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TIME MANAGEMENT, "MEDIA DIET" AND MOTOR-SPORT ACTIVITY IN EDUCATIONAL CONTEXTS

TIME MANAGEMENT, DIETA MEDIATICA E ATTIVITÁ MOTORIO SPORTIVA NEI CONTESTI EDUCATIVI

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Abstract
The purpose of this article is to reflect upon the problem of excessive sedentary lifestyle often due to individuals sticking strictly to an unhealthy "media diet". The reference scientific literature has reported that, especially in the developmental age, the time spent doing physical exercise has been significantly reduced, whereas the time dedicated to sedentary activities is beyond the safety threshold. What makes the situation particularly serious is the "media diet" which has radically changed people's habits in the last fifteen/twenty years by making them gradually more inactive and increasingly addicted to technology. Unfortunately, leading such sedentary lifestyle has a negative impact on health. Finally, the article briefly proposes a hypothesis of action: it would be advisable to intervene promptly with targeted educational measures aimed at optimal time management and therefore to adopt a healthy lifestyle especially in developmental age.

L'articolo si propone di aprire ad una riflessione rispetto alla problematica dell'eccessiva sedentarietà spesso dovuta ad una dieta mediatica scorretta assunta dai soggetti. La letteratura scientifica di riferimento ci fa notare, da tempo, che soprattutto in età evolutiva si svolge sempre meno attività fisico motoria e che i tempi dedicati alla sedentarietà sono ben oltre la soglia di sicurezza. A rendere la situazione particolarmente grave è la dieta mediatica che negli ultimi quindici/vent'anni ha cambiato radicalmente le abitudini delle persone rendendole progressivamente più sedentarie e sempre più schiave della tecnologia. Purtroppo, come ben sappiamo, l'assunzione di tali stili di vita porta a conseguenze negative in termini di salute umana. Infine il contributo propone (brevemente) un'ipotesi di intervento in quanto a mio avviso, vista la situazione, sarebbe opportuno intervenire tempestivamente con degli interventi educativi mirati alla gestione ottimale del tempo e quindi far acquisire stili di vita corretti soprattutto in età evolutiva.

Keywords: physical motor activity, "media diet", physical education, health, time management.
Parole chiave: attività fisico-motoria, dieta mediatica, educazione fisica, salute, time management.

Introduction

Motor, recreational and/or sports activities play a role of primary importance for health among the factors that characterize people's lifestyles. Precisely for this reason, for years the WHO, through various information channels, guidelines and reports, promotes physical activity and thus draws attention above all to the sedentary lifestyle which unfortunately generates important public health

problems. According to numerous researches in the health sector, sedentary activities are recognized as a high risk factor for human health with serious consequences for the psycho-physical well-being already in developmental age and then negatively affect the health of the individual in every moment of life: precisely in this regard, the international scientific literature of reference highlights a close relationship between the increase in physical activity in developmental age and better health in adulthood (Janssen, 2007). It would be appropriate to fight sedentary lifestyle in the early stages of life, as precisely in the developmental age the whole human organism faces a series of functional changes to achieve optimal psycho-physical development, which is one of the fundamental conditions for maintaining a good state. of good health even in adulthood (WHO, 2010).

