

## Educate at School with Motor Activity

Francesco Del Sorbo  
delsorbo.francesco@iisferraristabia.edu.it

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### **Abstract**

*The purpose of this research work is to highlight the importance that sport has assumed over time for the purpose of sustainable educational and training development for any person.*

*There are, of course, still many basic social and cultural criticalities to be overcome in order to believe in an educational conception of sport that leads to the exaltation of the values inherent in physical activity.*

*The paper aims to promote the educational importance of sport as a function of the social life of any individual.*

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**Keywords:** Sport; Education; School.

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### **Introduction**

Over time, sport has increasingly taken on an educational and training value for all people, regardless of age, gender or the possible presence of a disabling physical or mental condition (Sibilio, 2008).

The current historical moment imposes the need to introduce an innovative education and training system that is capable of facing complex global challenges. These methods assume a key role both for teacher professionalism and in the preparation of educational and training courses for learners.

This research work proposes an interdisciplinary methodological approach based on the principles of motor activity and on the use of technologies aimed at the development and enhancement of the learner's integrated skills (disciplinary, personal, transversal). Finally, we want to highlight and make people understand the educational value and the experiential-reflective fallout in the context of the educational planning of the school. However, the relationship between sport and educational and social growth is not exempt from any discussion: it is necessary that some social and cultural criticalities are overcome, such as the idea of sport exclusively from a competitive point of view, or from a school point of view (Elliott, 2007). This work aims to highlight the educational values present in sport and the importance they assume in relation to social life (Musaio, 2013).

### **1. Why exercise?**

"It is possible to know something about a person more in an hour of play than in a year of conversation", this is what Plato asserted, deducing that it is thanks to the body and its gestures that the human being is able to relate with his peers and with the outside world, in fact from birth children enter into a relationship with the external environment with the exclusive use of gestures,

which then continues with the game and finally with motor and sporting activity (De Beni, 1994).

The body and movement live in symbiosis since the birth of the child. It is through them that the newborn communicates its needs and wishes, and as it grows up this mode of communication continues to exist independently and perhaps in some respects unconsciously. It is in this direction that motor activity must intervene, especially in the school system, as movement must be revalued and made educational for each learner, in order to be able to restore that value that has been lost (Ceciliani, 2018).

Already P. De Coubertin, stated that sporting activity had inherent value such as democracy, pacifism and internationality, aspects that enhance the relational dimension of man, or rather the ability to socialize between the individual and the entire community (Naccari, 2003). In fact, it is thanks to the practice of any motor activity that it is possible to satisfy and control the variegated emotional needs and at the same time it is possible to create a moment of comparison, experimentation and self-control for oneself and with others, showing an important value of sporting activity: ambivalence and polymorphism, because it is the way to use one's physical and mental energies, it is a place of encounter and confrontation, of selfishness and oppression, aimed at satisfying one's sense of self-efficacy due to the pleasure in being part of a stage of the game (Boscolo, 1990). So the various facets deriving from motor practice, both competitive and non-competitive, represent the link between all the players who are part of the sporting world (athletes, the public, teams), as aspects such as respect for oneself and for others, loyalty, sense of friendship, can all be traced back to the various environments of daily life which inevitably create a real way of doing and being in the society of the person who practices sport (Brezinka, 2011).

The motor activity describes and represents a mini-society with well-defined social roles and status and precise rules to be respected, in order to simplify the recognition of oneself and of the rights and duties to be fulfilled, stimulating aspects such as comparison, support or the competition, which are essential for the creation of the identity of the subject, and it is for this reason that it must be considered a real educational institution with the aim of carrying out all the peculiarities it possesses (respect for the rules, spirit of sacrifice, tenacity, sportsmanship, humility), which are necessary to educate and coexist with others in a civil and democratic way, with the aim of creating a mental attitude that can always be used in any context one finds oneself relating to (Farinelli, 2008).

