

## **SCHOOL, MOTOR ACTIVITY AND DISABILITY: ENHANCING DIVERSITY**

### **SCUOLA, ATTIVITÀ MOTORIA E DISABILITÀ: VALORIZZARE LA DIVERSITÀ**

**Antonio Ascione<sup>1</sup>**

University of Bari "Aldo Moro"

[antonio.ascione@uniba.it](mailto:antonio.ascione@uniba.it)

#### **Abstract**

The school must lead the learner towards society, so the former must necessarily adapt to the continuous changes of the latter and find the appropriate teaching methodologies to be applied so that learners can feel adequate and valued.

Among the many school disciplines, surely the motor activity is able to provide educational proposals that can both simplify the learning process and encourage the full inclusion of each pupil. It also promotes the knowledge of values such as socialization, empathy, acceptance of oneself and others.

This contribution aims to show the inclusive value of motor activity in schools, and how this can deeply value diversity (to be understood as an added value) and therefore the degree of acceptance of the same.

La scuola deve condurre il discente verso la società, per cui la prima deve necessariamente adeguarsi alle continue mutazioni della seconda e trovare le opportune metodologie didattiche da applicare affinché i discenti possano sentirsi adeguati e valorizzati.

Fra le tante discipline scolastiche, sicuramente l'attività motoria riesce a fornire delle proposte didattiche in grado sia di semplificare il processo di apprendimento che favorire la piena inclusione scolastica di ciascun alunno, favorendo quindi anche la conoscenza di valori come la socializzazione, l'empatia, l'accettazione di sé stessi e degli altri.

Questo contributo vuole mettere in mostra il valore inclusivo dell'attività motoria in ambito scolastico, e come questa possa profondamente valorizzare la diversità (da intendere come un valore aggiunto) e quindi il grado di accoglienza ed accettazione della stessa.

#### **Keywords**

Motor Activity, Inclusion, School.  
Attività Motoria, Inclusione, Scuola.

#### **1. Motor Activity and Sociability**

Over the years the motor activity has expressed all its potential in any educational - educational context. It has amply demonstrated that thanks to the movement and the game

---

<sup>1</sup> Author of Paragraphs n. 1 – n. 2 – n. 3 – n. 4 – n. 5 and Conclusions

✉ Corresponding author: [antonio.ascione@uniba.it](mailto:antonio.ascione@uniba.it)

always present in it, it can improve not only the physical appearance of the person but also and above all values such as socialization, relationship, emotions and communication (Casolo, 2016). In this way it is possible to create a sort of "motor education" able to model the learner along his educational path.. The body then becomes the instrument through which it is possible to relate the mind to the external environment, thus becoming an educational and educational means (Federici et al., 2008). Through the body and the movements it performs it is possible to relate to others and then communicate using a form of non-verbal language. In this regard, prossemic is that part of semiology that studies the meaning of man's social behaviour, in particular from the distance that he places between himself and others. So it defines the way to pose and organize it in space, demonstrating how already only with the posture or the distance that two people put between them are already in a phase of relationship (Sgambelluri, 2017). Motor activity becomes an added value in any context it operates, thanks to this ability to exploit body language and break any perplexity in favor of the mutual relationship (De Angelis, Botes, 2016). It can be defined as a natural expedient to promote socialization, thus favoring identification with oneself and with the group. With the body the child - pupil - adult makes continuous experiences with everything that surrounds him, and the movement is an integral part, so the motor activity becomes the educational means par excellence as it adds another aspect: the game, thus managing to simplify the socialization process (Blezza, Gily, 2017). Knowing and being aware of one's own body means being able to improve the moment of socialization and at the same time acquire more relational skills (Sibilio, 2005). The relationship body - external world is then supported by movement, so the motor experience is continuously able to enhance the social axis, becoming an absolute value for the relational process. This connection between socialization and motor activity inevitably creates a relationship capable of generating a form of connection that is continually updated by innovative proposals (Simonetti, 2016). Already with children it is possible to observe how the phenomenon of socialization and communication occurs with play. Moreover, with the movement they increase and improve the awareness of their body, and in so doing they are able to improve their motor gestures. This increased awareness is certainly mediated by the mind-body relationship, which is responsible for the connection with the external environment. In schools, physical activity must be understood as a tool with great socializing value, able to counteract any difficulties of socialization. It must be used for its transversal educational skills, among which surely there is socialization, thus improving the interpersonal and intrapersonal relational axis (Cunti, Bellantonio, 2019). Therefore physical activity must be thought and studied as a means with great potential as regards the aspect of socialization, and not as any discipline, thus becoming an essential factor especially in the age of development, as a child in comparison to an adult person, communicates and explores frequently using his own body. Therefore the body becomes a tool to socialize with the group of peers and not, and the motor activity becomes a moment of play and fun, and at the same time of perception and action, that is, it is the place and instrument in which the sensory and motor stimulations capable of generating sociality take place (Rosa, De Vita, 2018). The experience and the emotions deriving from the motor activity mean that the learner or the child can socialize with greater simplicity and without any anxiety from the cognitive point of view. In this perspective, the perception of the external world is of fundamental importance because it is experience and is able to positively or negatively influence the