Unfortunately, the data coming from the "Okkio alla salute" researches of the INIH (Italian National Institute of Health), from the HBSC Italia (Health Beahavior in School-Aged Children) researches and from the IPS (Italian Pediatric Society) regarding the quantity of physical activity and the media diet of Italian children and young people, ie the frequency of use of television, video games, smartphones, tablets and computers are not comforting. The pediatric media diet is summarized by IPS medical researchers as wrong and dangerous, stating that such habits can lead to real addiction. Unfortunately, the risk of addiction faced by preteens and teens in the excessive use of new media is really high. This addiction generates a chain of major health problems. Too many hours spent in front of screens can cause the loss of precious hours of sleep, irritate your eyes, cause neck and shoulder pain, make you distracted and inattentive (IPS, 2019). Obviously we do not want to say that the internet and social networks are completely negative and dangerous, indeed in some cases they can represent a help to promote social relations with peers, they can be an additional resource to promote study and learning, they can be an excellent tool for recreation and entertainment, but excessive use continued for several hours a day every day can become harmful to the psychophysical health of children and teenagers (and not only). Dependence on new media takes away time for people to do physical activity, which is very important especially in the preteen and teen phases. According to WHO scientists, the recommended levels of physical activity for young people (5-17 years) must reach at least 60 minutes a day of moderate to intense motor activity every day. These activities include motor play, sport, active recreation, physical education, walking or cycling in the context of normal family, school and community activities (WHO, 2010).

Motor and sports activity, health and quality of life are closely related to each other, in fact the international scientific literature highlights the relationship between the increase in physical activity in adolescence and better health in adulthood (Janssen, 2007).

It is important to acquire active behavioral models during childhood and adolescence, as some studies show (Janssen & Leblanc, 2009), these behaviors tend to be preserved even in adulthood (WHO, 2011). In the same way it is necessary to acquire habits on the correct and healthy use of new media in preteen and teen in order to be able to plan and manage a positive media diet in adulthood.

An education in optimal time management will help children and young people to participate in motor, recreational and sports activities and to use the new media correctly and consciously.

Recreational activities include video games as well as any form of entertainment. According to pre-established timelines and pedagogical-educational criteria, if managed and carried out social media together with recreational-motor games and sport are an important resource for improving oneself, for having fun. They perform an important social function and sometimes they help build new friendships.

Motor-sports practice as well as the use of new media allow for the implementation of processes of socialization, identification and structuring of character and foster interpersonal relational skills. The correct and conscious use of new media will certainly bring benefits to children and young people by leaving them, among other things, time for motor activities with all the resulting benefits. In fact, many studies, also published in "Sport and Health" (2008), show that the most evident benefits deriving from practicing regular and constant motor and sporting activity are manifested not only in a harmonious development of the body but also in individual autonomy and in the social sphere (EU-Sport and Health, 2008).

1. Health education, physical activity and a sedentary lifestyle

Several researches now highlight (Carson et al. 2016) that sedentary behaviors, such as the use of video games, TV and in general all media/devices that use a screen, if used excessively during the day, can have serious repercussions on human health and well-being (Tremblay et al., 2011). In paediatric subjects there is a strong relationship, supported by numerous scientific evidence (de Rezende et al., 2014), between sedentary behavior (mainly time spent in front of a screen or screen time) and overweight/obesity (Italian National Institute of Health, 2019). Precisely for this reason, scientific interest on sedentary lifestyle and health has progressively grown at the beginning of the century (Tremblay et al., 2010). In fact, numerous researches show that a sedentary lifestyle significantly increases the risk of morbidity and mortality in the population (Katzmarzyk et al., 2009), regardless of the level of physical activity practiced (Wijndaele et al., 2011). These researches have in fact highlighted that there is often little or no association between sedentary behaviors and physical activity (Borraccino et al., 2009). It is in fact possible, within a day, to accumulate both large amounts of physical activity and to take sedentary behaviors (Owen et al., 2010). For example, a person could walk for eight consecutive hours (we think for example of a clerk in a supermarket or a bricklayer) and then go home and sit eight consecutive hours between driving, reading the newspaper, watching TV, playing video games, etc.. Research results indicate that too much sedentary lifestyle and too little physical activity are two major health risk factors. They must also be considered in a separate and distinct way and are both involved in leading the individual towards important chronic and metabolic diseases such as cardiovascular diseases, diabetes and cancer (Katzmarzyk et al., 2009), and which are of particular importance precisely in developmental age (Tremblay et al., 2010).
Unfortunately, the lack of space and adequate time, of an education on the importance of physical activity, of an education in time management, of a media diet education, of security in frequenting outdoor places causes children and young people to be confined more and more often to closed spaces involved in sedentary activities such as watching TV, chatting with friends or playing video games (Sonneville, et al., 2009).
The research conducted by the HBSC study, also corroborated by data already present in the literature, not only demonstrated a weak or absent relationship between the amount of physical activity practiced and sedentary lifestyle (Janssen et al., 2005), but also highlighted important relationships between sedentary behaviors and other health indicators such as cigarette smoking, drug use, alcohol consumption (Kuntsche & Delgrande, 2006). and episodes of aggression and bullying (Kuntsche, 2006).

