli in relation to their expectations, and the aspects of interest they had found as a result of the activities. At the end of the discursive and free feedback, participants were asked to condense the meaning of the experience into one meaningful word.

4. Considerations on data from questionnaires, interviews, feedback

The data emerging from the questionnaire showed the participation of 172 people, with children between the ages of 11 and 13 for 33.14% of the cases and with children between 14 and 18 for 31.9% of those involved. Most of the subjects live in the municipalities of Fabriano (30.2%) and Sassoferrato (20.9%), while there were considerably fewer adhesions for the municipalities of Cerreto d'Esi (5.8%), Genga (1.7%) and subjects indicating different origins (6.39%). The school most frequently attended by the children of the questionnaire's respondents is the first degree secondary school (34.3%), while the others are enrolled in the Liceo Scientifico (19.7%), Istituto Tecnico Industriale (4.6%), Istituto Tecnico Economico (0.5%), Istituti Professionali (1%), Liceo Artistici (0.5%), Liceo Classico (2.3%), Liceo delle Scienze umane (0.5%), Liceo Linguistico (0.5%) and one unspecified case. Sports activities are practised by the children of 56% of the subjects, while they are not practised by the children of 8.72% of the subjects. Among the most practised sports are football (9.8%), volleyball (9.8%), swimming (6.3%), and athletics (5.8%). Amongst the non-sporting activities practised we find in the majority catechism and Catholic action groups (27.3%), outdoor activities (17.4%), music courses (10.4%). Amongst the interests of children and young

people perceived as relevant by their parents we find outings with friends (34.3%), music (23.25%), sport (35.4%), watching films or TV series (27.3%), reading (12.2%), associationism (8.1%). The environments most often frequented by children and young people are the homes of friends (39.5%), gardens and public parks (29.6%), the gymnasium or sports field (39.5%), the oratory and parish (13.9%), association venues (8.1%), cinemas and theatres (6.35). Contact with new devices, particularly mobile phones, took place, according to parents' indications, between the ages of nine and 11 (34.3%), between the ages of 12 and 14 (27.3%) after the age of 14 (4%) and even in two cases before the age of nine. In the perception of parents, the time spent actively online by their children was less than two hours (26.1%) and between three and five hours (35%). The reasons for buying devices for their children were mainly to be able to communicate in an emergency (48.2%), to be able to communicate with friends (33.7%), to enable them to follow school communications (14.5%), to always know where they are (18.6%), to play games (2.3%), and because all children have one (7.5%). Activities perceived by parents as relevant include using YouTube (35.4%), listening to music (32.5%), communicating with friends (43%), playing online games (20.3%), using social networks (11.6%), and shopping (3.4%). Individuals who filled out the questionnaire say they have access to digital platforms such as Whatsapp (69.1%), Telegram (23.8%), Snapchat (6.3%), YouTube (30.8%), Instagram (40.6%), Tiktok (19.2%), Facebook (30.2%), Pinterest (16.2%), Facetime (2.3%), Skype (4%), online game sites (6.9%). Parents are more concerned about behaviour perceived as dangerous, such as receiving messages containing insults or threats online (25.5%), excessive use of digital content (34.8%), grooming (16.8%), sexting (9.3%), dissemination of pictures or confidential information (16.2%), identity theft (5.2%), anti-social behaviour such as defaming, slandering, ridiculing others (7.5%). According to the findings of the questionnaire, parents would be interested in understanding how to improve communication skills with their children (42.4%), how to recognise and cope with feelings of anxiety, social phobia that may arise (25.5%), understanding the dynamics behind the excessive use of digital media (22%), practical educational tools to be used in the family (32%), better understanding the dynamics of bullying and cyberbullying (16.8%), understanding the triggering dynamics of substance addictions (7%), understanding youth languages (12.8%), knowing and coping with eating disorders (5.2%). The interviewees are school teachers (16.2%), coaches (10.4%), educators (1.7%), voluntary animators (8.7%) and work with adolescents between fourteen and eighteen years old (22.6%) or with pre-adolescents between eleven and thirteen years old (22%), with the majority of their activities taking place in