degree of sociality of the person concerned. Moreover, the body, to be understood as a tool of connection between oneself and others, becomes the connection par excellence, and it is for this reason that motor activity must be used as a transversal educational means par excellence (Altomari et al., 2020). The motor experience becomes a moment of learning in the formative processes of the person, in which you have the opportunity to dialogue and confront yourself with yourself and others, thus succeeding not only to engage more but also to socialize. Carrying out a physical activity means continually enriching one's educational background, which entails both an improvement of one's personal autonomy and a strengthening of inclusion. Therefore all are welcome and are part of the group and at the same time all communicate, relate and socialize with others (Meli, 2020). In this perspective, the didactic-pedagogical perspective of motor activity aims to educate the movement and at the same time to educate through movement. This shows that the movement is central from the point of view of bodily experience, while demonstrating how the game is a necessary component in the process of formation and socialization of the person. The function of the body and movement for the socio-relational axis allows the action and the interaction with the other and at the same time to acquire values that can be spent for themselves and for each one (Vezzali et al., 2021). These innovative educational proposals allow us to assume greater awareness of our own body, in which the concept of corporeity, to be understood as a relationship - collaboration between mind and body, dominates, and the movement generated by motor activity, becomes the necessary vehicle to lead to a knowledge of one's own identity (Giansanti, 2015). In a delicate moment like this post-pandemic, it is necessary to be able to think of innovative educational practices that involve motor activity seen as a moment of socialization, able to positively affect values such as emotions, communication, not just the motor axis, thus simplifying the socialization process. In this way it is possible to improve the psycho-physical growth process of the child-learner, in which movement and motor activity are an expression of one's personality, values and emotions, aspects necessary for the construction of the student's personality (Ferrara, 2021). In addition, the specific experiences lived with the body and through movement, you can create a real educational environment, in which inclusion and socialization are foundational aspects that at the same time are able to enhance the potential of each.

## **2. Motor Activity in Schools**

The Motor Activity, for the educational training of the speaker, must be able to demonstrate the great importance that it has for the correct identity construction of each (Bertollo, Pellizzari, 2001). Specifically, it intervenes and operates in all three learning contexts (formal, informal, non-formal), but the movement must be used in a particular way in the formal context. The school therefore becomes the organizational and managerial pole of this educational potential. Mind and body, as one, assume great power, in which the collaboration between the two entities is indispensable precisely because both are dependent on the other (Mazzoni, 2012). In particular, the mind in relation to the body can have a direct perception of the external environment and the body connecting with the psyche sends all necessary information to the mind. In this perspective, the school, as an institution representing the place and the moment of formation and

education of the learner, must recognize the value of each discipline and value them for the ultimate goal, which is represented by the training of the pupil - citizen (Federici, Cocco, 2019). Motor activity in the school context is not only a discipline but also a real educational tool, which unfortunately is not yet recognized for its potential. This is shown by the fact that in kindergarten it is not present, in the subsequent grade (primary school) it was inserted only in the fourth and fifth year with the aim of adding it to the first three years, and in secondary school (first and second grade) is present for only two hours a week. This brief excursus shows how in an age crucial to the development of the body and mind, the movement not intended as simple training of the body, or is not present or in the event that there is is not recognized in the amount of hours and for the value that it would deserve. The lack of motor activity represents a deficiency in the educational and training environment, revealing an idea of outdated motor activity in which it is recognized as a mere physical proposal for the training of the body, excluding the social, communicative and emotional value. In this regard, the motor activity allows you to know your body and at the same time relate to the surrounding world through a playful form, therefore eliminating any form of anxiety or pressure to which you can be subjected. Therefore the school must value and use the movement as an educational means able to simplify the learning process and cultural growth of the learner. To ensure that what is said is put into practice it is necessary first of all that the motor activity is present throughout the training - educational process of the learner, and that it is recognized as a discipline of equal level of the others so as to be able to highlight how its educational potential is in some respects superior as an interdisciplinary subject with each. In this way it is possible to enhance learning through experience and in a playful form, considering the emotions that derive from doing and especially the member - relational component (Colella, 2016). Body and mind as a whole must collaborate with the movement highlighting how the educational potential lies not only in the psychic dimension but also in that practice. This close relationship shows that motor activity is of great importance in school life and must be used as a means of creating new forms of learning that take into account the construction and training of the learner in full (Valentini et al., 2018). This conception must lead to a form of teaching that leads to learning through movement, in which the latter is the means capable of proposing new educational experiences. In doing so, the school becomes a promoter of the educational value of motor activity succeeding in proposing innovative educational practices in which much of learning takes place through movement, For this reason everything is calibrated on the needs of the pupil making sure that new forms of knowledge and skills are reached (Paloma et al., 2015). Valuing the activity of movement in the school of every order and degree means recognizing the potential of the movement, and consequently giving rise to a real educational transition, in which you abandon the idea of body detached from the mind and movement for purely physical purposes, in favor of a body in relation and containing the psyche, whereby movement capable of intervening on the learning processes and enhancing them (Sgambelluri, 2012). In doing so, any learner who learns with and through movement does so using both the motor, emotional and partner-channel the European Commission's Innovation Relay Centre, which is the European Commission's Innovation Relay Centre for Information Technology, will be held in Brussels, Belgium, from 5 to 9 June. It is for this reason that it is possible to talk about totalitarian and global learning of the learner, as they concern various aspects of the character and personality

of the learner. A motor proposal appropriate to the level of school of belonging makes there is a cognitive, emotional and social growth of the learner, in which thanks to the motor activity everything is "simplified" thanks to the presence of the game. In particular, the motor program, if properly implemented, promotes, in harmony with all the other disciplines, a growth in the autonomy of the student, and the enhancement of the potential of each. In this regard, the school, whose primary objective is the educational, formative and cultural growth of the learner, must necessarily use all the tools at its disposal, including motor activity with its proposals. It must be used for the ability to play, to share social spaces, to experiment with values necessary for personal and social growth, aspects that inevitably lead to the knowledge of the self, of its potential, and thus contribute to the formation of their own identity (Ceciliani, 2018). In this way the school and the motor activity work in synergy to ensure that the body becomes an engaging part of the learning process and therefore educating.

