

Antonio Ascione*

***Ripensare a un modello educativo di una scuola media
di tutti, inclusiva e sostenibile attraverso
il corpo e il movimento***

***Rethinking an Educational Model of a Middle School for all,
inclusive and sustainable through the Body and Movement***

Parole chiave: movimento; attività fisica; inclusione; formazione; sostenibilità

La linea educativo-istituzionale aperta dalla Legge 1859 del 1962 ha segnato un solco definitivo e profondo fra uno ieri e un oggi della scuola media. Esso è sintetizzabile nelle idee che Cesare Scurati (Scurati, 1997, p. 59) che la definì: “pedagogizzata”, cioè organizzata secondo le indicazioni della didattica generale e disciplinare; “psicologizzata” cioè incentrata sulla natura e sulla struttura psicodinamica dell'allievo; “popolare”, cioè caratterizzata dal collocarsi nell'ambito sociale e civile dell'obbligo e del diritto all'istruzione; “personalizzata”, cioè sensibile alle istanze dell'individualizzazione e della socializzazione. L'idea di inclusione non si basa sulla misurazione della distanza da un preteso standard di adeguatezza, ma sul riconoscimento della rilevanza della piena partecipazione alla vita scolastica da parte di tutti i soggetti. In particolare, in questo articolo si pone l'accento su un setting didattico che valorizza il ruolo del Corpo e del Movimento nel rendere la scuola inclusiva.

Keywords: Movement; physical activity; inclusion; formation; sustainability

The educational-institutional line created by Law 1859 of 1962 marked a definitive and profound gap between yesterday and today's middle school. It is summarized in the ideas of Cesare Scurati (Scurati, 1997, p. 59) who defined it as: “pedagogized”, that is, organized according to the indications of general and disciplinary teaching; “psychologized”, that is, focused on the nature and the psychodynamic structure of the student; “popular”, that is, characterized by being in the social and civil context of obligation and the right to education; “personalized”, that is, sensitive to the demands of individualization and socialization. The idea of inclusion is not based on measuring distance from a supposed standard of adequacy, but on the recognition of the relevance of full participation in school life by all subjects. In particular, this article emphasizes an educational setting that enhances the role of the Body and Movement in making the school inclusive.

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1. Introduction

The occasion of the sixtieth anniversary of the middle school (1962-2022), while on the one hand is cause for celebrations, on the other highlights how much the Gentilian system in light of social changes has become obsolete. The middle school has difficulty in detaching the label of "middle ground" oscillating between two different pedagogical perspectives: the first is to prolong the mothering approach of primary school and the second is to start the more selective approach typical of secondary school. The idea of inclusion is not based on measuring distance from a supposed standard of adequacy, but on the recognition of the relevance of full participation in school life by all subjects. As the Centre for Studies on Inclusive Education points out, inclusion is what happens when «everyone feels they are appreciated, and their participation is welcome». The theme of school inclusion has become fundamental during the cultural comparisons that are interested in school and in particular legislative actions. In fact, the formal training contexts, in response to ministerial indications, have addressed the issue by adapting ad hoc norms and above all appropriate actions to the various educational fields. Studies have shown that the self-efficacy of teachers determines the productivity of inclusion². In fact, this basic predisposition to the feeling of self-awareness can represent a fundamental assumption in favor of inclusive actions³, and how the positive attitude of the teacher towards inclusion can determine the activation of inclusive good practices⁴ has also been observed. Just as the school institution has undergone changes over the years, so too has the conception of the body and movement. Physical education became part of the school at the beginning of the twentieth century, but unfortunately in an exclusively intellectual education system in which the body had no value except physical. So, the teaching of physical education was aimed at training the body by performing repetitive actions. This concept is reinforced by totalitarian regimes, as the movement was only necessary for the training of the body in order to fortify it⁵. Then the world of school seems to begin to understand the potential of physical activity, understood no longer as

² H. Savolainen, P. Engelbrecht, M. Nel, O.P. Malinen, *Understanding teachers' attitudes and self-efficacy in inclusive education: Implications for pre-service and in-service teacher education*, European journal of special needs education, 27(1), 2012, pp. 51-68

³ S. Patera, *Rappresentazioni e pratiche dell'agire inclusivo: Un percorso metodologico e un'attività didattica a partire da un caso di studio*, Italian Journal of Special Education for Inclusion, 10(1), 2022, pp. 304-318.