the municipality of Fabriano (30.8%). From their point of view, the risk behaviours widespread among young people are exclusion of people or groups from their circle (15%), mocking of victims (11.6%), defamation and insult (9.8%), violation of privacy (9.3%), harassment or cyberbullying (7%), sexting (3%). The topics that could be of interest to the subjects with respect to their activities as educator/educator were found to be: improving listening and communication skills (18.6%), recognising the signs and managing risky behaviour of young people (15.7%), understanding youth languages (3%), understanding the dynamics of triggering substance addictions (9.8%), understanding the triggering dynamics of technological and digital addictions (0.5%), understanding the predisposing dynamics of pathological gambling (0.5%), knowing and managing eating disorders, understanding the phenomena of bullying and cyberbullying (5.2%), knowing and being able to make use of pedagogical and didactic intervention tools to be used in their educational and training environments of reference. In relation to the evidence of the questionnaire, the actions to design the training interventions to be carried out were prepared, trying to meet the perceived needs as much as possible. The perception of the main difficulties with the reference age groups of their educational and training actions is complex and articulated, and the various dangers to which adolescents and pre-adolescents are exposed with respect to the possibility of the manifestation of deviant and abusive behaviour are clear. The educators and trainers of the various agencies that are not directly educational can not only be 'sensitive antennas' of the state of the territory with respect to the main problematic conduct, but also, if concretely supported by public and private bodies, essential elements in the perspective of risk prevention interventions. From the interviews, especially with respect to the one administered to the commission, it emerges that there is a growing need on the part of adults for parenting support and accompaniment in educational tasks, the explosion of forms of psychological distress on the part of adults regardless of socio-economic and cultural status. It is noted that young people experience a kind of estrangement from the community scene, without the possibility of organising themselves in appropriate cultural spaces consciously prepared by administrators (*'I believe the key is in offering spaces and opportunities to meet and socialise, express themselves, search for themselves, receive stimuli and models. Young people need to have a voice in the community, feel socially useful, find their place, participate as active citizens. I think they need to be listened to much more and made protagonists of the policies that affect them. They certainly have much more awareness and attention than in the past with respect to their own mental health, but they also have a great fragility and therefore a great need*

to receive support from the adult world'). The need for integrated network interventions is emphasised, avoiding "spot" programming to be defined only with respect to the economic resources available, in order to implement solid, wide-ranging planning and programming (*"With respect to the problems I see in our Ambito, I believe that the limit and the risk is that of proceeding by projects and "spot", without solid, wide-ranging programming - and I believe this is mainly a political problem: services for minors and their families should be rethought with structural and long-term investments, building stable and integrated networks between social, health, school and educational services, so as not to leave families alone in the face of fragility."*). Offering spaces and modalities to be able to express themselves and communicate effectively appears to be the keystone of educational work on the territory, also and above all opening up to co-planning with the territorial actors precisely in view of the present difficulty in involving the realities in conditions of difficulty (*"Obviously greater problems of inclusion for families with social, economic, housing discomfort, and fewer opportunities for wellbeing for their children and young people, who have more difficulty in receiving cultural stimuli, being listened to, being able to express themselves, looking at models different from those of their own daily lives."*). In this sense, the need for a transition from training that was at first outlined as frontal and transmissive, to the adherence to more dynamic and involving training models turned out to be, in the client's view an important element useful in emphasising the need to shift the asset of training interest from the transmission of contents to the need to construct new languages and break down communication barriers, also by using tools that envisage the use of the body and movement as a knowledge device (*"I believe this is a positive aspect of the project, which was born with a sort of call for interested (and interesting, for our purposes) subjects, and with an explicit intention of co-designing in itinere with those who chose to be involved in it. Of course, reality always holds some surprises in store, so that some subjects who were initially very interested then withdrew (Fabriano Islamic Cultural Centre, ASD Calcio Fabriano-Cerreto), while with others we enriched the collaboration by adding unforeseen initiatives (with ASD Sassoferrato-Genga and ASD Fabriano Rugby). And again: a project designed for adults eventually involved (at the request of the associations) adults and children together, creating new formulas."*). Moreover, parents and educators demanded practical tools to be able to intervene, starting from the analysis of real contexts (*'Positive and effective (the project remodelling, n.d.s.) because it was dialogic, open, with great attention to experientiality. We never started from theory but from practice, from the interests and real situations, from the contingent problems of the people*

