

PHYSICAL CONDITION, BREATHING TECHNIQUES AND BODY AUTOBIOGRAPHY FOR RESILIENCE EDUCATION IN UNIVERSITY CONTEXT

FORMA FISICA, TECNICHE DI RESPIRAZIONE E AUTOBIOGRAFIA DEL CORPO PER L'EDUCAZIONE ALLA RESILIENZA NEL CONTESTO UNIVERSITARIO

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ABSTRACT

The construct of resilience is employed as an educational device, in the specific context of higher education, to enable students to acquire the ability to cope with adversity, with a perspective of Lifelong Learning. Resilience education and related skills intercepts the themes of Physical and Body Literacy according to a holistic and integrated approach. Methodologies and tools developed within the Erasmus RESUPERES Project in the areas of Physical condition, breathing techniques and autobiographical methodologies are presented.

Il costrutto di resilienza viene impiegato come strumento educativo, nel contesto specifico dell'istruzione superiore, per consentire agli studenti di acquisire la capacità di affrontare le avversità, in una prospettiva di apprendimento permanente. L'educazione alla resilienza e le competenze correlate intercettano i temi della Physical Literacy e della Body Literacy secondo un approccio olistico e integrato. Vengono presentate metodologie e strumenti sviluppati nell'ambito del Progetto Erasmus RESUPERES nei settori della condizione fisica, delle tecniche di respirazione e delle metodologie autobiografiche.

KEYWORDS

Physical condition, breathing techniques, body autobiography, resilience education

Condizione fisica, tecniche di respirazione, autobiografia del corpo, educazione alla resilienza

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Introduction

Resilience, as the ability to cope with difficult situations, face adversity and develop positively despite difficulties, is a construct that has recently established itself in the field of education and training (Cyrulnik & Malaguti, 2005, Malaguti, 2005, Vaccarelli, 2016) and considered, in this sense, as an "organizing construct of meaning" (Malaguti, 2020), as an ability to face the "challenges of life" (Vaccarelli, 2016) and as an opportunity to "regenerate the community dimension and social and collective empowerment" (Paolozzi & Maddalena, 2023).

As part of the Resuperes project, intervention programs have been identified starting from different disciplines that are not frequently associated in educational and training design and that follow the multifactorial dimension of resilience. In this context, from a holistic perspective, physical and bodily literacy take on a central meaning and the dimension of movement and corporeality is recognized as a categorical pedagogical dimension for learning, training, and self-care. The definition of physical literacy as "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Whitehead, 2013) takes on a pedagogical characteristic with a view to building resilience.

1. A project for education and the promotion of resilience in University contexts: reasons, purposes, tools

The European Project Erasmus + Resuperes 2022-2025 (Resilience in higher education or in the university context: overcoming adversity)² for the KA2 action - Cooperation for innovation and the exchange of good practices, involves 5 European and non-European university institutions, in the common commitment to implement methodologies, interventions, measures and tools to implement resilience in the university population which, especially after the Covid-19 Pandemic, shows an increase in frailty.

This fragility is often caused by endogenous factors — linked to performance standards, family pressures (real or presumed), the climate of competitiveness, changes within organizations characterized by technological progress or regulatory rearrangements — and exogenous factors which, as in the case of the Pandemic, express the uncertainty, emergencies, transitions, sudden and unexpected changes to which we are all subjected.

² Universidad de Granada (Project leader); Universidade do Algarve; Western Norway University of Applied Sciences; University Of Belgrade; Suor Orsola Benincasa University of Naples.

The main objective is to design and evaluate an intervention program in the educational context of higher education to develop the skills related to the construct of resilience such as coping, self-concept, self-esteem, leadership, creativity, etc., through the development of skills in the field of health (body expression, inner gymnastics, mindfulness, yoga, physical education and sports), of the digital and communication world, of the performing and visual arts and of culture, through which to generate resilient models of behavior, as they are considered important areas in the development of this construct (Yuste-Hidalgo et al., 2021). According to Sousa (2021) resilience is a potential present in each of us, but it is differentially determined according to the stages of psychological development, the life cycle and environmental conditions. In this sense, several spheres have been identified that allow the development of resilience (Fig. 1).