⁴ G. Arduini, *L'educazione inclusiva nella scuola e il ruolo del docente specializzato*, Pedagogia oggi, 20(1), 2022, pp. 249-255.

⁵ J. Meda, *Mezzi di educazione di massa: nuove fonti e nuove prospettive di ricerca per una storia materiale della scuola tra XIX e XX secolo*, Rivista di History of Education & Children's Literatura, v., 1, 2011, pp. 253-279.

aimed exclusively at improving the body, but able to yield movement to facilitate learning, thus arriving at the mind-body relation. Therefore, the school aims to enhance the physical and cognitive qualities of all students, considering the pupil, his needs and his potential⁶. This work aims to reinforce the assumption that the Body and Movement represent a resource for the structuring of the self and the learning processes, thus providing the opportunity, through the design of educational and inclusive paths. The European Union is committed to an inclusive and equitable quality education, equal opportunities for learning and lifelong learning for all. In the Italian school context, from the national indications, we find today different terms that indicate the discipline of the movement in the various school orders and cycles; in kindergarten “The Body and Movement” is defined, in primary school “motor education”, in the secondary level “physical education” and in the secondary level or higher “motor and sports sciences”.

As far as kindergarten is concerned, the movement represents a pivotal element for the design of educational and educational interventions, as it is from it that the educational proposal containing a set of actions, dialogue and bodily communication is structured. In this way, the motor activity becomes a facilitator of learning, able to intervene in a global way on the learner (self-knowledge and the other, relationship with peers and others, manifestation and control of needs and feelings). Therefore, the teacher using the potential of physical activity is able to make the student live motor experiences that should not be simply thought of as a linear succession of activities whose purpose is the acquisition of a motor scheme, but as the set of a series of proposals, which, using the playful factor, make the learner actively participate during the formative moment. The term “motor education”, used in primary school, is meant to mean the need to use motor activity as a tool to intervene with the holistic growth of the student, thus managing to act on cognitive and socio-relational skills. In this regard, it must collaborate with other disciplines to ensure the correct educational formation of the learner. The movement and the game inherent in it become a means of connection to simplify and encourage learning in a transversal and interdisciplinary way, acting on the harmonious development of the learner. The term “physical education” used in the secondary school of first degree, could suggest a regression on the potential of motor activity in the formal context, aimed exclusively at body care. In reality, it aims to show how motor activity has

⁶ P. Montesano, *Valenza Educativa e Preventiva dell'Educazione Fisica e Sportiva. Formazione & Insegnamento*, Rivista internazionale di Scienze dell'educazione e della formazione, 17(3), 2019, pp. 157-168.

a pedagogical orientation aimed at a form of global education of the learner, in which all the spheres of the latter's personality are affected (socio-relational, emotional and cognitive).

Finally, in secondary school, the term “motor and sports sciences” is used in order to indicate the totality and the ability that this discipline has to affect the countless facets of the personality of the learner and to be able to create links with all other school subjects. These different definitions of movement and motor practice in the various grades of school highlight how physical activity is the link to ensure that the student can enjoy a form of learning that is global. The aim of the project is to promote the exchange of experience and experience in the field of vocational training. The student learns through the experience generated by movement, so it always happens through play and does not concern only the body, but also manages to affect the emotional and socio-relational axis, as well as cognitive and motor. It is for this reason that it is necessary to make a distinction between motor and sports activities, since the former can be defined as a well-structured and programmed proposal by the teacher, where the learner is free to move and make decisions autonomously, but the teacher is always in control and intervenes only if necessary. On the other hand, sport refers to all those forms of movement that are carried out in the various areas of life generating an energy expenditure higher than that of the rest conditions. The construction, the discovery of the knowledge of the individual, the preparation of a sustainable future and equality in diversity, find in physical activity proper physical literacy and health, useful for healthy lifestyles and long-term assets in line with Agenda No. 3 2030⁷.