involved, to then come up with keys to interpret reality and proposals for change'). The creation of a plurality of opportunities for adults to find themselves in order to form themselves and to make community requires the ability to disseminate ideas (*"The image of the seed comes to mind: I believe that seeds have simply been planted, given input with respect to educational styles and practices, which will generate individual and group reflections, and at the same time new training needs and perhaps new ideas from the associations involved, to give life to new projects."*). From the feedback that emerged during the meetings from the operators and the pre-adolescents and adolescents involved, a number of significant words emerged that are worth quoting: *growth, development, rebellion, responsibility, enjoying life, carefreeness, curiosity, change, courage, imitating, maturing, fun, humility, responsibility, inexperience, knowledge, subjectivity, experiences, insecurities, fashion, sport, girls, memories, living, contrast, self-determination, experimenting, group, emerging, sport, union, rules, performance, exposing oneself, protected environments, friendship*. The participants in the training activities, in these words, condense the sense of a dynamic and active learning experience that, according to their expressions, need even more structured paths of accompaniment for both educators and adolescents, in the search for a real language capable of overcoming the generation gap and predisposing the actors involved in the educational scene to a discursive and narrative practice, open to listening and sharing.

5. Conclusions

The integration of the interventions of the social-health services (Ingrosso et al., 2020), as called for by the reorganisation act on the subject promoted by the Marche Region, represents an important act of direction that is increasingly necessary with respect to the territorial realities. In fact, since to operate in the delicate fields of disability, marginality, deviance are professionals belonging to different structures, whether public, private, socio-educational or healthcare, each one with its own specificity and competence, in a regime of high complexity (De Vivo et al. 2018). Communication between services is not always fluid and effective, and it is necessary to promote a planning integration even before an operational one (Goldoni, 2007). The territorial and community reality of the ATS 10 district has allowed us to follow an at least virtuous practice of integration between public bodies and private clients, with a wide predisposition to collaboration, such as to invest the territorial stakeholders such as the associations, up to the target subjects of the intervention, that is, the adults who

in various capacities work with adolescent and pre-adolescent minors, making them a living and active part of the process. It could be very useful, for this type of activity, to implement research devices to bear witness with greater scientific rigour to both the management aspect and the design and operational approach, promoting the establishment of good practices that can be shared and disseminated and, above all, that can be replicated also with a view to rationalising welfare (Donati, 2006). Replicability, in fact, represents a vulnus (at least in the perception of the project commissioners described thus far): continuity of action is perceived as an indispensable value in order to allow for greater rootedness in the community fabric, as well as to allow actions to be able to promote medium-long term effects with the possibility of monitoring and evaluation in itinere. The socio-educational and health system is called upon to act in acute, emergency, critical situations: It is necessary to reflect extensively on the possibility, which already exists, of promoting the processes of prevention (Fagiano, Vigna Taglianti, 2008) and of the culture of well-being in a more orderly and coordinated planning manner, with scientifically validated survey and monitoring systems useful not only to represent the territorial realities but to grasp the constituent aspects in order to better calibrate the interventions with a view to co-planning that can be increasingly co-educational, increasingly targeted, increasingly extensive.

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