Using motor activity and taking advantage of all the values it is able to transmit is equivalent to being able to propose a new teaching model that supports movement in the student's training process. For this to happen, it is necessary to create a real educational culture of the movement, capable of acting and interacting in all training contexts in order to be perceived from a valid training point of view (Casolo F., 2019).

Sport, therefore, has the fundamental role of creating a sporting, and consequently social, ethics to define what can be termed acceptable behaviors for living democratically (Lucisano, Salerni, 2002). One of the necessary conditions of life and the main form of human behavior in the external environment is motor activity. It improves working capacity, health, provides diverse harmonious development, the functioning of the cardiovascular, respiratory, hormonal and other systems of the

body, activates the neuromuscular system and the mechanisms of the reflexes transmission from muscles to internal organs. At the same time, a low level of outlook and motivation in the field of health, wellness physical culture, and healthy lifestyle negatively affects the process of motor activity of students that consequently worsens their health, the level of physical development, physical fitness and increases the number of diseases.

Therefore, the original methodology of introducing health-saving technologies into the activities of higher education institutions should be responsible for the health of students, their level of biological and social adaptability, ensure the individuality and conformity of the activities of teachers and medical staff of an institution.

The Departments of Physical Education have the task of preserving and improving the health of students, transforming the way of life typical for a large part of students into a healthy one that would not destroy but improve their health. The analysis of recent studies and publications showed that motor activity is an integral part of the lifestyle and behavior of a person, which is determined by socioeconomic and cultural factors, and which depends on the organization of physical education, morphofunctional characteristics of the body, the type of nervous system, the amount of free time, the motivation for classes, the availability of sports facilities and rest areas. By the motor activity of a person, it is meant any movement of the body made by skeletal muscles that result in an increase in energy consumption that is higher than the main metabolism. Motor activity is conditioned by three factors, including biological, social and personal.

The amount of motor activity of students and the needs of their organisms also depend on the age, gender, the type of constitution, morphofunctional capabilities, the type of nervous system, heredity, the level of physical fitness, motivation for classes, lifestyle, geographical and climatic conditions, the amount of free time and the character of its use, etc.. The sports traditions, education system, the place and role of physical education and sports in this system, the availability of modern programs of physical education and their implementation by qualified teachers play an important role in the formation of physical activity.

The limitation of motor activity of students reduces the efficiency of the body's defense mechanisms to adverse environmental influences, develops a tendency for various diseases. Systematic exercises and sports help an organism to reach a new, higher level of development. Intensive sports activities also form adaptive transformations in the body that cannot be achieved by the usual dosed physical training and physical work. Dosing motor activity (combined into a specific system of physical activity) has a medical, preventive, health-improving effect and training effect on students who have health disorders.

## **2. Educate with sport**

Trying to explain the importance of the relationship between the concept of ethics and motor activity is not at all simple, as the sports world, due to the continuous expansion into the business world, has been and still today is contaminated by infinite improprieties that respect the ethical values of sport (Le Boulch, 1979). Sportsmen and managers therefore have the duty to deal with

their own sense of responsibility, which must go beyond what may be the achievement of the objective regardless of any method or correctness, as it must always be kept in mind that sporting activity has multiple functions among which the educational and training value is certainly included (Damasio, 1999).

Through the movement it is possible to propose curricular innovations with a more flexible organization of the learning paths, making them feasible for each student, thus managing to consider the special needs of each one. In doing so, the school becomes a community, whose educational offer is re-evaluated according to the needs and requirements of each student, and above all through movement and motor proposals that manage to eliminate any difference deriving from a disability situation and propose a form of knowledge that is long life learning (Maulini C., Migliorati M., Isidori E., 2017).

Motor activity can be defined as a social factor capable of following and influencing the continuous change that goes against the current society, and for this to happen it is necessary that the inherent principles of sport are respected and valued, only in this way sporting activity takes on a formative value and shows its own educational dimension, it teaches values such as correct life conduct, respect, loyalty through the practice of the same, thus succeeding in a dual purpose, that of improving physical abilities, but also and above all that of training young people who will be the basis for a future healthy, honest and serene society (Cacciamani, 2002).