Unfortunately, a lack of education in time management and a nonexistent education in the media diet leaves young people at the mercy of increasingly less healthy fashions and trends. The frequency of use of electronic media among adolescents (and beyond) has grown alarmingly over the past decade (Pediatrics, 2016). For example, the use of the smartphone constantly connected the internet if on the one hand it has certainly positive aspects, on the other it is creating important health problems. In fact, for this reason, the recommendations at international level suggest not to exceed two hours a day in screen based activities, dedicated to watching the screen such as TVs, smartphones, tablets, video games, computers (Tremblay, 2011), especially in children (Pediatrics, 2013).
The data collected in our country are not comforting, in fact, the latest HBSC Italia survey published in 2019 shows that during school days the time spent in front of the television / video / DVD is equal to or greater than two hours a day for 42 , 2% of 11-year-old adolescents, 52.9% of 13-year-olds and 56.2% of 15-year-olds (it can be observed that with increasing age the percentage of guys increases). The most alarming data is that during the weekends these frequencies increase (62.6%, 71.7% and 69.5% respectively for 11, 13 and 15 years) (HBSC Italia 2018).
As for the use of computers, video games, tablets, smartphones and other devices during school days for at least 2 hours a day, the percentages are 34.3% at 11, 44.0% at 13 and 42.7% at 15 years (the highest frequency is observed on weekend days with prevalence of 51.5% at 11 years, 59.4% at 13 years and 52.5% at 15 years). THE data shows that children spend too much time sitting and make small movements. In fact, always in accordance with HBSC Italia 2018 research it emerges that only one out of ten adolescents carry out physical activity for a total of at least 60 minutes a day every day, as recommended by WHO scientists, and this habit unfortunately tends to decrease with the increase of age. While 8.1% of 11-year-olds, 9.6% of 13-year-olds and 11.3% of 15-year-olds never engage in physical activity. In this case, the percentage of inactive children increases with increasing age. Probably a poor education in movement and / or a non-existent education in optimal time management, induces children to carry out sedentary activities while sitting for hours, often using electronic devices for video games, chatting, watching videos.

2. Smartphone e adolescenti: Uno studio della SIP.

Smartphones and Teenagers: A IPS Study.

At the 75th Congress of the Italian Pediatric Society (IPS) held in Bologna from 29 May to 1 June 2019, was presented a study that investigated positive and negative aspects related to the use and abuse of smartphones and tablets among children between the ages of 11 and 17.
The IPS researchers tried to answer the following question: How many the effects on learning, sleep, sight, attention due to so many hours in front of screens?
“The step is short from habit to addiction. Indeed very short. This is the main risk faced by adolescents and pre-adolescents, now increasingly precocious in the use of smartphones and tablets and increasingly connected. Too many hours bent over the screen can cause you to lose precious hours of sleep, irritate your eyes, cause neck and shoulder pain, make you distracted and inattentive. We do not want to say that devices connected to the internet and the use of social networks are completely negative, indeed in some cases they can represent an help to promote social relationships with peers,

but hyperactivity concentrated on smartphones can become harmful for psychophysical health" (IPS, 2019).