### **3. Motor Activity and Inclusion**

Society today is increasingly attentive to the training, education and full inclusion of the disabled child/pupil (Isidori et al., 2017). In this perspective the body must be thought of as an indispensable source to create a continuous contact with the surrounding environment. In this regard, the school, understood as a micro society, must provide the correct indications for every learner, including those with disabilities, to have the opportunity to show others their skills (Farinella et al., 2016). In this way it will be possible to foster full inclusion both in school and, in the future, in society, understood as the world of work, family, friends. To ensure that this is feasible, the school institution, as the first body to act on the training of the learner, must operate using tools and methods that are always innovative, able to involve all learners, Thus avoiding the phenomenon of exclusion or early abandonment (Ianes, 2005). In this perspective, motor activity must necessarily show all its educational values useful for the formation of the pupil, highlighting how the movement is a minimum common denominator able to make it universally recognized in any training context (Iani, 2019). This factor derives from the necessary interaction that is generated with the educational motor game, according to which the pupil must collaborate both with his fellow students and with the surrounding environment, creating infinite motor experiences capable of generating learning not only from a motor point of view but also cognitive and socio-relational (Mufanò, 2017). The movement must not be thought of as an activity for its own sake whose objective is the victory of a competition, on the contrary it must be thought and used as a powerful educational tool present in all the formative contexts of the pupil. Finally, we must not underestimate the powerful tool in possession of the motor activity: the fun resulting from the game, This is fundamental because it is able to simplify the whole learning process reducing stress or anxiety or all those emotions that can complicate this process (Bortolotti, 2017). In this way the learner is able to know himself and his self better, thereby improving the relationship with others and with the whole surrounding environment. The practice of any form of motor activity produces positive effects not only from the point of view of motor and cognition but also with regard to the emotional and social axis, fundamental aspects when talking about disability and inclusion.

Therefore, the educational value of the movement in schools for children with disabilities can be contained in the ability to seek the specificity of each learner and to value it both for themselves and for others, eliminating any form of discrimination or difference that may exist, and showing how diversity can be conceived as a contribution, an added value that each pupil can bring in favor of others (Benetton, 2016). With the term motor activity, therefore, we do not want only to understand body training, but we aim to show how with and through the body and movement we can promote processes of acceptance and mutual inclusion in an environment, both school and out-of-school, where everyone is the bearer of diversity, to be considered as an extra quid in order to live in a society defined as inclusive (Maggi, 2020). Thanks to the indications that are dictated by the school and with the continuous coming from the motor activity, it will be possible to direct the pupils towards a typology of inclusive and socially useful identity formation. An exercise considered educational and inclusive, must therefore include many and many educational aspects, must be able to understand and affect all other school disciplines, It must fully involve each learner in order to serve as a preparation for life in society. Physical activity in schools must no longer play a marginal or almost secondary role compared to other disciplines, but must show and demonstrate its inclusive and social value for the disabled pupil, noting, if still needed, the ability to value knowledge and, consequently, the ability to use your body in different situations, thus taking advantage of the opportunity to learn by doing (Paloma et al., 2008). In doing so, the movement becomes the fulcrum of the entire learning process, capable of proposing new learning experiences not only motor, but also of multidisciplinary interest, without ever forgetting the socio-relational component. Thanks and through motor activity it is possible to be the participants of the learning process, so as to be aware and aware of what is happening. This entails a continuous change of identity, which means that the continuous and constant experiences that are proposed through motor activity, positively affect countless aspects that form the personality of the learner, Among which you can surely find independence, socialization and self-esteem. It is for this reason that it is possible to say that motor activity has reason to exist in the school context, it is the bearer of inclusive social values (Serio, 2012). Body, school and physical activity are all linked together, and this bond is to be considered indissoluble educationally speaking and it is in this way that school and physical activity contribute to the construction of a society that is the bearer of inclusive values capable of offering a construction of their personality and identity that is unique and universally valid for the community.

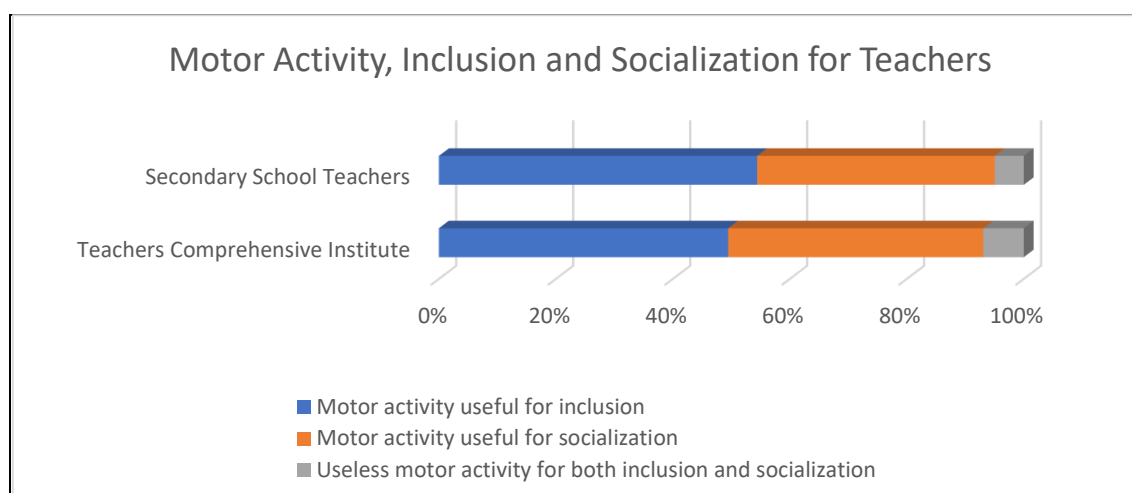
#### **4. Investigation of the role of motor activity at school from the social point of view - inclusive**