Receiving emotions during competitions is dictated by the basic humanity that reflects the athlete you are observing, which allows you to grasp the degree of solidarity of that person, consequently generating the resurgence of various memories and moments from your previous life, and in order for these educational values of sport to be revealed, it is necessary to grow, educate and train young people through and with the healthy values of sport, it is necessary to think of them as raw material that must be worked exclusively by a good craftsman in order to succeed to obtain the right forms (motor activity values) before incorrect guidelines are drawn on it due to wrong examples (Isidori, 2008).

Believing that movement is a simple "fashion" aimed at taking care of the physical appearance makes the idea of physical activity useless in any context it operates, contributing to the creation of a totally wrong ethical-cultural conception. A new method of teaching, regardless of the training context in which it operates, has the duty to consider what can be considered innovative tools and methodologies for the learning of the child - pupil, therefore it is not possible to exclude motor activity.

Sporting activity must be thought of as a real training opportunity of exceptional value and symbolism, on which any person must be able to draw in order to have the possibility of knowing himself and others, it must be considered a privileged training place, able to embrace any age group and to allow full social relationship between members of the sports group (Berthoz, 1998).

It is for this reason that nowadays more training sectors, such as the school sector which are constantly looking for new training paths, value motor activity, precisely because it is considered a real training environment that manages to question all the members who are an integral part of a

specific experience by motivating their professional and personal identity, thus allowing us to be able to affirm that sport has, over time, assumed a significant pedagogical value as an integral part of society, capable of to make all the fundamental rules of the same understood thanks to the transmission of one's own values (Elliott, Somekh, Winter, 2002).

There are different interpretations of the concept of a healthy lifestyle, but their essence is to preserve and improve health. E. N. Vayner considers a healthy lifestyle to be the one which corresponds to the genetically determined typological characteristics of a given person, the specific conditions of one's life, aimed at the formation, preservation, and improvement of health and the complete fulfillment of the socio-biological functions. According to the author, a healthy lifestyle is the most efficient way and method of promoting health. M. M. Bulatova and Yu. O. Usachov interpret a healthy lifestyle as activities aimed at the formation, preservation, improvement, and recovery of health, as conditions and prerequisites for the realization and development of other parties and aspects of a lifestyle. G. Apanasenko and L. Dolzhenko define a healthy lifestyle as a set of wellness activities that contribute to the preservation and improvement of human health. This definition reveals a healthy lifestyle through the concept of the complex of wellness activities. The activities are selected depending on the components that are the parts of a healthy lifestyle. Among the most important elements that give a modern interpretation of a healthy lifestyle T. Yu. Krutsevych distinguished: 1) rational individual lifestyle that promotes health (mental activity, healthy nutrition, proper spiritual regime, personal hygiene, refusal of smoking and alcohol abuse); 2) active participation in the formation of social relations that contribute to the preservation and development of an individual; 3) hygienic rational behavior, taking into account the requirements of the environment; 4) conscious participation in the organization of working conditions that contribute to the maintenance of health and increase in working capacity; 5) a reasonable attitude to health care measures in disease. Among the components of a healthy lifestyle, R. S. Paffenbarger and E. Olsen distinguish regular three meals a day, daily breakfast, regular motor activity of medium intensity, good quality sleep (7-8 hours), refusal of smoking, maintenance of optimal body weight, non-consumption or restricted use of alcohol. The additional use of vitamins A, C, E, and beta-carotene, reducing stress and engaging in community service are also added to these components. Other experts E. T. Howley and D. B. Franks believe that the purpose of a healthy lifestyle is to create a basis for positive health with minimal risk of its disorders, characterized by favorable hereditary indicators, the level of serum cholesterol, the level of blood pressure, normal body weight, the condition of the cardiorespiratory system, the mobility of the spine, the strength and endurance of the muscles, the ability to overcome stress. These authors also include the following components to a healthy lifestyle: good heredity; health-promoting habits; habits that promote personal safety; environmentally friendly conditions; preventive measures; good physical condition; regular motor activity; proper nutrition. Among the factors that influence a healthy lifestyle, scientists distinguish adiposity, osteochondrosis, depression.