To confirm what has been said, there are a series of recent scientific studies conducted all over the world, which the Italian Pediatric Society has collected and examined in a Position Statement and was presented at the 75th Italian Congress of Pediatrics. Already in 2018, the IPS had expressed itself with an official document on the correct use of media devices (mobile phones, smartphones, tablets, PCs, etc.) in children up to 8 years of age. These studies, on the other hand, concern preteens and teens. Most of this research was carried out in the USA and in Asian countries such as China and Korea, which compared to other countries were the first to experience the wide-scale diffusion of digital technologies, and therefore also the possible closely related risks of hyperconnection, such as social isolation up to a real addiction. Just think that in South Korea, where smartphone addiction is recognized by the state as a real pathology on a par with alcohol or drug addiction, 8.4% of adolescents are affected. Few studies have been conducted on these issues in Italy, but it is now clear that new technologies are widely used among adolescents and pre-adolescents. According to Istat data referring to 2018 (ISTAT, 2018) 85% of adolescents between 11 and 17 use smartphones daily (the most frequent users are girls with 87.5%), 72% surf the internet every day, a strong increase since it was 56% only 4 years ago. Internet access is strongly driven by smartphones, only 27% of young people connect from a PC, a percentage that in 2014 was 40%. In the Censis 2018 report it emerges that smartphone use is becoming more and more assiduous, about 60% of children check their smartphone first when they wake up and last thing before falling asleep. 63% (between 14 and 19 years old) use their smartphone at school during lessons (not for educational purposes) and 50% say they use it from 3 to 6 hours a day in extra-school hours. 98% of teenagers between 14 and 19 years old own a personal smartphone but a small percentage already own one from the age of 10. A fact that seems relevant to us is that 3 out of 10 teenagers had the opportunity to use a smartphone directly in their very early childhood (1 year and a half - 2), with the possibility of both freely accessing the internet and the applications on the device. In general, most parents feel comfortable if their child uses their mobile phone thinking, mistakenly, that they do not use all of its functions or go on the internet sometimes forgetting that everything is connected to the network. The data collected indicate that over the years the age of use of technological devices is significantly lowered. In fact, among the boys in the 11 to 13 age group, the average age has dropped by one year both as regards the use of the first smartphone already connected to the network and for the opening of the first personal social profile, which is it is around 9 years old. We can say that today teenagers are more and more hyper-connected, just think that about 5 out of 10 boys/girls declare they spend from 3 to 6 extracurricular hours using a smartphone (already a particularly alarming time), 16% from 7 to 10 hours, while 10% well exceeds the 10-hour threshold. If we calculate that about 63% also use it at school during lessons, it means that most of them live practically connected to the network.

The hours spent in front of a screen drop slightly in the sample of preteens (11 to 13 years), perhaps because there is still greater control on the part of parents or because the importance of connecting to the social network is not yet very relevant. 55% of pre-adolescents use it for up to 2 hours, 35% from 3 to 6 hours, 7% from 7 to 10 hours and 4% exceed 10 hours, and only 13% use it during school hours, while adolescents as we have seen reaches 63%. 77% of pre-adolescents have at least one profile on social networks, compared to 95% of adolescents. The average age of opening the first profile is around 12 years old. Most of them manage 5-6 profiles plus 2-3 messaging apps at the same