This research work aims to show the impact that motor activity can have in schools in order to foster an inclusive perspective. In this regard, a questionnaire was given to teachers and a number of pupils, both disabled and able-bodied, of a comprehensive school (primary and secondary first grade) and a secondary school. It should be noted that kindergarten has been excluded because motor activity is not included in the course of study, while in primary school even if recently it was started in the fourth and fifth classes for the rest is still evident through projects established in collaboration between MIUR

and CONI. The total number of teachers taking part in the questionnaire was 165, with an average age of 40. Of these, about 70% are in possession of a degree, while the remaining part of the diploma, finally almost half of the respondents claimed to have worked or still work as a support teacher. This work has generated data that show that motor activity is not taken into great consideration in all educational institutions, Conversely, the majority of teachers believe that it can have a positive social and inclusive impact on the disabled pupil in the classroom context. These data are derived from a questionnaire whose questions addressed to teachers concerned the value of movement and motor activity for inclusive purposes.

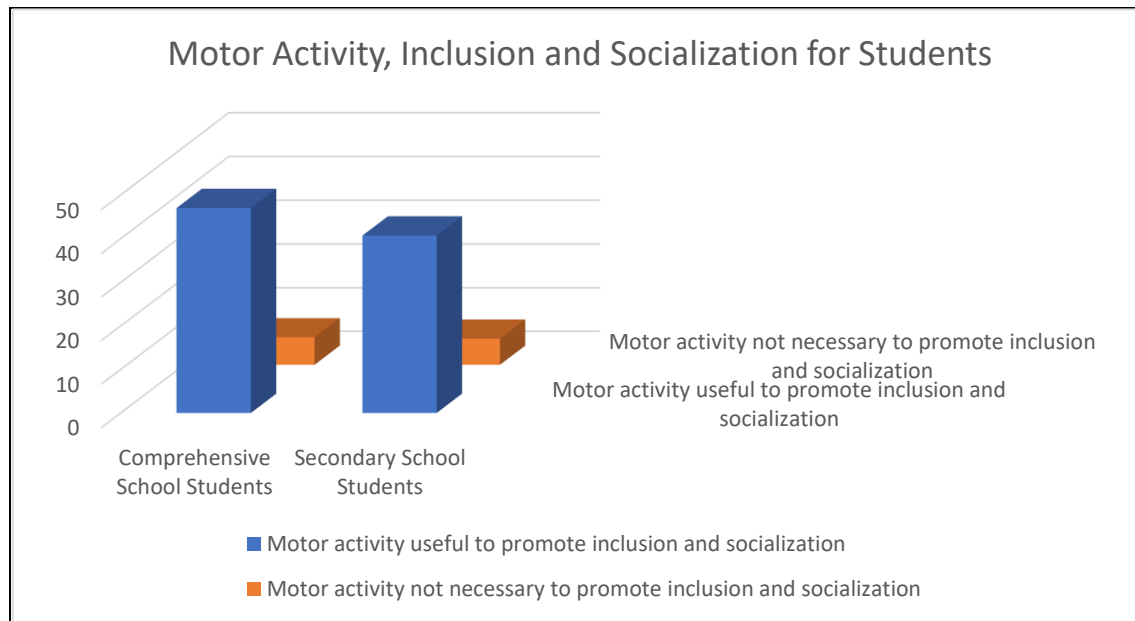
| Founding nucleus of the questions addressed to teachers and learners                                              |
|-------------------------------------------------------------------------------------------------------------------|
| The importance that motor activity covers for the knowledge of one's body and oneself;                            |
| The link that motor activity can generate with other subjects for inclusive, social and cognitive purposes;       |
| The importance that physical activity plays in canceling the diversity between able-bodied and disabled students; |
| The importance of physical activity for the construction of values necessary for social inclusion.                |

The results of the questionnaires have shown that motor activity in schools is considered by both teachers and learners as an indispensable tool for the overall development of the person, and has great capacity for socialization and inclusion, offering a different view of the differences of each. In particular, almost 80% of teachers said that physical activity is of fundamental importance to ensure inclusion. In addition, almost 65 % said that motor activity also produces positive feedback from the point of view of socialization and communication. Only 9 % of teachers said that physical activity is only useful for the improvement of the body, Of this percentage, no teacher was under the age of 62, and none of them has ever taught as a support teacher, nor has he ever attended a training course on school inclusion.



Another data that has been analyzed concerns the perception that students have of the importance of motor activity towards inclusion and socialization towards disabled pupils. The data that emerged is surprising, as 87.7% of learners (disabled and able-bodied) He said that thanks to motor activity it was possible to eliminate any preconceptions or

barriers that could limit socialization and thus ensure full school inclusion. Also in the questionnaire for able-bodied pupils was added a question concerning bullying or cyberbullying on their peers suffering from disability. 100% of the participants replied that under no circumstances and for no reason would bullying or cyberbullying against disabled pupils.