In this regard, psycho-pedagogical and specialized literature is actively discussing the definition and justification of the lifestyle that would improve the health of students. Therefore, a healthy lifestyle can be interpreted as the behavior of a person who reflects a certain life position aimed at maintaining and promoting health based on compliance with the rules and requirements of personal and social hygiene. In general, the analysis of literary sources gives grounds to state that the main

factor of a healthy lifestyle is, first of all, motor activity, which requires the student to achieve some success in this field, get rid of bad habits, stick to healthy eating, acclimation, controlling one's own weight.

The increase in students' physical activity is one of the main factors of a healthy lifestyle and means of health improvement. It is revealed that on average 5.9% of the total time is spent on physical education classes, sports training, participation in sports competitions and various sports activities, independent physical exercises and hygienic morning exercises. It can be certainly noted that this time is not enough to provide physical activity, mental recovery processes. There were no special changes in the structure of students' time budget during years of study. Many higher education institutions have eliminated physical education classes for senior students or substantially reduced the number of hours that negatively affects students' general motor activity. The analysis of the time budget, according to studying departments, revealed even more significant contrasts in spending time on exercise and sports. The students of special and main educational departments spend even less time on the physical exercises and sport than generally at the university (respectively, 7 hours 20 min – 4.4% and 8 hours 13 min – 4.9%). At the same time, the indicator of the students of the sports department is significantly higher (12 hours 41 min – 7.5%). The structure of the students' of the sports department free time is more refined and the time is used more rationally. Despite the considerable time spent on sports, they pay more attention to social activities, spend less time on passive rest, and follow regimes of study, daily routine and rest more clearly. The high level of physical activity of students favorably influences the development of physical qualities, the level of physical fitness and health and ensures the successful fulfillment of program requirements and tests. It is determined that only 36.6% males and 23.9% females among students are satisfied with their physical activity while studying in higher education institutions. The male students of the first year of study – 41.9% are defined to be satisfied with their motor activity the most, that is caused by a better material and technical equipment of the sports base, teaching and coaching staff, performing sports and mass work in higher educational establishments, in comparison to schools. In the second or third year, the level of satisfaction with motor activity is decreased. In contrast, the female students of the first year of study have a low level of satisfaction with their motor activity and it remains practically the same throughout the study period.

In the special education department, only 20.8% male students are satisfied with their motor activity, in the main department – 38.9%, and in the sports one – 45.8%. The significantly lower rates were obtained from female students: 18.6% in the special department, 23.1% in the main and 35.4% in the sports departments. Accordingly, the deficit of motor activity leads to a deterioration of health and the development of a number of diseases. Diseases are significantly reflected in the decrease in students' motor activity and its complete loss. During the year, 645 students lost 10478 person-days because of illness that is 4.45% of the total number of days. The analysis of the causes of students' labor capacity loss showed significant differences not only in the number of diseases but also in their consequences between men and women. Among the students who lost their capacity for work during the year, there were 2.18% males and 6.19% females of the first year of study, 2.69 and 4.48% respectively of the second year. The situation was even more vulnerable in the third and fourth years. The male students' loss of capacity for work had a decreasing tendency, and the female students', on the contrary, had a significantly decreasing tendency. It was also

revealed the difference in labor capacity loss between the students of different educational departments. Acute respiratory diseases are dominant in all educational departments, especially for females. The students of the special education department have the highest rate of labor capacity loss – 6.29% (2.71% – males, 7.99% – females), the next place is going to the students of the sports educational department – 4.3% (2.02% – males, 6.57% – females), the students of the main education department have the best indicators. One of the tasks of physical education is the correct formation of value orientations, the realization by students of the most important needs in this field of activity. Only under such a condition, it is possible to form a value-based attitude towards a healthy lifestyle. However, the system of physical education in higher education institutions could not form the correct attitude to exercise of the half of students formed a negative attitude to the process of physical education and physical activity.

