

## **PHYSICAL EDUCATION AND SPORT BEYOND THE SCREEN: DIDACTICS AND EXPERIENCES DURING THE COVID-19 LOCKDOWN**

### **L'EDUCAZIONE MOTORIA E SPORTIVA AL DI LA' DELLO SCHERMO: DIDATTICA ED ESPERIENZE DURANTE IL LOCKDOWN DEL COVID-19**

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#### **Abstract**

The following work aims to reflect on the current situation of Didactics and the experiences inherent in motor activity and sport during the COVID-19 pandemic in synergy and collaboration at an international level. This relationship between experts in the Argentine-Italian educational context of motor activities has documented the experiences through the comparison of the different didactic-educational realities. The reflection that emerges on the experiences that characterized this unprecedented historical moment has allowed us to highlight the central role of teaching motor activity and sport beyond screen media education /technologies. We believe in the didactic-educational values of the school, in the pupil-teacher-family relationship, reinventing new communication systems and new distance teaching methods continue to transmit and guarantee not only the very important role of knowledge but also that of experiences with new paradigm.

Il seguente lavoro mira a riflettere sull'attuale situazione della Didattica e delle esperienze inerenti all'attività motoria e sportiva durante la pandemia COVID-19 in sinergia e collaborazione a livello internazionale. Questo rapporto tra gli esperti nel contesto educativo Argentino-Italiano delle attività motorie ha documentato le esperienze attraverso il confronto delle diverse realtà didattico-educative. La riflessione che ne emerge ha caratterizzato questo momento storico senza precedenti, permetto di evidenziare il ruolo centrale dell'insegnamento dell'attività motoria e sportiva oltre gli schemi. Crediamo nei valori didattico-educativi della scuola, nel rapporto alunno-insegnante-famiglia reinventando nuovi sistemi di comunicazione e modalità alternative di didattica a distanza. Continuando così a trasmettere e garantire non solo il ruolo importantissimo delle conoscenze ma anche quello delle esperienze in un nuovo paradigma.

#### **Keywords**

Physical education; Media Education; Lockdown; experiences Italy- Argentina  
Educazione motoria; Media Education; Lockdown; esperienze Italia-Argentina

## 1. Introduction <sup>1</sup>

The COVID-19 pandemic has put the world's population in an unprecedented situation. In the educational sphere, we can think that part of the students had physical and psychological problems, eating disorders, social isolation, anxiety, depression, etc.

Sport and physical education has real value in a very complex context, certainly need thinking on *this subject* differs from the rest (spaces, activities, movement, interaction, materials and equipment) makes it necessary to generate specific processes and procedures that guarantee the well-being of students and teaching staff, minimizing risks.

To date, there are no scientific studies and research to confirm the long-term consequences of pandemics on physical activity and sedentary lifestyle, but there are data on how natural disasters have a negative direct impacts even in the following three years. (Drobnic, Franchek, 2013). Furthermore, science has shown that when children do not go to school (for example on weekends and summer holidays), even when they can be outdoors, they are less physically active, showing more sedentary behaviour with direct consequences on body weight and on cardiorespiratory fitness (Pifarré, Zabala, 2020). To these concepts, we can add that minors under the age of 18 and older adults had the greatest restrictions during the covid-19 pandemic being subjected to permanent confinement in their homes and are still in some regions and provinces (June / 2020).

In addition to the need to increase physical activity levels in the child and youth population, we must not forget that UNESCO Quality Physical Education (QPE) is a fundamental right that brings benefits to individuals, families, communities and society in general, plays an important role in developing basic motor skills, well-being and physical abilities; improves mental health and psychological skills; increases social skills; contributes to the prevention and rehabilitation of various forms of addictions, crime, exploitation or poverty; and it can offer important health, social and economic benefits (Pedersen, Saltin, 2015).

## 2. Readjust teaching in the very first emergency phase: motor and sports education from home

At the beginning of the dramatic “lockdown”, it became clear right away that distance learning would be an emergency. In a short space of time it was necessary to reset the way of doing school from scratch without being physically present.

“The certainly immediate problem was the management of distance learning, for the which the Italian School was unprepared. Despite the presence in schools for years of “digital teams” of teaching animators through new technologies, the Italian school and its teachers have never been specifically trained for this type of teaching relationship, which requires not only the use of telematic technologies, but also the ability to structure disciplinary contents and learning / teaching relationships differently “(Nasti, 2020, p. 196).