time. 69% have a profile on Facebook, 67% Instagram, 66% YouTube, 47% Snapchat, 22% Ask, 16% Twitter, and 15% Tumblr. Many of these applications are unknown to parents, this allows them to be less controlled and therefore more confident that they can even dare, favoring behaviors such as sexting, cyberbullying and dissemination of private material on the net. The IPS pediatricians point out that one of the most worrying data is the creation of a false profile. In fact, 14% of adolescents also have a fake profile, which no one knows or only a few know. This allows them to evade parental control and at the same time makes them easy prey for the grooming network (online grooming of minors), since it has been steadily increasing over the past few years (Manca, 2017).
Another point to be borne in mind is that adolescents are constantly seeking approval, IPS doctors speak of likemania and followermania. In fact, in this regard they state that for some years now it seems that the concept of intimacy has been completely canceled, for about 5 out of 10 teenagers it is normal to share anything: from what they do to personal and private photos, in fact putting everything in showcase, subjecting it to the severe evaluation of the "like" machine. In fact, for over 3 out of 10 teenagers the number of likes received is very important: many likes and many approvals increase self-esteem, popularity and therefore personal safety. Unfortunately, the opposite is also true, that is, negative comments and a low number of likes affect both self-esteem and mood, so much so that 34% are very upset and get angry when they don't feel appreciated about what has been published. This constant desire to appear and to be constantly connected has led a considerable percentage of adolescents to be terrified that they can download the mobile phone: Nomophobia. Nomophobia, from No-mobile-phone, is the new phobia linked to the excessive fear or even terror of running out of smartphone battery or internet connection: almost 8 out of 10 teenagers are afraid that they will run out of mobile phones or not take when I am away from home and this condition generates anxiety, anger and annoyance in 46% of cases. This phenomenon is less common among children as "only" 32% experience high levels of anxiety and worry (Manca, 2017).

3. The side effects of hyperconnection

From the research carried out by the Italian Society of Pediatrics it emerges that the situation is truly alarming. According to Istat data referring to 2018, 85% of adolescents between 11 and 17 years use their mobile phones daily, 72% surf the internet every day, a percentage that in 2014 alone was 56%. Girls are more connected than boys as 87.5% say they use smartphones every day. Internet access is strongly driven by smartphones, only 27% connect from PCs, a percentage that in 2014 was 40%. About 60% of teens check their smartphone first when they wake up and last thing before falling asleep (Censis, 2018). 63% of teenagers between 14 and 19 use smartphones at school during lessons; 50% say they spend 3 to 6 extracurricular hours a day with their smartphone in their hand (National Adolescent Observatory, 2017).
We can talk about risk when using the smartphone compulsively. But how can addiction be recognized by distinguishing it from mere habit? Currently, few countries classify internet addiction and smartphone addiction as real pathologies and have identified recognizable traits, including anxiety and irritability after a period of abstinence, failed attempts to turn off the mobile phone, impairment of social relationships. Addiction is favored by easy access to devices at any time of the day and wherever you are and this is associated with mood swings, isolation, loss of control, anxiety,

asthenia and sadly depression. The Internet often represents a refuge especially for the more timid subjects and those with difficulty in establishing relationships with peers. IPS researchers have confirmed that smartphone addiction can be mainly caused by boredom and loneliness. In general, girls are the most exposed as the risk for them is 3 times greater than boys as they spend more time on media devices, especially in search of greater social relationships. According to experts, in this context, parents play a crucial role in preventing this type of addiction by providing support and affective education. In fact, a good parent-adolescent relationship is important to prevent the risk of addiction by decreasing the level of social anxiety often widespread among children. When isolation becomes pathological, we are talking about a phenomenon called Hikikomori which in Italy involves about 120,000 adolescents who spend more than 12 hours a day on electronic devices, showing important symptoms of psychiatric pathologies. On the occasion of the 75th Congress of Bologna the speakers presented the results of the research. From these studies it emerges that in addition to the risk of addiction, the excessive use of smartphones causes other serious problems such as loss of sleep, risk of distraction in the study, problems with eyesight and eye, neck and shoulder muscles, and even it can cause accidents. Dr. Annamaria Staiano, Vice President of IPS, says that the data relating to the relationship of Italian children and young people with electronic devices are undoubtedly alarming, among the youngest there is an increase of 13% between 2020 and 2021 of those who use the devices for more than three hours a day. Both children and teenagers use media devices for longer and start using them too early. Research has shown a significant increase in the use of electronic devices before going to bed. It is known, says Dr. Staiano, that such devices can prolong the time needed to fall asleep and affect the quality of sleep (Staiano, 2021). This data is even more worrying if we consider that a recent study, conducted on infants and young children, has shown that Italian children are excessively exposed to electronic devices from the very first years of life and that this exposure is associated with an alteration in the acquisition of adequate sleep patterns (Bellagamba et al., 2021). Given that poor sleep quality determines adverse effects on the overall health of the individual, both in terms of performance in daily activities and in terms of increased risk of mood disorders, it is clear that this habit should be strongly opposed (Staiano, 2021). Using the smartphone before bed has a negative impact on the circadian rhythm of sleep as it causes excitement and difficulty in falling asleep. Studies have shown that the use of media devices before sleeping reduces the total duration of sleep by as much as 6 and a half hours during the school week. Using media devices for 5 hours or more increases the risk of sleeping less than those who use them for only one hour a day. IPS pediatricians highlight that research confirms that sleep is crucial for the mental and physical functioning of our body and that when it is insufficient, of poor quality or inadequate it is related to the onset of cardiovascular diseases, metabolic dysfunctions and diabetes. In addition, poor sleep quality causes negative consequences in children's lives such as fatigue, depression, obsessive-compulsive disorders, sometimes leading to substance abuse, alcohol abuse and poor academic achievement. In fact, the excessive use of smartphones, unless it is aimed at research related to the study or for educational purposes, can lead to a superficial approach to deepening, less concentration and a greater tendency to distraction, with the consequence of having poor school results. .