The criterion of the efficiency and quality of the process of physical education is the students' upbringing, that is, the high spiritual and moral-volitional qualities, which are based on an internal desire to systematically maintain the health, a sufficient level of physical fitness and development, love for physical culture and sports and in general a healthy lifestyle. There are a number of factors that encourage students to exercise, but they lose their strength when students face some difficulties and obstacles quite often. The main factors contributing to the positive attitude of students to physical education are responsibility and discipline, taking pleasure from the lessons, the example of a teacher, friends, etc.

The efficiency of physical exercises is significantly influenced by the form of classes offered to students. The students give the greatest preference to the classes in the sports training department and sections (35.2%) and give considerable attention (30.7%) to independent classes with a group of friends. The male students are particularly interested in mini-football, football, volleyball, basketball, table tennis, oriental martial arts, kettlebell lifting, boxing and training with gym machines, and female students prefer aerobics, shaping, rhythmic gymnastics, training with gym machines, and a small part of female students prefer sports games. The quality and efficiency of the physical education process depend to a large extent on the content of the training classes, their location, the emotional climate in classes and the choice of the means of development of physical qualities. The students enjoy the classes with functional music the most. The students, especially females, are quite fond of training with gym machines, while males prefer sports games. The students are less keen on athletics, and cross-country run held at the stadium and in the open air. One of the main goals of exercise should be related to students' belief that it has great value for their lives. It is important for students to constantly enjoy such classes and feel muscular pleasure. It is necessary to build the educational process so that it promotes the development of the ability to see not temporary but long-lasting values of life, to experience a certain achievement, to enjoy the classes, get positive emotions.

### **3. Motor activity at school**

At European level, motor activity is considered, after the family and school, the most important training agency through which young people can be offered balanced growth in a socializing perspective and aimed at healthy lifestyles, making clear the positive repercussions that it generates

throughout life, and it is for this reason that, in Italy, practicing sports at school is assuming such importance that it is considered one of the fundamental elements for both physical and mental well-being (Lapierre, 2001).

Facing the value meaning of the body and therefore of motor activity means being able to demonstrate how they possess an educational potential such as to be able to make the motor experience rich in new knowledge (Mufanò C., 2017).

Therefore, the need arises to provide children, families and the school with elements of clarity regarding the promotion of school sporting activity, in particular regarding its importance in primary and secondary school, with the arduous task of enhancing the educational, sporting, preventive, cultural and social purposes (Dewey, 1967).

Motor activity manages to actively intervene on the learners and manages to respond to their needs by proposing social values that are identical to those set by the school institution. It is for this reason that movement and consequently motor activity must become educational, as with it it is possible to propose an innovative form of teaching capable of involving all students by creating a participatory atmosphere in the classroom context and above all managing to interest in this process also families and the territory (Moliterni, Magnanini, 2018).

The school is certainly one of the meeting and relationship places in which the growth of the person does not depend only on the didactic contents, but requires an educational offer which is varied and which considers the main actors of social interest such as the family which can be considered as a privileged environment for the creation of a social culture starting from childhood, offering a preventive intervention such as to act on the whole of society, and it is for this reason that it is appropriate to highlight the elements and methods that characterize the educational value of motor sciences in school and sport in free time, highlighting that education in sport must be a path based on several levels, initially from the motor activity practiced at school, up to introduction to sport and finally its specialist practice, in order to allow everyone to place themselves and proceed according to the maturity of their motor function (Osti, Gamberini, 2010).

It is useful to remember that there is no best sport to express all one's potential, but motor practice must be considered a way to manifest one's potential, therefore from a school point of view, it is fundamental precisely because the contents are the object of a type of learning active and effective participation, therefore incorporated in a significant way through associative mechanisms between the motor potential and the cognitive component of the pupils (Elliott, 1991).

With the integration of motor activity carried out in the school context with what happens every day, evident successes are found, the pupils appear more concentrated in class and with greater learning ability, demonstrating that the school-sport synergy represents a valid support for the combination teaching-learning, participating in the great challenges of society such as the improvement of health and well-being, the management of conflict situations and the inclusion of people with disabilities and from different cultural backgrounds (Becchi, Bertecchi, 1994).