Fig. 1 The multifactorial dimension of Resilience

Each of the partner universities has developed and tested a training course linked to the field and disciplinary sector of the degree courses and departments involved in order to include in the teaching activities of the five universities (as specific courses of resilience education and as moments within normal teaching activities) measures to prevent discomfort, to strengthen transversal skills useful for achieving greater well-being, and the possibility of equipping individuals with those personal resources that can be of help both to the achievement of academic goals

and to refine the ability to plan one's own life. The Training Programme has developed 11 modules each with 10 sessions for the Learning+Training Platform divided as follows (Table 1):

Module 1	Physical condition
Module2	Art & Communication
Module 3	Autobiography
Module 4	Inner Gimnastic
Module 5	Canoeing
Module 6	Dance & Corporal Expression
Module 7	Breathing
Module 8	Cultural Heritage Interpretation
Module 9	Music
Module 10	Photography
Module 11	Juggle

Table 1. Resuperes Training Programme

Each of the modules consists of 10 activities aimed at developing not only specific skills related to the disciplinary sectors but macro-skills related to resilience such as: mindfulness, creativity, leadership, teamwork, cultural heritage (Fig.2). These skills have been selected in relation to the specific target, university students, and their specific life context, which is predominantly the university one. Other components of resilience are promoted such as the sense of humor, the locus of control, emotional regulation, appraisal, problem solving, optimism, self-confidence, autonomy, the ability to design and plan, to commit to completing a task, even if simple, to ask for help and to understand and evaluate the resources (internal and external) available.

The modules have been designed from an educational perspective, which means that they are not limited to constituting a program of activities to be carried out and completed in order to obtain an immediate benefit but as paths to be taken to

understand the purposes, dynamics and processes that enable the acquisition of mastery and specific skills both in the areas defined by the single disciplines and in the dimensions related to the development of resilience in the university context.



Fig.2. Resilient Skills in the Resuperes Training Programme

2. The University of Belgrade's intervention program: Breathing, Strenght and Physical Conditioning

Resilience, commonly defined as the ability to adapt positively to change and persist through difficult circumstances, enables individuals to transform challenges into opportunities for personal growth (Sisto et al., 2019). This capacity is particularly valuable for university students, who often face high levels of stress due to demanding academic schedules, personal responsibilities, and the transition into adulthood (Martínez & González, 2022). In Serbia, where students are increasingly burdened by academic and personal pressures, the need for resilience-building initiatives is critical. However, resilience within the context of higher education remains underexplored in the country, leaving a significant gap in resources to help students manage these challenges effectively. Although concepts related to resilience have been examined in fields like economics, engineering, healthcare, and among vulnerable populations, there is limited focus on resilience as a unique

construct within higher education in Serbia. Current research on student well-being has largely emphasized psychological well-being as a broader construct, often overlooking resilience as an independent area of study. In particular, the majority of studies in Serbia focus on children and adolescents, with little attention given to university students, who arguably face complex pressures and would benefit from resilience-centered support programs (Sakač & Marić, 2018; Jovanović et al., 2021; Lietz et al., 2018; Lim et al., 2017).

The COVID-19 pandemic pointed at the vulnerabilities within higher education and accelerated interest in resilience-building initiatives (Lancaster & Callaghan, 2022). The sudden shift to online learning, isolation from peers, and uncertainty about the future created new challenges for students and faculty members, emphasizing the need for resilience strategies within educational institutions (Martínez & González, 2022). In response, projects like DigiPsyRes were developed, aiming to address psychological and digital resilience through innovative approaches like peer networking and social support systems (DigiPsyRes; <https://digipsyres.kg.ac.rs/>). This project is an example of how resilience can be promoted by combining mental health resources with digital literacy to address crises that disrupt academic environments. At the University of Belgrade, similar initiatives were undertaken to support students during the pandemic, such as offering support services like free counseling sessions to help students manage stress and maintain their academic progress despite the pandemic (<https://www.oblakoder.org.rs/psiholosko-savetovaliste-studenata-za-studente>). While these solutions provided an immediate relief to students navigating the pandemic, they were not a long-term solution. This crisis underscored the importance of having sustainable, long-term resilience programs in place to respond to challenges.