Teachers, pupils and parents had to go on learning by “trial and error”, with the limits of the devices and the connection. However, it was clear that “emergency” distance teaching was not an option, but the only way to cope with a dramatic situation, allowing the regain of the educational path without jeopardizing the life and health of teachers and students. Online teach-

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<sup>1</sup> The article is the result of a collective work of the authors, the specific contribution of which is to be referred to as follows:

D. C. edited paragraphs n. 2, 3, 4, 10

F. C. edited paragraphs n. 5, 9

R. A. S. edited paragraphs n. 1, 8

S. S. edited paragraphs n. 6, 7

All authors discussed the results and contributed to the final manuscript.

ing proposals cannot be defined as a school even not can they completely replace traditional teaching, the emergency has made everyone aware of the opportunity to use online teaching, but we will never be able to imagine it as the only way, not certainly in the motor and relational components, skills and social. Education therefore tends to develop all man's potential, in the sense that "man in evolution can only be defined in a social context that allows him to assert himself as a person. Wanting to develop one or several personality traits in itself therefore has no human meaning, no more in the intellectual field than in the bodily one. It is in the relationship and communication with the other that man realizes himself. [...] Educating a man as a social being means going beyond the simple adaptation to this society, it means making him capable of overcoming the social changes that necessarily derive from the evolution of men's relationships with each other" (Le Boulch, 1971, p. 58). Communication understood as interpersonal relationships, friendship and relationship life through physical closeness and tone of voice (Casolo, 2002, 2011).

On this topic we will face the different nuances regarding online learning, without underestimating the sentiment of teachers and pupils towards digital teaching which has impetuously appeared on the school scene above and beyond.

The reflection to be done, in the perspective of training digital teaching, for the use of Media Education, is total. In other words, it is a question of leaving behind a perspective in which the problem was to understand what to put in the toolbox of the new trainer. "On the new toolbox of the media educator it says: Trainer kit. This kit has to include" (Rivoltella P. C., 2017, p. 75):

context reading methods; skills related to the planning of the training intervention; classroom and group management techniques; skills related to knowledge of virtual learning environments and applications; tutoring, supervision, evaluation skills; knowledge of languages and media processes; teaching methodologies and practices.

This knowledge confirms the idea of a complex professional capable of "combining transversal roles and skills with the cultural and imperative values of modern society" (Morcellini, 2004, p. 126). This professional will develop a capacity of meta-competences able to offer interventions that respond to new challenges such as an ethically inspired matrix which strengthens the professional identity but above all predisposes to the resolution of problems of moral, social and ethical position useful for the autonomy of the learner.

The "lockdown" effect has altered all the educational successes expected for students and motor, physical and sports education has been one of the most affected disciplines in particular in primary school. In such an exceptional situation there were clearly no alternatives to contrast exclusively the negative effects such as, for example no chance, immobility, inactivity that would have been even worse and harbinger of aftermath and nefarious or indelible signs.

### **3. Pros and cons of distance learning, first observations in Italy**

As we have already said, despite its limitations, distance learning was the only teaching possible in times of pandemic from Covid. There are certainly positive elements to point in the opportunity that in the future, perhaps with greater preparation, with suitable and better organized schemes and programs, teaching could be implemented in the traditional school by exploiting elements acquired from this type of experience.

On a didactic, pedagogical and sociological level, the virtual learning may unfortunately have increased educational and social inequalities, starting for example from the type of device (PC, tablet, smartphone) and internet connection available for the students (some internet providers do not even reach some areas of the Italian territory); online learning activities and with

digital devices of the assigned tasks (in some moments the families were flooded with tasks and activities to be done); favors or not students with greater financial, cultural and digital skills in the family; to date, unfortunately, without any institutional intervention the virtual learning strongly influences the democratic sense and inclusive nature of the Italian public school all for.

Some complications have emerged due to the non-diffusion of broadband in Italy, we can also argue that it was a contingent situation to ensure the right to study exceptionally, however it can be integrated to expand the traditional school.

On the other hand, in some situations of social degradation it was the only occasion for socialization and relationships between peers and families who through the digital tools were able to support and support each other.

The critical issue was represented by significant risks to the privacy and online safety of minors, especially when the lessons were held without the supervision of the parents or reference adults. Another critical aspect encountered is given by the remote recordings of each video call without any control on the use of images that portray the private space of children and families such as the home, bedrooms and domestic spaces. Having so much internet access has often led children to use it to play late into the night and connect to any kind of web pages, often for non-educational purposes.