Having ascertained that the practice of sports is aimed at the motor, cognitive, emotional and social development of people, it is fair to assert that physical education in the past, and motor sciences today, have been and are considered the only tool available to have the right consideration of the needs that the school has to face, and therefore it must not be seen exclusively as physical education understood as a compulsory school subject, but must be an integral part with the other subjects, during daily activities and in the school environment (Barausse, 2004). It is for what has been said previously that the programs related to motor activity related to the world of school have significantly increased in recent years, and unfortunately, despite this, the number of schools that recognize and integrate sporting activity into their training offer is still scarce, motivating this absence with explanations such as excessive commitment, or even worse by saying that the goal of the school is teaching, forgetting that the world of school sport must be recognized and must represent a very important source of experience for children, such to be able to offer a lifestyle that generates social and intercultural integration and which, by exploiting learning and the definition of common rules, contributes to the formation of a citizen's ethics (Valentini, Dardanella, Federici, 2003). As a result, lack of physical activity has become one of the leading health risk factors. In the WHO European Region, one million deaths (about 10% of the total) and 8.3 million years of healthy life per year are attributed to it. It is estimated that a lack of physical activity accounts for 5% of the burden of coronary heart disease, 7% of the burden of type 2 diabetes, 9% of the burden of breast cancer and 10% of the burden of colon cancer (World Health Organization, 2004; World Health Organization Regional Office for Europe, 2013). According to the World Health Organization, the lack of proper motor activity leads to economic losses of 150-300 euros per person per year (World Health Organization, 2007, 2008; World Health Organization Regional Office for Europe, 2013). Overweight and obesity over the past few decades have risen (and continue to rise) in many countries in the Region. The following facts cannot but cause alarm: in 46 countries of the Region (87 % of countries) the prevalence of overweight and obesity among adults exceeds 50 %, and in several of them it reaches almost 70 % of the total adult population. Overweight and obesity are very common among children and adolescents, especially in southern Europe. Inadequate physical activity has been shown to upset energy balance, which leads to weight gain (Health 2020, 2013; European Union, 2014). According to studies by foreign scientists, the contribution of various factors to maintaining health is uneven. About 54 % is a lifestyle in which a significant role is played by negative factors of unbalanced nutrition, smoking, lack of motor activity, excessive alcohol consumption (Cavill, Kahlmeier, Racioppi, 2006; Kirk-Sanchez, Mc Gough, 2014). As one of the most important indicators of health and well-being - the life expectancy of the population. Comparing WHO statistics for Ukraine and EU countries, we note a difference in life expectancy of 10 years not in favor of Ukraine. The number of years of dysfunctional life is also noteworthy, that is, when a person begins to struggle with emerging diseases. In Europe, this figure is 9-11, and in Ukraine 11-13 years. According to the World Health Organization, the ratio of costs to income from implementing healthy lifestyle programs is 1 to 8 (Cavill, Kahlmeier, Racioppi, 2006; World Health Organization, 2010). Ukraine is no exception in the number of teenagers who watch TV 2 or more hours a day, according to WHO, we are in 20th place in Europe (World Health Organization, 2013) However, the low level of health of adolescents in Ukraine is alarming. According to WHO, more than 30 % of girls and 17 % of boys of fifteen consider their health to be either satisfactory or poor, which is the fourth result among European countries (World Health Organization, 2013). It is well known that maintaining a healthy lifestyle