In particular this article emphasizes the role of middle or first grade secondary school and the figure of the head of the school in making the school inclusive. The evidence of some interviews explaining how a school manager can make motor disciplines integrated and inclusive will be presented. The survey on the effectiveness of physical activity in school, and especially in middle school, also means engaging in policies to promote well-being. In fact, the educational and sustainable practice in walking as if by bicycle, contributes to the achievement of many of the development goals in favor of attitudes predisposing to inclusion⁸.

⁷ F. Gaudiosi, A. Rotondo, *La copertura sanitaria universale nella visione solidaristica dell'Agenda 2030 e il ritorno ai personalismi statali nel contrasto al Covid-19*, Biblioteca della libertà, 55(228), 2020, pp. 1-19.

⁸ M. Ricciardi, *Educazione alla Sostenibilità: politiche, teorie e pratiche per lo sviluppo di competenze trasversali e per l'orientamento. Formazione & Insegnamento*, Rivista internazionale di Scienze dell'educazione e della formazione, 19(1), 2021, pp. 229-238.

2. The dimension of inclusion and the challenges to curricular design

“Integrating background” of a truly participatory and community school, inclusion prefigures “an existential mode, an ethical imperative, a basic law that no one must earn”⁹, but that should, instead, be guaranteed in a protected context such as the school, starting from what is written in art. 3 of our Republican Constitution where the State assumes the task of “to remove the economic and social obstacles which, by restricting citizens' freedom and equality, impede the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country”. To say that inclusion is a founding principle and a formative goal of the School of the 21st century does not, however, mean reducing the discourse to a different way of conceiving the integration of disabled people, although fundamental, but proposing and spreading, starting from school teaching practices, for all, a different way of looking at the “difference” as a positive singularity and as a structural condition of human nature, emerging from terrestrial biology (biodiversity) and by the same identity configuration of man, being in itself unique and unrepeatable. Inclusive education is an internationally accredited right (Art. 24, UN, 2006)¹⁰ as well as nationally, (Legislative Decree no. 66/2017)¹¹.

Systemic actions determine the quality of the implementation of specific projects in favour of inclusion, of which school and out-of-school workers are part. It is plausible to highlight the two possible interventions, the first methodological-didactic, and the second is the organizational one¹². The four main areas of the methodological and didactic axis are: cooperative strategies, cognitive and metacognitive strategies, socio-emotional and prosocial education and finally the climate and management of the class. While, for the organizational axis, there are families, the wider community and services at the territorial level. Another interesting contribution was provided by Stronge et al.¹³ who included the fundamental dimension of reflection on their work as a basic condition for the quality teacher. In

⁹ R. Caldin, “Current pedagogic issues in inclusive education for the disabled” in *Pedagogia oggi*, numero monografico su La Pedagogia dell'inclusione, 1/2013, Tecnodid Editrice s.r.l., Napoli 2013, pp.11-25.

¹⁰ Article 24 of the Charter of Fundamental Rights of the European Union explains the rights of the child. It consists of three articles which reaffirm that minors have the right to the protection and care necessary for their well-being, that the best interests of the child must be considered paramount, and that he has the right to maintain regular personal relations and direct contact with the two parents.

¹¹ On 13 April 2017 was issued Legislative Decree No. 66 that outlines the rules for the school inclusion of disabled pupils according to Article 1, paragraphs 180 and 181, letter c), of Law 13 July 2015, n. 107. It consists of 20 articles that provide new rules for inclusion. The purpose of this provision is to reiterate that school inclusion concerns all pupils with different special educational needs.

¹² L. Cottini, *Didattica speciale e inclusione scolastica*, Carocci editore, Roma 2017.