This is because, as in all activities, if something is brought to excess it can have negative repercussions, for example it has generated effort and discontent among students and families for excessive exposure to video display terminals. Students were in front of video lessons daily for several hours a day, at this amount of hours must be added other hours on screens with other connection tools between students such as Google Classroom and the use of screens such as Smartphones, video games and watching movies and cartoons.

As the technology journalist Nellie Bowles decreed in the New York Times on March 31, 2020, which by now “the screen has won”, Smartphones, iPads, consoles, PCs and whatever else have become tools in our daily life, for certain essential points of view and indispensable not only for didactic and communication activities but also for work.

All this actually go beyond the limits recommended by the OMS and that is not to spend more than about 2 hours in front of the screens between the ages of 6 and 11, while under 6 years the pediatric recommendations is to use digital devices only sporadically.

In several studies, the compulsive use of the Internet is analyzed by comparing it with self-esteem (Donald, Ciarrochi, Partker, 2019) in fact, it refers to the compulsive and excessive use of the generalized Internet, interpreting it as a use that is not related to a particular Internet-based action or technological application but which, if not moderate and controlled, can cause addiction and other pathologies.

This can for example be strongly connected to interpersonal exchanges and the excessive use of the Internet to seek social contact, friendships and strengthening, instead of face-to-face contact with peers and others.

In fact, numerous studies have shown that there are several references connected to the propagation of the Internet and social media. On the one hand there is an improvement and a strengthening if we can say so in terms of the well-being of young people with respect to the maintenance and expansion of existing friendships (Huang 2010), on the other there is clear evidence that excessive and immoderate use of the Internet can trigger or amplify of harmful behaviors and attitudes among young people (Piceci 2019; Ciarrochi et al., 2016).

#### **4. Return to normal between old roles and new motor and sport skills**

The latest update of the Dpcm decree provides that “For physical education activities, if carried out indoors, adequate ventilation must be guaranteed and an interpersonal spacing of at least 2 meters, (disciplined in Annex 17 of the DPCM 17 May 2020 Italy) continues by declar-

ing, team games and group sports are not recommended in the early reopening of schools, while individual physical activities that allow for physical distancing are to be preferred”.

Renewed teaching, for a new normal, maintaining a critical but focused gaze on the positive attitude naturally aimed at the well-being of the pupil, in a new rediscovery of oneself and one's body.

According to the World Health Organization (WHO), the recommended daily physical activity levels for different age groups are as follows:

Babies (up to 1 year): they should be physically active several times during the day, taking advantage of the various waking occasions, for example through interactive games on rugs. Infants, who still have reduced mobility, can be placed in a prone position, that is, on their stomach, several times a day for about 30 minutes in total.

Children 1-2 years: at least 180 minutes should pass in different types of physical activity of intensity, from moderate to vigorous, during the day and 11-14 hours of total sleep.

Children 3-4 years: at least 180 minutes should spend in different types of physical activity, of which at least 60 minutes of moderate to vigorous intensity activity, during the day and 10-13 hours of total sleep.

Children 5-11 years: they should carry out at least 60 minutes of moderate to vigorous physical activity every day, which should include activities to strengthen the musculoskeletal system at least 3 times a week.

Some didactic-educational characteristics of the game and sport will be presented below, with a series of elements that can be used as a starting point for both the class and individuals.

Educate to respect the environment and learn about nature and physical laws; recognize the value and respect the natural environment.

Multidisciplinary elements: spatial and geometrical knowledge; historical knowledge of games and sport; language skills; arithmetic knowledge; analysis skills; scientific knowledge of the gaming environment; knowledge of the characteristics of the materials used; knowledge of mechanics; geographic knowledge; knowledge of bio-mechanical laws; artistic knowledge.

Education of multiple intelligences forms: Bodily-kinesthetic; Visual-spatial; naturalistic; intrapersonal; interpersonal; Verbal-linguistic; existential; logical-mathematical; Musical-rhythmic and harmonic.

Education of perceptual systems: sight; proprioception; touch; hearing; smell.

It will be necessary to share, collaborate, create a new educative community in synergy between the institutions and the family for the ultimate good of the pupils. These measures represent the beginning of a gradual, new way of returning to normal.

Therefore it will be necessary to implement extraordinary measures of organization of spaces and times (distancing, new spaces, outdoor teaching etc.) aimed at ensuring the physical presence for the performance of the activities of teachers and students. Even if the situation is still uncertain, it is our task to ensure the right to education enshrined in the Italian Constitution, for a school community that aims at the well-being and health of young people, the future is in our hands.