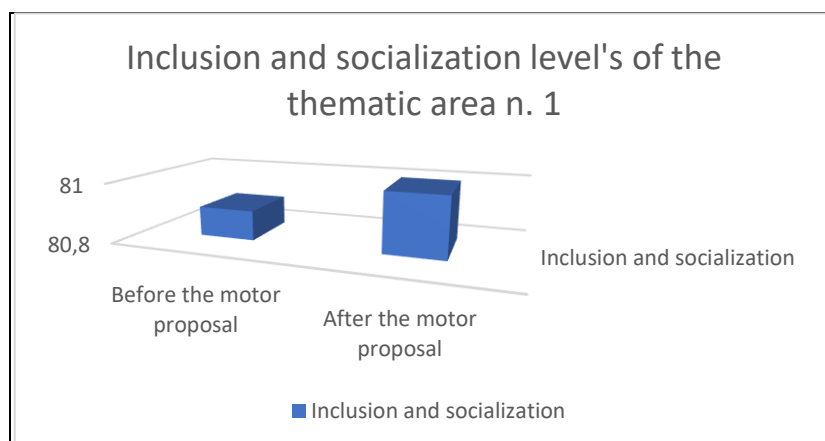


The graphs show that motor activity in the school context is considered of equal importance as other school disciplines. Indeed, it is recognized as a factor with greater potential for the inclusion and socialization of the student both disabled and able-bodied. An important role is played by the game present in the motor activity, which manages to cancel any distrust and difference towards disability.

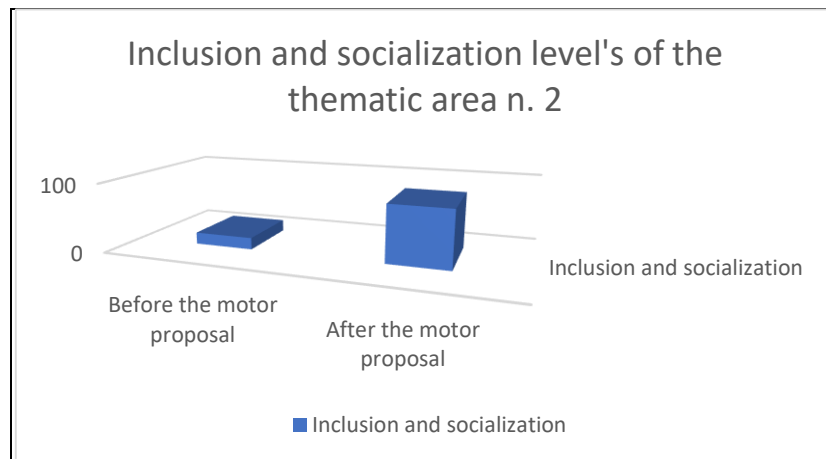
## 5. Methodology and results derived from motor proposals at school from the social point of view – inclusive

The following section will describe the methodology used to promote the inclusion and socialization of disabled pupils in the school context. The pivotal discipline that has had the task of acting as a glue between all the other subjects has been the motor activity, as already in itself there are cardinal principles of socialization and inclusion. It was designed and structured a path divided into several thematic areas, each with a main idea that served as an initial input to be subsequently deepened, not only from the point of view of motor but also for other disciplines, and especially for soft skills (inclusion and socialization in particular). Each thematic area was treated for a period ranging from one to two months. This temporal variation was due to the difficulties (motor, social, collaborative, emotional) encountered by the learners. It should be noted that, the course has been structured according to variables such as age, physical condition, degree of disability and socialization of the class group and that the observations of the thematic