¹³ J.H. Stronge, P.D. Tucker, J.L. Hindman, *Handbook for qualities of effective teachers*, Editore ASCD, Alexandria, Virginia USA 2012.

concrete terms, these authors have collected some fundamental characteristics that an effective teacher must possess:

- caring ability, understood as an attitude of interest, closeness, solicitude and receptivity to others;
- fair and impartial behavior in the class;
- positive attitude towards the teaching profession;
- good interactive skills;
- ability to generate enthusiasm and motivation;
- ability to reflect on teaching practice.

One element that has increasingly been outlined in recent positions is the reference to the dimension of inclusion. The need to consider positively the value of difference, on the one hand, and the difficulty of making school in the classroom increasingly heterogeneous and diverse. On the other hand, they must lead teachers to consider plurality a favorable and necessary condition for educating and promoting social intelligence. The class becomes the metaphor of the social construction of knowledge: “together we can make it”, this is the message that perhaps will save the teachers and the sense of their work¹⁴. Inclusion, therefore, is the responsibility of all teachers, so it is necessary that every teacher develops the ability to operate in schools and classes characterized by a plurality of potential and needs, without thinking, even for a moment, that this function should be performed by someone in particular.

The European Commission 2007 carried out a detailed analysis on the situation of teachers in Europe, highlighting that the teaching profession, if inspired by the values of inclusiveness and the need to nurture the potential of all educators, can have a profound influence on society and play a vital role in advancing human potential and the formation of future generations. It goes so far as to define a specific framework of competences to carry out an action as complex as it is fundamental:

- identify the specific needs of each student and respond to these needs with a wide range of teaching strategies;
- supporting the development of young people to become fully autonomous learners throughout their lives;
- helping young people to acquire the skills listed in the Common European Framework of Reference on skills;
- working in multicultural contexts;
- working closely with colleagues, parents and the wider community;
- acquire, develop and use managerial skills¹⁵.

¹⁴ D. Zoletto, *Straniero in classe: Una pedagogia dell'ospitalità*, Editore Raffaello Cortina, Milano 2007.

¹⁵ L. Tuffanelli, *Il portfolio delle competenze: guida per l'insegnante all'uso del portfolio*, Edizioni Erickson, Trento 2004.

Along the same lines, in 2012, the European Agency for Development in Special Needs Education¹⁶ proposed an inclusive faculty profile, proposing two fundamental principles:

- values and areas of expertise serve all teachers since inclusion is the responsibility of all teachers;
- values and areas of expertise give teachers the foundation they need to work with pupils who have a wide range of education and educational needs within a common classroom.

This distinction is important because it shifts the focus beyond simply satisfying the specific needs of certain groups of pupils. The values and areas of competence reinforce the fundamental message that inclusion is a valid educational approach for all students and not only for certain groups of pupils. These values are:

- assessing the diversity of pupils;
- supporting pupils;
- working with others;
- developing continuous personal professional development.

Inclusion must be a fundamental principle of the school and as such must be concretely realized¹⁷. One of the distinctive features of the Italian school is the attention that our country has paid to inclusion, making it, from this point of view, one of the most ambitious and evolved models. Inclusion is having a broad eco-systemic perspective¹⁸. To speak of inclusion, therefore, it is not enough to open the doors to diversity, but it is necessary to welcome and enhance it within a broader education and educational project. Unfortunately, however, a society strongly in crisis like today, which is afraid of diversity and regards the other, different from itself, as a threat, is not able to fully understand the enormous wealth of which it is the bearer¹⁹. Hence the need to “legally train” actions that should instead be the daily field of action of the experienced and competent teacher. The training in schools has been implemented throughout the national territory and not only to explain what are and how students learn with Specific Learning Disorders (SLD), but to disseminate the materials of the latest national and international research. Surely the SLD legislation has been an input to bring to the attention of all the learning difficulties of many learners and to reiterate

¹⁶ T. Saloviita, T. Schaffus, *Teacher attitudes towards inclusive education in Finland and Brandenburg, Germany and the issue of extra work*, European Journal of Special Needs Education, 31(4), 2016, pp. 458-471.