To address this, the University of Belgrade took part in the RESUPERES project with the goal of enhancing understanding of resilience and implementing strategies to foster it within Serbian higher education. RESUPERES project specifically aims to make resilience a core element of student development by introducing structured methods for resilience-building. At the University of Belgrade, two key modules have been established under the project to promote resilience among students: a strength and conditioning module, and a structured breathing exercises module. The choice of these two modules is grounded in evidence from existing research on resilience and well-being. Physical activity, including strength and conditioning exercises, has been consistently shown to support psychological resilience (García-Pérez et al, 2024, Rejeski & Mihalko, 2001). Such activities help reduce stress, improve mental clarity, and promote a sense of well-being (Craft & Perna, 2004; Kremer & Williams, 2001). Engaging in regular physical activity is also associated

with enhanced self-efficacy, which is an important component of resilience as it bolsters individuals' confidence in their ability to overcome obstacles (Ozkara et al., 2016). This connection between physical health and resilience is particularly relevant for students, who often experience stress due to the demands of their studies. Furthermore, structured breathing exercises, the second module chosen for the RESUPERES project activities within University of Belgrade, offer additional opportunities to work on building resilience. These exercises are widely recognized for their effectiveness in helping individuals manage anxiety, enhance concentration, and improve overall mental clarity—all of which are vital for students facing academic pressures (Inasaridze, 2021; Brown & Gerbarg, 2009). Research has demonstrated that breathing exercises can positively impact both physiological and psychological well-being, as these techniques not only reduce immediate stress but also support longer-term emotional resilience (Pal et al., 2004; Liang et al., 2023).

Together, these two modules offer a holistic approach to resilience, addressing both physical and mental resilience in an integrated manner. The strength and conditioning module provides a foundation for physical endurance and self-confidence, while the breathing module enhances emotional regulation and mental clarity. By equipping students with practical tools to improve their physical and psychological resilience, the RESUPERES project aims to empower them to face challenges with greater composure and adaptability. Ultimately, this project represents a meaningful step toward cultivating a culture of resilience in Serbian higher education, one that supports students not only academically but also in their personal development

2.1 Strength and Conditioning module

Physical fitness encompasses the body's capacity to carry out physical activities and is commonly evaluated based on components such as cardiovascular endurance, muscle strength, flexibility, and body composition (Gibelli et al., 2024). Participation in physical education and sports during childhood and adolescence plays a critical role in developing physical fitness and establishing lifelong habits that promote a healthy lifestyle (Nguyen & Wu, 2023). These activities are essential for weight management, building strength and endurance, and lowering the risk of chronic illnesses often associated with modern lifestyles (García-Pérez et al, 2024, Rejeski & Mihalko, 2001). Beyond the physical health benefits, regular exercise has also been shown to improve cognitive function, stress-regulation and strengthen

psychological resilience to stress (Craft & Perna, 2004; Kremer & Williams, 2001; Ozkara et al., 2016).

Studies are increasingly focused on the connection between physical activity and resilience, exploring how physical fitness influences one’s capacity to confront and overcome adversities. Activities such as aerobic exercise (Jones et al., 2023), strength training (Taylor and Brown, 2022), and yoga and relaxation training (García-Pérez et al., 2024), have all been connected to improvements in physical and psychological resilience. This relationship between physical activity and resilience is particularly important for university students, who face high academic demands on a daily level. Evidence indicates that structured physical activity programs can meaningfully enhance resilience in college students. For instance, a study by Samsudin et al. (2021) demonstrated that students participating in a 14-day outdoor education camp exhibited increased resilience, underscoring the potential for physical activity-based resilience programs.