In the face of the new directives, there is no doubt and perhaps also a good opportunity that will need to be reappropriated by motor, physical and sports education in a new guise. Although it may seem obvious to reiterate it, in the literature there are many studies that affirm the importance of adequate motor activity in the period of developmental age proposed by specialist teachers, for example in the context of school. “The effects of this constant, routine practice aimed at all children can be traced back to three main areas: that aimed at preventing some pathological situations that are particularly recurrent today, a second that examines the child's state of form and well-being and finally the one that studies the contribution of movement in the process of maturation of the cognitive system with its implications for school learning and self-control” (Casolo, Coco, 2019, p.38).

This is why, in view of this, at the reopening of the school year, it will be necessary to consider it appropriate to fill and resolve the difficulties encountered and encountered during the

“lockdown” period, analyzing what has happened and planning specific interventions to ensure a real recovery and continuity.

According to Margiotta (2007), the professional profile of the future teacher to be trained is equivalent simply to defining the “quality of the teacher”, and that this space develops through the following dimensions:

Knowledge and mastery of the specific methodological and epistemological knowledge and content of the related programs;

Knowledge and mastery of the principles and methodologies of development of the training curriculum, and ability to govern it in relation to the development of personalities and talents in the students;

Didactic competences, i.e. relating to the mastery of a repertoire of didactic strategies and to the ability to apply them in coherence with the reference curriculum;

Ability to reflect and self-criticize, taken as a distinctive feature of the teacher’s cooperative work. For the future motor education teacher, one could think of a vocational training course oriented to the acquisition of knowledge, teaching skills and competences in four areas, all important and indispensable. For the moment, it is enough for us to start a reflection on the importance of (Casolo, Coco, 2019, p.42):

a) Master the knowledge related to neuroscience, to motor, cognitive, relational and emotional development that connotes the developmental age, to the forms of general teaching and special pedagogy, to motor activities for the developmental age (forms of movement);

b) Acquire the ability to use and transfer theoretical knowledge to applied teaching strategies to arrive at declining the motor learning paths to adapt to age, gender, environments and available equipment;

c) Knowing how to program and integrate traditional teaching forms with innovative teaching and experimentation (neuro-teaching);

d) Knowing how to communicate effectively both verbally and non-verbally and to adequately motivate their students.

## **5. Reflect on virtual learning, physical and sports education.**

Unfortunately or fortunately after these closing months there has been a strong rejection towards the practice of virtual education by students and families who show the strong need to regain a social and a relationship in the presence of both the school and friends community.

The choice is not justified but now in many classes and schools it has been decided autonomously to create moments of physical encounter at the end of the school year, naturally following all the health regulations in force, unfortunately albeit with a certain level of epidemiological risk since not there is at the moment the absolute certainty of the eradication of the virus, the desire and the need to maintain a continuity of the human relationship with the class group and with their companions is very strong.

For the next school year 2020-2021 we hope that the Covid-19 alarm will finish but it is possible that distance learning should still be used, perhaps alongside that in attendance.

We will not have to be unprepared, but to program both the tools (devices and connection) and especially the teacher training and students for basic computer literacy for all. Of course a question arises... is something being done about it?

The educational relationship is interpersonal, it means between two people, in which the student recognizes the teacher not only as one who dispenses knowledge and experience, but as an example of reference of humanity. It is the relationship with a person that leads you to understand its charm and to follow it. What fascinates each child and can help them grow are faces that treat them differently, in the center, in such a way that they feel affirmed and esteemed for what they are, taken seriously and trusted in their potential. times still to be expressed (Coco, D., 2014).

Technologies cannot and must not replace teachers, who are fundamental in educating free and responsible people, men and women who are going to face the future tomorrow with criticality and hope. Through making yourself available to others and listening, in a close and lived human relationship, it will be possible to start a fruitful dialogue that gradually “becomes a path, made of encounters and insights, adjustments and progressive clarifications, becomes tenacity and patience, succession of appointments and references” (Monaco, Pappalardo, 2008, p. 23).

There is a consideration about the parents task, that is, the fact that the students adhere to the lessons from home, has realistically expanded the role of the parents, as facilitators of distance learning, who must first of all:

Fix and organize the device and the connection; for younger pupils and many times not only for them, provide technical assistance for the connection; understand that their role must not transcend the right limit which is often difficult to understand, that is, it must be placed at the service of the growing autonomy of the child and not replace him / her fearing failure or unguaranteed results. There are situations in which parents indicate to children the solutions of tests, homework, in their place, which eavesdrop or obstruct lessons, must be loyally signaled and opposed. Therefore the role of the teacher is and will be fundamental also in the future. In fact, as Lipoma and Sgrò (2019) say, we are firmly convinced that the teaching models of Physical Education, especially in primary school, must bring the playful dimension back to the center of learning processes, trying, as far as possible, to combine this aspect with the achievement of the specific objectives described in the National Indications.