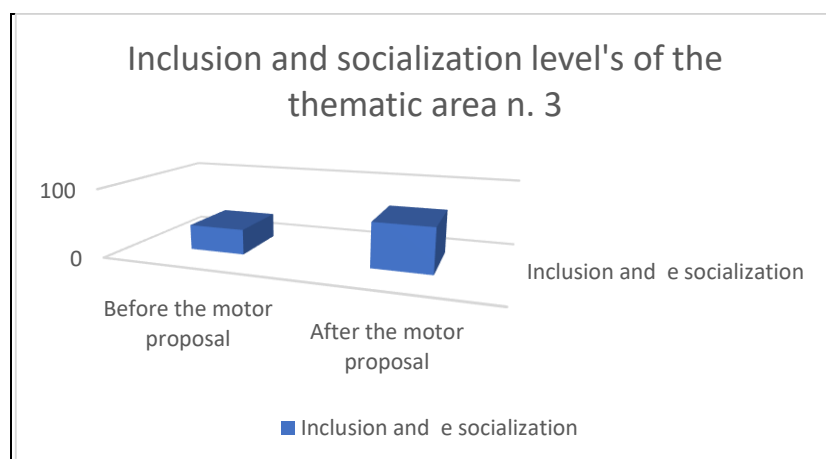
areas concern only one class of a single grade school. In addition, the thematic areas, given the high age difference, have been structured to be suitable for all pupils, from primary to secondary school, therefore the principle that guided this design is that each of them can be used in the same way by all, to encourage socialization and inclusion. If the movement, and the game inherent in it, acts as the main pivot of all the socio-inclusive process, the collaboration and tutoring among learners surely was the educational methodology that was used. Each thematic area has been structured and accompanied by information boards containing descriptions and images of the information concerning the modalities and performance of the exercises. In doing so, it was ensured that the pupils had greater autonomy of understanding and decision on the activity to be carried out and necessarily those who understood the delivery had to act as a tutor in the first phase towards those who were in difficulty, and during the activity certainly the students had to work together to achieve the desired result. Obviously the role of the teacher was to supervise, and his intervention was implemented only if necessary, in order to allow a form of experiential learning and learning by doing, and at the same time to increase collaboration and socialization among learners. It is important to specify that both individual and team motor games have been proposed, therefore the competitions resulting from them could be both group and individual, with the aim of creating healthy competitions among all pupils, including between able-bodied and disabled, in order to simplify the process of inclusion and socialization, and respect the diversity of each. From the point of view of motor activity the thematic areas concerned were strength, core stability, balance, reaction - dexterity and mobility. The first thematic area that was addressed was that of strength and was put into practice in a third class of first grade secondary school composed of 22 pupils. This proposal foresees the presence of two twin stations with the aim of creating healthy competitions from the social and inclusive point of view. Specifically in each station there are elastic ropes attached to the wall and each learner must reach the companion placed in front of him and beat the five to change him. In this class it is necessary to specify that there is a pupil suffering from trisomy 21 (also known as Down syndrome). As expected, the students started the activity independently and it was immediately observed that almost all the classmates (17 out of 21) worked hard to help their disabled companion to explain and show how the activity was carried out correctly, thus demonstrating a high sense of inclusion and socialization in their comparisons. Later in the choice it was found that the disabled learner was not chosen first, but it is important to specify that it was not the last choice (choice number 16 out of 21), thus highlighting how he was wanted by the group and not forcibly taken as remaining. The role of the teacher in this case was almost marginal, as the class group has shown that it already has inclusive and social requirements.



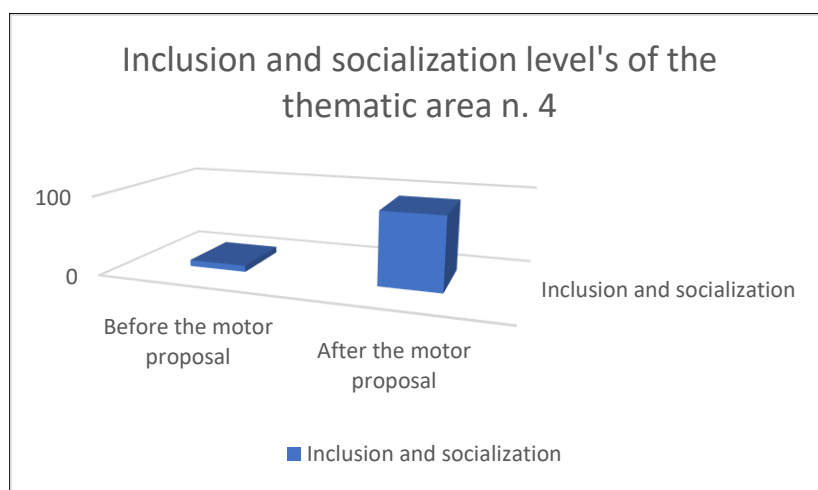
The second thematic area that was addressed was that of the core stability, and was proposed in a third class of a secondary school of 24 pupils. It is important to specify that a class was analyzed in which there was a pupil with motor disability in a wheelchair. This game provides an obstacle course with slalom, characterized by different angles and the presence of obstacles to avoid, in order to create a variation of the wheelchair friction and at the same time ask the student to use the core more to maintain stability. This path is further characterized by cognitive stations where pupils must stop and answer questions correctly in order to continue. This mode of action favours the commitment, attention and motivation of the learners in carrying out the proposed activity, but above all the inclusion, as this motor proposal is administered both as a single competition and as a team race, becomes a moment of encounter, in which you can share the same emotions, difficulties or joys arising from the game. Analyzing this proposal in detail, it was observed that it was presented to learners, more than half of the class (18 out of 24 pupils) was convinced that they could do the exercise individually and better than the others. It has been found that almost none of the class has hypothesized to compete either together or against their friend in wheelchair (20 students out of 24), except for the companions who were already in a relationship of friendship and sociality such as to make natural collaboration (3 out of 24 pupils). The teacher has left the learners free to explore and put into practice the game, and already at this stage the first moments of sociality among all pupils including the disabled learner were born. Later it was observed that the pupil in wheelchair was almost always selected by his companions for cognitive stations and not in the motor game of the path, so the teacher intervened by proposing the presence of the latter in the motor path. At the end of the game to the great surprise of the learners the competition was of equal level and the same began to appreciate and congratulate him. In subsequent proposals, it was noted that the distrust that many classmates had towards their friend had almost completely disappeared (he was chosen on average to the fifteenth position of twenty-four learners), and that most of them, who previously did not have any kind of social relationship with the disabled companion, begin to have a form of social relationship.