In recent years, several intervention programs have been designed to promote resilience and well-being among university students through physical activity (Chen & Zhang, 2024; Johnson & Lee, 2023; Martínez & González, 2023; Nguyen & Thomas, 2022). These initiatives aim not only to improve physical fitness but also to equip students with the coping skills necessary to handle the stresses and challenges of academic life. Findings from these programs suggest that integrating structured physical activities into student life can significantly enhance well-being and the ability to manage academic and personal pressures. Promoting physical activity among university students thus proves to be an effective and valuable strategy for enhancing both their psychological resilience and adaptability to the demands of university life.

The RESUPERES Project activities has leveraged these insights to create a structured program for building resilience among university students and faculty, using physical conditioning as a central component. Although resilience is developed as a broad concept, this intervention specifically combines physical exercising with resilience skills such as Creativity (2 sessions), Mindfulness (2 sessions), Leadership (2 sessions), Teamwork (2 sessions), and Cultural Heritage (2 sessions) across 12 sessions lasting 45-60 minutes each. The overview of the sessions for this module is proposed in Table 2.

Table 2. Overview of the Physical Conditioning module

Session No.	Session Name	Resilience Skills
Session 1	We overcome adversity through Physical Conditioning	Introductory session
Session 2	Mindful Strength Training	Mindfulness
Session 3	Mindful Cardio and Flexibility	Mindfulness
Session 4	Team Building Through Cooperative Challenges	Teamwork
Session 5	Team Endurance And Strategy	Teamwork
Session 6	Movement Exploration	Creativity
Session 7	Obstacle Course and Problem Solving	Creativity
Session 8	Leadership Through Challenge and Endurance	Leadership
Session 9	Communication And Team Dynamics	Leadership
Session 10	World Dance Fitness	Cultural Heritage
Session 11	Cultural Sports and Games	Cultural Heritage
Session 12	Evaluate Your Physical Condition	Evaluation of the module

2.3. Breathing Module

Breathing exercises are foundational in resilience training because of their significant influence on the mind-body connection. These practices are grounded in scientific evidence that shows how breathwork impacts key physiological and psychological systems, such as Autonomic Nervous System (ANS) regulation (Inasaridze, 2021), stress hormone reduction (Pal et al., 2004), mindfulness and present-moment awareness (Brown & Gerbarg, 2009), and enhanced brain function and neuroplasticity (Liang et al., 2023). Furthermore, research confirms the resilience-enhancing benefits of breathwork, demonstrating that these practices can lower stress and anxiety and support cognitive function (Pal et al., 2004; Liang et al., 2023). This is particularly beneficial in higher education, as

students can better manage stress, recover from difficult experiences, and improve their overall well-being through regular breathwork practice.

The Breathing Module was designed with the idea to equip students with specific techniques for stress management, focused attention, and emotional resilience. Through mindful breathing exercises, students can learn to control their physiological responses to stress and build resilience (Inasaridze, 2021; Brown & Gerbarg, 2009). By learning the core principles of mindful breathing and relaxation, the module gives students effective tools for dealing with their day-to-day adversities. The breathing techniques introduced in this module are powerful tools for achieving mental clarity and fostering a stronger connection to the present moment, enabling students to face any challenge with improved calmness and focus.

Similarly to the Physical conditioning module, this module also comprises of 12 sessions which progressively build on foundational breathing techniques to enhance emotional and mental resilience. The outline of the sessions within this module can be found in Table 3.

The module begins with basic mindful breathing exercises (e.g., counting breaths, progressive relaxation and diaphragmatic breathing), and slowly advances to more complex practices (e.g., creative visualization, walking meditation and synchronized group breathing), all aimed at fostering calm, clarity, emotional intelligence, and ultimately- resilience.