for people to maintain and improve their health is five times more effective than medical diagnostic procedures (Gesell, Tesdahl, Ruchman, 2012; Health-Enhancing Physical Activity, 2013; Hotting, Roder, 2013). Based on state-of-the-art scientific evidence, the American Physical Activity Guide (U.S. Department of Health and Human Services, 2008; 2018) states that today, about half of all adult Americans — 117 million people — have one or more preventable chronic diseases. Seven of the ten most common chronic diseases are favorably affected by regular exercise. However, nearly 80 percent of adults do not comply with the basic recommendations for aerobic and muscle activity, while only half comply with the basic recommendations for aerobic physical activity. This lack of physical activity is associated with approximately \$ 117 billion in annual health care costs and about 10 percent of premature deaths. An analysis of the latest documents of the World Health Organization regarding the motor activity strategy for the European Region determines the reasons that affect the health status and life expectancy of the Ukrainian population (World Health Organization, 2008, 2010, 2013, 2018). By examining statistics on the population of Ukraine, WHO identifies the main risk factors that affect health status and life expectancy (Health 2020, 2013; World Health Organization, 2018). Among them: smoking, the prevalence of which among people aged 18-29 years is 43 %; smoking accounts for 13 % of the burden of disease; according to a survey conducted in schools, the prevalence of smoking among thirteen-year-olds is 9 % among boys and 4% among girls. Alcohol consumption: the total recorded level of alcohol consumption is 4.8 liters per person per year; annually 22 new cases of alcoholic psychosis are recorded per 100,000 population; alcohol consumption accounts for 12 % of the disease burden; according to a school survey among fifteen-year-old students, 19 % of girls and 29 % of boys use alcohol weekly. Illicit drug use: marijuana is the most common illicit drug in the country; over the past year, 3.6 % of the population consumed it. The prevalence rates for drug abuse during the year are: 0.8 % for opiates, 0.2 % for amphetamines and 0.1 % for both ecstasy and cocaine; illicit drug use accounts for 3 % of the total burden of disease; in 2003, the number of initial visits to drug treatment facilities was equal to 133394; a survey among fifteen-year-old schoolchildren showed that over the previous 12 months, 8 % of girls and 21 % of boys used marijuana. Obesity: according to estimates, obesity (BMI 30) accounts for 9 % of the disease burden, and 6 % for inadequate physical activity; 7 % of men and 19 % of women suffer from obesity; according to a survey of thirteen-year-old schoolchildren conducted in schools, 5 % of boys and 3 % of girls suffer from overweight.

#### **4. Conclusion**

This work has highlighted how, from the point of view of the pupil, the interdisciplinary experience has generated a greater awareness of knowledge, as it turned out to be more engaging. Furthermore, the unity of purpose of the teachers meant that the students involved in the activity felt encouraged to seek the meaning of the interdisciplinary aspects of the project. Furthermore, we must not forget that working in a group affects one's own and others' social-relational skills, imposing the need to overcome any emotional difficulties. This method of educational teaching has allowed learners to develop executive skills and abilities that can be used in daily life, as the experiential aspect is found to be preponderant compared to mere theoretical knowledge (Sorzio, 2005).

The formation of a healthy lifestyle of students has many different interpretations and recommendations. This indicates that there is no single way to maintain a healthy lifestyle and an

active life. Therefore, the intensification of pedagogical health-saving technologies requires the conscious involvement of the potential of each student and the efficient adaptation to educational activities.

Ensuring optimal motor activity of student youth is one of the priority factors of a healthy lifestyle and means of wellness. The standard of the motor activity of students of higher education institutions can be considered such a value that fully satisfies the biological needs for movement, meets the functional capabilities of the organism, promotes its development, physical fitness, health preservation, the improvement of working capacity and ensures the successful fulfillment of the duties. In the scientific literature and programs on physical education, the optimal amount of the physical activity of students is 12-14 hours a week with sufficient physiological activity.

Sport can and must be defined as a means by which it is possible to learn certain values regardless of the contexts in which one finds oneself operating, and it is for this reason that motor activity must be assigned this fundamental task for people, who through the varied bodily experiences, dictated by sporting practice, they are able to obtain greater awareness of their own body (Ausubel, 2004), of their own abilities and skills and, consequently, learn to manage them. It is from this point of view that motor and sports activity aims to increase training also in the school context by increasing self-efficacy, the ability to evaluate, and consequently, favoring the possibility of building a better relational dimension for life social.

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