The third thematic area that was addressed was balance, and was proposed in a fourth class of a primary school composed of 27 pupils, in which there is a learner suffering from mild intellectual retardation. The motor proposal includes the presence of a relay path, in which there are balance beam, overhead platforms, and games that stimulate the vestibular system. The aim of this game is to keep the balance on the platforms during the relay course, trying to move from one platform to another easily and answer questions prepared previously by the opposing team. As before, learners are left free to explore and it has been observed that the disabled pupil always relates to the same pupils in the class (10 out of 27 pupils). Also in the selection of teams this way of doing has been confirmed and the disabled student has been selected by his teammates but almost at the end (choice number 26 out of 27 students). During the game, to the great surprise of his friends, the disabled student was among the best in the balancing races (beam and footrests), but with some difficulties in the games (for example, three laps and then race to the companion in front). At this point the teacher decides to intervene and proposes a reshuffle of the teams, so we proceed again with the choices and it is noted that the disabled student was not chosen last (choice number 18 out of 27) and surprisingly was chosen by classmates with whom were not present, or otherwise infrequent, moments of relationship and socialization. This change in the behaviour of some learners and the improvement from the social point of view - inclusive has been confirmed in subsequent proposals.

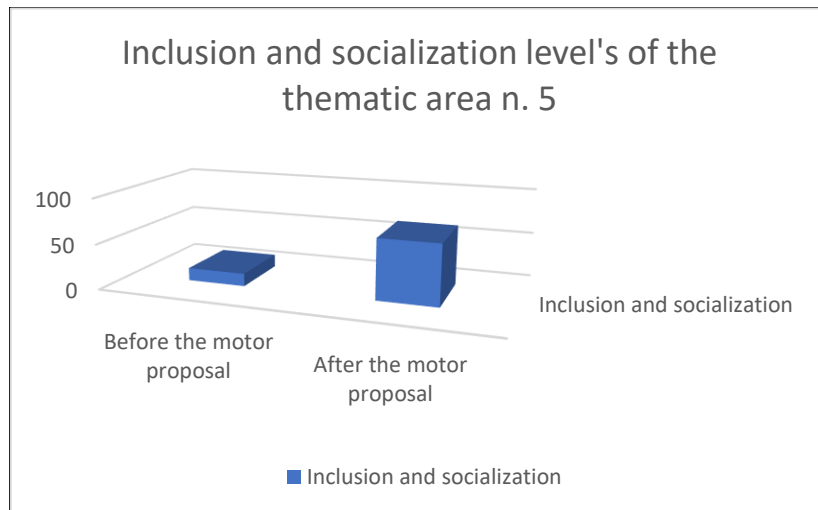


The fourth thematic area that was addressed was that of reaction and dexterity, and was proposed in a class before a first grade secondary school consisting of 25 pupils, in which, again, there is a learner suffering from mild intellectual retardation. This proposal is structured with the use of sensors located during a motor path or in individual exercises where specific points are placed to touch. Along this path there are obstacles to overcome, as well as the presence of sensors to touch as quickly as possible. In some exercises, to increase the difficulty and make the station more engaging and motivating, sensors are used with color combinations to be touched specifically. This motor proposal, unlike the previous ones, in which a single or team competition was planned, requires collaboration by all learners to achieve a common goal, which is to touch all the sensors as quickly as possible. As mentioned above, the teacher does not intervene and leaves freedom of exploration and action to the learners. It has been observed that initially few students took into account their partner with disabilities (2 out of 25 pupils), so much so that it was necessary the intervention of the support teacher to explain and make the latter participate in the game. Later, after some competitions were held, the students understood the need for everyone to feel part of the group in order to commit themselves to the goal. As time went on the best began to advise those who seemed to be struggling with the proposed activity, including the student with disabilities, supporting them and helping them in order to improve their skills. At the end of the observation it was reported that almost all pupils (23 out of 25 learners) collaborated to achieve the common result, It has also been observed that in the other hours of class a relationship has been created made of support and mutual help of the whole class group.



The fifth and last thematic area that was addressed was mobility, and was proposed in a class before a secondary school of 21 students, in which there is a pupil affected trisomy 21. This proposal uses creativity and imagination as each learner must use his imagination to draw several trajectories, involving different muscle groups. This proposal, compared to the others, is of an individual nature. At the beginning of the motor activity each learner thought he could excel and no one had the foresight to support or psychologically help their disabled friend, only friends dearest to him (3 out of 21) were close to him from the relational point of view but not functional to the activity. Later after the activity started and the results of the latter were not disappointing at all, the classmates (especially 14 out

of 21) began to encourage him and help him to improve his performance. In the latter case it was observed that the role of the game has aroused in each of them an attention and a motivation in helping the other that could be in difficulty or in any case that, even if unintentionally, had been considered not suitable for the game.



## Conclusions

This research work has highlighted the need to use motor activity in the school context in any level of education, to encourage not only the growth and maturation of the body but to ensure that a spirit of unconditional acceptance of himself and others is born in each learner, in order to allow the birth of inclusive and socializing values. Therefore, motor activity plays a primary role in the school situation, but also in the social environment, as it is capable of creating real educational links with the territory.

Ultimately, the results of this research have shown how school is a constantly evolving reality, and how movement and motor activity is a necessary condition for valuing differences and acting in an inclusive way. This innovative vision of school-building enhances motor activity at school, offering every learner the opportunity to express their potential.

## References

Altomari, N., Sgambelluri, R., & Straniero, A. M. (2020). Percezione e agire inclusivo a scuola nelle attività di Educazione Fisica. Risultati di una indagine esplorativa. *Italian Journal of Special Education for Inclusion*, 8(1), 434-450.

Benetton, M. (2016). Educazione fisico-sportiva per tutti: la visione multiprospettica nelle esperienze motorie formative integrate. *Formazione & Insegnamento. Rivista internazionale di Scienze dell'educazione e della formazione*, 14(3), 33-46.