Unfortunately, hyperactivity on the use of the smartphone is associated with greater cognitive distraction and inattention that occasionally endangers the very lives of users. For example, as emerges from the data of the “American Centers for Disease Control and Prevention” of 2018 in the

USA, fatal accidents involving adolescents recorded a 5% increase compared to previous data. In fact, these incidents were caused by improper use of smartphones by teenagers busy responding to messages, listening to music, playing while walking or crossing the street. In this case, the example of parents becomes fundamental as adolescents with parents who usually talk on the phone while driving are more likely to repeat such behaviors.

Continuous exposure to screens can also interfere with eye health. In fact, the continuous use of devices can cause dry eyes. The subject may experience a sensation of a foreign body in the eye and/or ocular burning, symptoms very similar to that of dry eye. Due to their small screen, smartphones are used at close range, thus inducing eye fatigue, glare and irritation. Therefore, excessive use at short distances can influence the development of a condition called "concomitant acquired esotropia", that is, it can cause a type of strabismus that occurs when a form of diplopia appears that first involves only distant vision and then also close vision . It should also not be overlooked that excessive use of devices can cause muscle and joint problems. In fact, some international studies were also presented during the 75th Congress of the IPS he found that 70% of adolescents have pain in the neck, 65% in the shoulder and pain in the wrist and fingers in 46% of cases. Musculoskeletal disorders related to the use of smartphones can be influenced by many factors, including the size of the screens, the number of text messages sent and the hours per day of use. Some researchers have found that sending text messages is one of the factors that contributes most to spinal, cervical and neck stress in hyper-connected users, i.e. those who had used the devices for more than 5 hours a day.

However, there are some positives that the IPS scientists point out. These aspects mainly concern social interactions. In particular, some research has observed that online interaction could help adolescents get out of shyness and isolation and relate to others. These researches seem to have highlighted how adolescents, especially girls, use the internet as an opportunity to establish relationships without worrying about how others evaluate their physical-aesthetic appearance. For adolescents who feel isolated and depressed, the use of the internet and devices can provide help to improve their mood, feel more autonomous and independent, feel accepted by their peers and thus increase their self-esteem.