Table 3. Overview of the Breathing module

Session No.	Session Name	Resilience Skills
Session 1	Breathe in, begin!	Introductory session
Session 2	Foundations of Mindful Breathing	Mindfulness
Session 3	Deepening Mindfulness and Awareness	Mindfulness
Session 4	Fostering Creativity through Breath	Creativity
Session 5	Breathing for Focus and Clarity	Creativity
Session 6	Connecting with Roots through Breathing	Cultural Heritage
Session 7	Embracing Cultural Stories through Breath	Cultural Heritage
Session 8	Building Leadership through Breathwork	Leadership
Session 9	Enhancing Resilience and Emotional Intelligence	Leadership
Session 10	Breathing for Communication and Empathy	Teamwork
Session 11	Building Teamwork and Problem-Solving with Breath	Teamwork
Session 12	Evaluation of module. What have you learned?	Evaluation of the module

3. Narration and body autobiography to develop resilience

As part of the Resuperes project, the Italian research group selected autobiographical and narrative methodologies as tools for building resilience.

It must at least be remembered that the autobiographical and narrative approach can be preliminarily understood and declined in the first place in the dual sense of qualitative methodology of research and evaluation and of training tool or process; more broadly as a cognitive logic and heuristic model. As a training device it can be aimed at different and multiple functions: as a tool for personal growth and empowerment; as an instrument of self-care; as a path of signification of experience in the perspective of the construction of a horizon of meaning and the

ability to live in a socio-cultural context; as a transversal tool of learning and teaching processes, especially concerning the dimension of the educational relationship and the acquisition of awareness of personal learning dynamics.

As regards the first aspect, related to research and evaluation, qualitative methodologies may help to bring out certain domains of PL such as that relating to social interactions and interactions with the environment as well as highlighting correlations with affective and cognitive domains. Furthermore, one of the most salient aspects of an autobiographical approach to PL is that it is possible to grasp individual elements, thus allowing the individualization of strategies and fostering a motivational climate of mastery that emphasizes self-referential improvement and personal progress as criteria for success (Edwards et al., 2018).

In this direction, it is important to emphasize that in the Resuperes Project, the autobiographical and narrative method, understood as a tool to build resilience from an educational perspective, is not applied as a standalone strategy. Instead, it aims to integrate with other areas, approaches, and methodologies developed by partner universities, to foster transversality, inter- and trans-disciplinarity, and to respect both the ecosystem's multidimensionality (Malaguti, 2020) and the multifactorial nature of resilience.

This premise allows for the paradigmatic assumption of PL as capable of expressing the "interdisciplinary and transversal values" of physical and motor education (Colella, 2018), values that extend far beyond the field of physical and motor education alone, though it must be recognized as knowledge that, in the context of literacy, cannot be disregarded. The Physical Literacy process, in this sense, complements disciplinary foundations by contributing to the learner's educational journey through the development of a "movement vocabulary" (Monacis & Colella, 2019).

According to Gamelli (2011), with the pedagogy of the body, corporeity is recognized as a categorical dimension of pedagogy. This perspective does not limit its study and practice to a specialized discipline but instead presents it as a framework. Through a systemic perspective, this framework encourages reflective and practical approaches to understanding the body as a lens for reinterpreting our thinking and education in a broader sense, offering an opportunity to reformulate educational models. Furthermore, as Gamelli points out, autobiographical and narrative methodologies enable us to experience corporeality beyond the psychomotor stage of childhood. Even in adulthood, they allow to engage actively with their sense of embodiment in ways that go beyond mere physical exercise.

It must be emphasized, without risking to fall into contradiction, keeping firm the premise of transversality with the entire range of activities proposed in the

intervention program of the Resuperes Project, that the choice of a methodology such as narrative and autobiographical cannot be considered, if taken in isolation, completely effective, not escaping the risk of an excess of mentalization in the literacy process.

The correlation between the autobiographical and narrative activities experimented in the phases of the Pilot Study and included in the Learning+Training Platform program are inspired by some implications of the body pedagogy, the autobiography of the body (Demetrio, 2024, Zedda, 2010, 2016, Gamelli, 2011, Gamelli & Mirabelli, 2019) and of the construct of the PL.