Therefore, “it is considered appropriate to underline that many of the teaching methods used in the hours of Physical Education, even in primary school, have a purely directive style, with the teacher at the center of the teaching-learning process. This, in particular, happens in all those didactic situations in which the teacher of Physical Education articulates his training proposal in a strictly technical-training key and on physical enhancement and / or on exasperating technical exercises” (Lipoma and Sgrò, 2019, p. 198).

## **6. Contexts and practical solutions in the motor field**

The period of medical emergency declared during the Covid-19 pandemic (December 2019) which initially affected Asia and Europe and subsequently present in most of the western world, resulted in a series of urgent decree-law measures, applicable on the entire national territory with some important changes of high impact for the population, the imprisonment of children and adults of all age groups in their homes, to contain the epidemic, the suspension of educational services for children, educational activities in the schools of all levels, the frequency of school and higher education activities, as well as any kind of physical or sports activity outdoors or in gyms, swimming pools or sports centers.

Prohibition to all natural persons to move or move by means of public transport, sudden changes in the rhythm of life of citizens, due to the suspension of school activities in attendance, as well as sports, work and leisure activities with practically a the only possible choice to be able to continue with one’s duties by implementing the use of all kinds of distance learning solution whit online platforms.

In this context, the perspectives and characteristics of the motor and sports disciplines, both at school, promotional, competitive, recreational and therapeutic levels, have been seriously compromised. Physical education teachers and sports experts had to reinvented, adapted and implemented in a very short time new communication systems and new teaching methods to continue training users of every reality and of every age group.

From what has been highlighted, the task of the physical and motor expert in finding practical and specific solutions to continue to transmit motor skill knowledge in a context of reduced student-teacher interaction has presented itself as a real challenge. “To solve our challenges with creativity we must be careful of what we have before us and develop the ability to focus on the goal” (Bachrach, 2016, p.137).

## 7. The role of the motor expert on the other side of the screen

“The oldest, but still more used by coaches, method of evaluation is that of observing the athlete while performing technical gestures or those of physical preparation” (Mantovani, 2018, p. 253). On the other side of the screen, the task of the physical education and motor experts was carried on in the following ways: in the first days / weeks, monitoring via telephone calls, with the passing of the first weeks, training was started via sheet exercise, motor and cognitive challenges to do and forward to coaches / teachers with recorded messages and videos sent to children / teenagers / adults or uploaded on channels such as youtube, through weekly or bi / three-weekly video lessons of different duration based on the age and level of the pupils, most of the times the presence of an adult was required to manage the connections on the numerous online platforms available for a fee or no charge.

The concern shared between sport experts, parents and managers was undoubtedly the numerous hours that children and teenagers spent in front of the screens.

“Creative thinking means thinking productively. Faced with a problem, instead of immediately looking through what we have learned in the past for what can be useful for the solution, we must first ask ourselves from how many points of view we can examine it, in how many ways we can analyze it and finally solve it “ (Bachrach, 2016, p.29).

The common denominator widely shared among the motor experts interviewed both in Argentina and in Italy was that a positive and a proactive attitude to continue to motivate the participants even during the difficult and based on the strong conviction of the educational value of motor activities and pupil-teacher-families relationships as well as teachers-teachers to face an unprecedented historical period changes by creating highly innovative moments, teaching methods and communication systems, revolutionizing and transforming but certainly sharing an enriching experience.

## 8. Experiences related to motor activities in Argentina

Despite the above, we have collected the testimonies of the professional actors who currently give virtual lessons and training sessions through a some questions, followed by the collection of the answers of the questionnaire on the experiences lived.

*Experience questionnaire Prof. P. C.*

Q1 What teaching resources are you using to teach in this lockdown phase due to covid19?

Video conferencing platforms, in particular Meet in all groups, I also use short videos recorded and edited with an active proposal. I also use the Kahoot! for quizzes on knowledge and topics on football. Our Club has opened several spaces on Facebook by discipline and “live” lessons are also offered. For the school curricular lessons of the motor sciences subject, the teachers of the physical education lessons load contents on Padlet with the educational application on the net and the previously recorded lessons are shared with the students.