Bertollo, M., & Pellizzari, M. (2001). Rapporto tra autostima, autopercezione di competenza ed attività fisica in adolescenti e preadolescenti. *Giornale Italiano di Psicologia dello Sport*. Roma, 2, 2.

Bleza, F., Gily, C. (2017). *Pedagogia sociale ed Educazione motoria in prospettiva inclusiva*. Bloomsbury editore.

Bortolotti, A. (2017). Emozioni in gioco. Uno studio sull'attività motoria scolastica a partire dalle cornici della Prasseologia Motoria e dell'Educazione Fisica Critica.

Casolo, F. (2016). Didattiche dell'educazione e delle attività motorio-sportive. *Formazione & Insegnamento. Rivista internazionale di Scienze dell'educazione e della formazione*, 14(1), 11-24.

Ceciliani, A. (2018). Didattica integrata quali-quantitativa, in educazione motoria-sportiva, e benessere in età evolutiva. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 16(1), 183-194.

Colella, D. (2016). Stili di insegnamento, apprendimento motorio e processo educativo. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 14(1), 25-34.

Cunti, A., & Bellantonio, S. (2019). (2019) *Educazione fisica, attività motorie e sport a scuola: una riflessione in chiave pedagogica*.

De Angelis, B., & Botes, P. (2016). Ripensare la didattica disciplinare attraverso il corpo ed il movimento. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 14(1), 47-54.

Farinella, A., Mosso, C. O., & Leonardi, D. (2016). Attività motoria e sportiva come strategia per promuovere l'inclusione: una prospettiva dell'attività fisica adattata. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 14(3), 85-92.

Federici, A., Valentini, M., & Tonini Cardinali, C. (2008). *Il corpo educante-Unità di apprendimento di educazione motoria per l'età evolutiva*. Editore Aracne, ISBN: 9788854819641.

Federici, A., & Cocco, F. (2019). I Giovani e l'Etica Sportiva: un Investimento dalla Scuola alla Società. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 17(1), 89-100.

Ferrara, G. (2021). *Lo sport e l'inclusione: approcci metodologici*. Pensa MultiMedia.

Giansanti, A. (2015). *Lo sport di cittadinanza*. Lulu. com.

Ianes, D. (2005). *Bisogni educativi speciali e inclusione: valutare le reali necessità e attivare tutte le risorse*. Edizioni Erickson.

Iani, F. (2019). Apprendere attraverso il corpo. *Giornale italiano di psicologia*, 46(4), 831-836.

Lipoma, M., Napoli O., Paloma, F. G. (2008). Le attività motorie e sportive come crescita socio-culturale del soggetto adolescente. *Quadrimestrale di Scienze Motorie Unione Nazionale Chinesiologi*, 10, 59-63.

Lipoma, M. (2019). L'approccio pedagogico-educativo alle attività motorie e sportive. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 17(2), 7-10.

Maggi, D. (2020). Un flusso in apprendimento: il corpo. *Mizar. Costellazione di pensieri*, 2020(13), 29-39.

Maulini, C., Migliorati, M., & Isidori, E. (2017). Sport e inclusione sociale tra competenze pedagogiche e lavoro di rete *Sport and social inclusion between pedagogical competencies and networking. Rivista Italiana di Pedagogia dello Sport*, 2, 33-47.

Mazzoni, S. (2012). Una scuola in movimento: una mente sana in un corpo sano (Doctoral dissertation, Scuola universitaria professionale della Svizzera italiana (SUPSI)).

Meli, A. (2020). *Insieme in palestra. Lo sport come laboratorio per l'inclusione*. Youcanprint.

Mufanò, C. (2017). La valenza formativa dell'interazione corpo-movimento-ambiente di apprendimento. *Educare. it-Scuola (on line journal-ISSN: 2039-943X)-Vol*, 17.

Paloma, F. G., D'Anna, C., & Zotti, R. (2015). Il corpo nell'apprendimento. Da oggetto di valutazione a soggetto di cognizione. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 13(1), 337-354.

Rosa, R., & De Vita, T. (2018). La valenza educativa della Corporeità e delle Attività Motorie nell'apprendimento delle Life Skills Education nella Scuola. *Giornale italiano di educazione alla salute, sport e didattica inclusiva*, 2(1).

Serio, N. (2012). *Corpo, movimento, sport: dalla scuola dell'infanzia alla scuola secondaria di secondo grado. Progettazione Curriculare e Didattica delle Discipline*. Editore Armando, ISBN 9788866772361, 179-200.

Sgambelluri, R. (2012). *La valenza educativa dello sport e delle attività motorie e fisico-sportive in Europa*. Pensa Editore, ISBN 9788861521759.

Sgambelluri, R. (2017). La comunicazione non verbale in età scolare: aspetti didattico-inclusivi. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 15(2), 187-196.

Sibilio, M. (2005). *Lo sport come percorso educativo: attività sportive e forme intellettive*. Guida Editori.

Simonetti, C. (2016). *Educazione motoria e sport tra scuola e realtà sociale. Riflessioni Pedagogiche*. Pensa multimedia.

Valentini, M., Cinti, F., & Troiano, G. (2018). Crescita e apprendimento attraverso il corpo in movimento. *Formazione & Insegnamento. Rivista internazionale di scienze dell'educazione e della formazione*, 16(1), 149-162.

Vezzali, L., Cocco, V. M., & Bisagno, E. (2021). *Sport e inclusione sociale. Sport e Benessere a 360 gradi*. Unimore, ISBN 9791220090544, 17-18.