The latter, in particular, is interpreted in the intrinsic characteristic of producing *mastery* (Colella, 2018) to make subjects capable and empowered throughout their lives as well as contributing to motor, cognitive and social development (Lubans et al., 2010).

The psycho-bodily aspects related to character, to individual history can trigger processes of self-awareness starting from the perception of one's own body and gestures, configuring themselves as effective methods of self-evaluation and improvement of resilience and relationship with the other (Pocetta, 2014).

In this sense, qualitative narrative tools have been adopted for the evaluation of the activities of both the Learning-Teaching activities of the Pilot Study and the self-training activities provided by the interactive platform.

In the modular pathway consisting of 2 modules each of 10 sessions of activities on the autobiographical method and heritage interpretation and storytelling, the call for physical literacy through the autobiographical and narrative approach is designed to better highlight the relationship between awareness of one's body and movement and the construction of well-being not predominantly as a dimension of physical health but as the development of the ability to express in narrative transposition the perception representation and awareness of one's body, from a capacitating perspective, i.e., as the development of skills that can be acquired and available throughout life.

In general, Key aspects related to autobiographical education and life stories can be highlighted (Sirignano, Maddalena, 2012):

- Facilitates the achievement of cognitive and educational objectives by starting from the enhancement of individual subjectivity;
- Appropriately responds to the procedural and transformative dimension underlying every authentic educational journey;

- Reconnects with the construction of the horizon of meaning within which to place the design dimension of life;
- Allows the acquisition of awareness and the opportunity for re-signification of life paths and events that have characterized and continue to characterize individual lives;
- Prioritizes the understanding of a phenomenon over abstract and quantitative explanation;
- Makes cognitive mechanisms evident and brings to light the "theories" and implicit knowledge that each individual carries, enabling the modification of mental attitudes;
- Aids the individual in identifying the dynamic connections existing between cognitive, affective, moral, and emotional dimensions of knowledge.
- Fosters emancipation by allowing individuals to speak up and assert their existence in the social context;
- Enables the individual to fully constitute themselves, providing them with a narrative in which a bridge can be built between the past and the present, furnishing them with cognitive abilities to design their own future.

In this perspective, embodied autobiography plays a crucial role in a self-formative approach, as it facilitates the analysis of one's own body image and the attribution of meaning to gestures, proxemics, and facial expressions (Petrini, 2023).

Specifically, the proposed modular paths contain two related moments: on the one hand, according to the model developed by Demetrio (1997), they invite the exercise of recalling and remembering (giving voice to memories, recomposing, putting back together what is lost, recalling a circumstance), on the other hand, in the activities dedicated to storytelling, to exercise the imagination to allow the subjects to use the experiential baggage to their disposition in new and emerging situations, in order both to improve the proactive aspect, such as the ability to anticipate problems, and to trace the dimension of meaning and significance within which to place one's past experiences and plan future ones.

In this direction, two macro-areas have been proposed to promote the development of narrative skills:

- The autobiographical narrative, starting from the lived experiences.
- Storytelling, to identify with and imagine possible experiences and scenarios.

With reference to the epistemological postulates of embodied cognition, in the sessions of the two modules "autobiography" and "interpretation and narration of

cultural heritage", part of the activities involved the narration of one's bodily states in relation to emotions, the environment, and challenging activities.

In the various steps for the development of narrative skills, in relation to autobiographical narration, the item was introduced:

Describe body language (what hands do, feet do, sitting, moving, eyebrow position, gaze, micro-expressions how was your breath).

In storytelling activities, it is required to carry out activities (individual and group) in settings that concern specific activities (construction of itineraries, travel, camping, etc.) and the item was introduced:

What kind of physical effort does it require? what motor skills? what obstacles does the environment present? how can they be overcome? What contribution can the characters in the story with their characteristics make or what difficulty can they encounter?