How do you manage the limitations of infrastructure, equipment and teaching materials?

I adapt the lessons and proposals to the possible “common” spaces where they use the least number of elements possible and in a small space, taking into account the fact that many live in apartments.

What advantages and disadvantages have you been able to observe?

Advantages: specific to impart this type of online lessons, very few, perhaps a new way of relating through a virtual tool. Disadvantages: the relationship and the reference of the immediacy of the presence, the strangeness of a different rapport, the depth and variety of the practical work proposed or to be proposed, is lost.

What reflection deserves the opportunity to continue with post-pandemic virtuality?

It would not seem illogical to me and it seems right to the extent that virtual or remote ed-



ucation is considered as a method of “support” for the frontal lessons whose teaching must be adapted.

*Q2 Experience questionnaire Prof. D. V. R.*

What teaching resources are you using to teach during this lockdown because of covid19?

In formal education I use different virtual platforms (moodle, meet, zoom), e-mail and even WhatsApp to interact with my students for theoretical and practical lessons, uploading material and open lessons with experts in different subjects who were inside of my planning, in addition to interviews with students on the topics covered during the lessons. For sport training activities, I made video recordings adapted and uploaded on social networks, for the sports clubs in which I work as a personal trainer, I use the zoom platform for practical online lessons.

How do you manage the limitations of infrastructure, equipment and teaching materials?

In practical lessons, I take into consideration the person and his environment, taking into account that they do not have adequate tools and space to do what I would like to propose. So I adapt to their limitations, resources, materials and needs in order to be able to face, plan and therefore give a real and concrete goal.

What advantages and disadvantages have you been able to observe?

Advantages: on a personal level I don't have to set alarms as early as before for morning lessons, on an economic level I don't have long trips for every job. Disadvantages: I don't like teach *through* online *teaching*, interaction and real experience are not at all overcome by virtuality.

What reflection deserves the opportunity to continue with post-pandemic virtuality?

Unfortunately, I only adapted for reasons of force majeure (pandemic) and I took advantage of the available resources of technology to continue working and try to give my best, on an educational and motor level. This leads me to think that technological resources could not yet overcome interpersonal relationships and that I would use them as an additional resource only in case of need in the future.

At the end of the testimonies we can find in most of the answers, highlighted by the practical experiences gathered between the physical education and sport experts, there are common points, advantages and disadvantages, despite the different ages, contexts and activities of the interviewees.

This small contribution is believed to be only the tip of the iceberg is therefore a must, continue to study the effects of lockdowns in different countries for such long periods, the current pandemic is an unprecedented historical moment (in Argentina, in the current lockdown now for more than 100 days). At times like these, isolation undoubtedly leads to an increase in the sedentary lifestyle, states of anxiety, eating disorders, increased alcohol consumption and discontinuation of drugs for chronic diseases.

Recommended social isolation measures reduce the spread of the virus, but health should not be overlooked. A structured exercise program will help reduce the cardiovascular complications of lockdown and strengthen the immune system's response to the COVID-19 pandemic.

The lockdown situation could offer the opportunity to perform a targeted exercise program based on each person's age and condition. It offers the opportunity to strengthen the immune system against the risk of COVID-19 infection and provide a decrease in progression to severe forms of the disease beyond the patient's age and previous health.

## **9. Conclusions**

Finally, motor and sport activity at school has always been constituted by the relational element between student and teacher within the class group.

The greatest challenge for physical education and sport experts at the time of the coronavirus is precisely to appropriate of the private spaces, each in their own homes and with the

means available, to adapt them to new needs. Despite the commitment, the constancy and the use of often imaginative methodologies and ingenious ideas of the teachers, this challenge immediately appeared very difficult.

The multidimensional and praxic, educational and curricular characteristics of motor and sports disciplines, presented in an exclusively online reductive mode, were only an emergency solution, which has been perfected more and more for the educational teaching purpose.

The reformulation of the objectives among experts was the starting point for the success of the activities proposed during the online lessons in the lockdown period, no longer focused on physical performance, on calendars, championships and deadlines but with the aim of giving solutions / answers and leave the mark of a positive experience of motor activity by continuing to keep high the motivation of each individual from the youngest to the oldest.

Therefore, it was necessary to adapt the programs and contents to be followed during the months in social isolation, offering the opportunity to improve the health of citizens and creating healthy habits, in exercise, nutrition and sleep, which will also bring possible benefits at the end of the lockdown to improve the quality of life.

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