4. Time management, media diet and physical education: A hypothesis of intervention

From the surveys I reported in this contribution, it emerges that an important percentage of Italian pre-adolescents and adolescents do not carry out the minimum amount of physical and motor activity on a daily basis as indicated by the WHO. On the other hand, it should be noted that in the last 10-15 years the use of devices has increased exponentially, effectively limiting the time to devote to motor activities: recreational-motor games, sports, etc. greatly amplifying the time dedicated to a sedentary lifestyle. Both WHO scientists and IPS doctors have been warning institutions, educators and parents for several years now without achieving any significant change. An intervention aimed at reversing this unhealthy trend could be carried out at school through targeted lessons and laboratory activities, time management and health education where learners should be trained/educated about correct lifestyles. The workshops will have to serve above all to make children understand how much daily physical activity, healthy nutrition and a correct media diet are crucial for health. But why have the

kids follow time management lessons? In the survey carried out in 2014 by the IPS observatory, to the question “Why don't you play sports?” 38.7% of the boys replied: “I don't have time”. The same answer was given in 2019 by 17.5% of a group of 11-13 years old from a lower secondary school in the province of Lecce (IPEMS Research - Pilot Intervention of Motor and Sports Education). This activity aims to educate children to organize and manage their time optimally. During the ‘time management’ laboratory activities, the students should be guided and helped by teachers / trainers to organize their afternoon time taking into account all school, personal and family commitments, trying to obtain some time to devote to leisure and recreational-motor play, free play, sport. Through the didactic methodology of problem solving, it will be necessary to try to make the children autonomous and therefore gradually after a period of support from the teachers/trainers they will have to try to organize and plan their afternoon time on their own. Obviously the teacher/trainer will always remain in support of the student in case of need until the student himself gradually reaches a natural autonomy.

Why was the Problem Solving methodology used in the ‘time management’ lessons?

A problem can be defined as the situation in which a person finds himself, who wishes to pass from a given state to a desired one but cannot do so through an instinctive action or through a learned behavior. The term Problem Solving therefore indicates the cognitive process put in place to analyze a given situation and find a solution. It is a concept that has become part of various professional sectors, a requirement included in the curricula and a method now also used in the academic and scholastic context.

The classic learning process involves the use of schematic and automatic procedures, previously acquired and simply to be reapplied on similar problems. Problem Solving, on the other hand, is based on cognitive operations capable of offering an unexpected solution never reached before: this approach implies a structured reasoning aimed at solving a complex situation, which cannot be obtained with the automatic application of already known procedures. nor with an instinctive or intuitive approach.

In problem solving procedure we must propose to the students we can identify 5 moments:

- define the problem: the student approaches the problem as if it were a game, a puzzle to be solved, and understands its components;
- brainstorm ideas: the reasoning begins and begins to freely try more solutions;
- decide on a solution: this is the real beginning of the resolution phase, in which the data in possession is established. The guy begins to mentally organize his time and then write down the planning of his activities on a special table;
- implement the solution: during the carrying out of the task the guy asks himself if he is reaching the solution or has to change his approach, if he needs help or already has some ideal solution;
- review the results: when solving the problem, one wonders if the calculated times were right, if the right perspective was chosen, where mistakes were made and how it can be improved (For example, an error that could fall into programming is that there is not enough time between one activity and the other species if the different activities have to be carried out in distant places).

Why is it important to use the problem-solving teaching methodology?

Thanks to this learning method it is possible to develop a series of spatial-temporal organizational skills fundamental for the future life of the child. First of all, the ability to analyze and evaluate one's own cognitive activity, thus having awareness of the various aspects of mental work that takes shape

in reality. The difficulties encountered during the solution process will lead the student to choose the best strategy each time or to avoid the mistakes made previously. The goal is to help children become aware of the importance of time which is very often used in unproductive ways such as excessive use of TV, video games, smartphones, thus excessively increasing sedentary lifestyle. The reasoned use of time combined with a correct media diet will leave children with more opportunities to play, play sports, have fun, be together with their peers and have fun. The time dedicated to physical and sporting activity must be/represent for children and a moment of leisure, play, fun, where they can learn and develop motor skills and skills in a fun way. The time management laboratories together with a path of awareness regarding the media diet and sports motor activities could be useful to make subjects acquire the correct lifestyles that could consolidate over time, increasing the probability that they will then be maintained over time.

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