The purpose of the narration of one's own body, here, if it contains functional aspects especially related to coping skills, proposes to go beyond the development of operational and functional skills by placing itself as a path of self-training and self-care by making those who undertake them discover the too often illiterate dimension of corporeality which in many cases is limited to sending undefined and difficult to define signals that show us, firstly, how evanescent the most material, most concrete roots of our being in life are (Demetrio, 2024), thus engaging us in the continuous search for the process of signification of the Ego.

4. Resilience and Cooperation: Interactions of Bodies and Movements

The concept of resilience has been subject to quite a few fluctuations in meaning, sometimes even contradictory, producing a certain ambiguity in the meaning to be attributed to this dimension.

Within the Resuperes Project, the ability to cope with adversity is not conceived as the achievement of a state of impassibility and invulnerability in the face of life's wounds or unforeseen situations.

Elena Malaguti, for example, denies that resilience can coincide with an alleged myth of happiness and invulnerability that risks 'promoting the culture of the strongest over the weakest. Resilience does not coincide,' he writes, 'with the

American dream in which everything is possible: it does not correspond to strength of mind alone, nor to strength of will alone, not even to happiness. An analysis, this, that denies the importance of specific and necessary aids to building resilience' (Malaguti, 2005, p. 54).

From an educational perspective, resilience means the ability to learn from pain, suffering or the challenges that life subjects us to. Which is far more than the myth of perfection from which relationships based on competitiveness are derived.

It is a fundamental emotional and cognitive competence that enables us to learn from difficult experiences and turn them into opportunities for growth. Educating for resilience involves supporting people in developing strategies to face, understand and overcome life's challenges, rather than trying to avoid or hide them. In this context, resilience is profoundly different from the quest for perfection or the competitive mentality that often pervades many educational and work environments. Educational paths based on resilience encourage people to accept mistakes, not as a sign of weakness, but as an opportunity to learn and improve, thus developing confidence in one's own abilities.

These are not educational paths to be taken individually but also require the support of a community: educators, classmates and families can provide the necessary support to those facing difficulties, offering a safe environment where problems can be shared and solutions found. Numerous studies and research have shown that empathic relationships favour the building of resilience much more than competitive and judgmental environments.

In this sense, the project activities aimed at developing the ability to interact with others in a cooperative manner, starting from the assumption that the ability to act appropriately is not something inherent to the individual but develops with experience.

Below are two activities taken from Luperini (2007) which, through the interaction of bodies, were presented at the beginning of the teaching-learning activities to create a collaborative and cooperative group climate (Tab.4).

Games	Aim	Execution	Participants	Evaluation
The Monster	To prompt a group to immediate action, encouraging participants to develop the ability to adapt to one another, finding agreements and solutions	Depending on the instructions received, the group will have to create a monster with an ever-changing number of legs and arms. Participants do not use verbal communication	Group of 5 people	In the final discussion we will try to highlight how the methods of communication have evolved for the creation of the "monster".
Traffic Jam	To pay attention to the space and context in which you are immersed; pay attention to your own and others' movements; communicate through movement.	Arranged in a circle, the participants must reach the other end of the circle in the shortest time possible without colliding with the other players.	From 10 to 30 participants	In the final discussion we will try to highlight how the group managed the difficulty.

Table 4. Preliminary activities for teamwork formation

Conclusions

Following the 'holistic and integrated approach that PL seems to predominantly express, the intersection between different disciplinary fields and between different and multiple methodological approaches —both qualitative and quantitative—appears to be a promising path. Not only is this beneficial operationally, but it also reinforces the recognition of the PL paradigm as a strictly pedagogical domain. Without this, the potential of literacy to serve as a

transformative and empowering tool to support individuals throughout their development across the lifespan would remain hollow. The construct of resilience, understood as a capacity central to the formation of individuals at any age and in a broad sense, serves as an attitudinal metacompetence for “learning to live”. This aligns with the complexity within which PL can be conceived. As an illustration, a methodological approach emerges in which other complex dimensions of education and training—both historically established and emerging—can function as tools. These would allow PL, in its paradigmatic sense, to be integrated into educational interventions through transdisciplinarity and a plurality of approaches and methodologies.

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