¹⁷ M. Santi, E. Ghedin, *Valutare l'impegno verso l'inclusione: un Repertorio multidimensionale*, Italian Journal of Educational Research, 2012, pp. 99-111.

¹⁸ A. Canevaro, *Pietre che affiorano: i mediatori efficaci in educazione con la logica del domino*, Edizioni Erickson, Trento 2008.

¹⁹ P.L. Sacco, *Piattaforme digitali aperte, luoghi della connessione: le biblioteche e la sfida dell'inclusione*, AIB studi, 60(3), 2020.

that it is up to the school to deal with them. Much remains to be done to improve the quality of inclusion processes, especially for pupils with disabilities, a contradiction if we consider that the inclusive class is a privileged place to develop greater empathy and social acceptance of differences and disabilities²⁰. To be able to offer a form of quality education means to guarantee a possibility of learning for all, which is therefore equitable and inclusive, so as to encourage the improvement of each person's life. Education, goal number 4 of the 2030 Agenda, is therefore among the pillars of the future of humanity, and the United Nations Organization (UN) has well understood the close link between the level and quality of education and the promotion of sustainable development in order to achieve a fairer and more inclusive society. It is for this reason that the focus has been on increasing access to education at all levels and even more on increasing enrolment levels in schools, especially for girls and children with disabilities. Freedom, equity and quality in completing education must be guaranteed to every learner, including those with disabilities, so that they can achieve adequate and concrete learning outcomes²¹. For the school to follow these dictations means ensuring the student the acquisition of knowledge and skills that can lead a sustainable lifestyle, in which values such as human rights, gender equality, promotion of a peaceful and non-violent culture and cultural diversity should be recognized, accepted and disseminated with normality and naturalness. An inclusive school does not "simply" make room for differences but chooses to put them at the center of an educational and didactic action that has its essence rather in homologation and equality, distinction and diversity, understood as differential differences between cultures, genres, abilities, talents. Until now, the binary scheme "mass equality-school" has exercised a normative function in the construction of school knowledge, forming an outline of the privileged axes of training that took place there, of the same "political" function as The Council of Ministers of the European Communities. In this scheme, in the name of equality (of opportunities, of educational goals, of access to the system) the standards pre-constituted and uniform according to which the schools have declined paths and experiences have been defined (centrally in the form of programs), with a qualitative "downward" trend that has not been without consequences on the outcomes of learning in the name, unfortunately, of the ideology of the mass school, prevailing especially since the post-war period.

²⁰ D. Gallinelli, S. Malatesta, Corpi, strumenti, narrazioni: *Officine didattiche per una geografia inclusiva*, FrancoAngeli, Milano 2018.

²¹ M. Fiorucci, *Società e scuola inclusive per lo sviluppo sostenibile: il contributo della pedagogia interculturale*, Pedagogia oggi, 16(1), 2018.

Inclusion, on the other hand, is a valuable opportunity for a quality school. The category of "diversity", in fact, for some years now, has introduced a new point of observation - heterogeneity - from which to look at the didactic action. Heterogeneity is a characteristic of human societies and consequently also of Schools; it is a challenge in terms of acceptance and enhancement. Welcoming and valuing diversity appear today to be, more than two of the many objectives that the school sets itself, real needs linked to the construction of the subjectivity of the "planetary citizen": if we do not teach to make "communion" between heterogeneity (which means communion between different cultures, different languages, different religions, different customs and traditions), the latter risk becoming the cause of destructive conflicts, sometimes of annihilation, especially of minorities. The perspective of heterogeneity also follows the recent proposal of the Index for inclusion (Booth and Ainscow, 2008) dedicated to the education of diversity: the Index projects towards the overcoming of the concepts of diversity and SEN (Special Educational Needs). The European Parliament has a duty to give its opinion on this matter. A "make room" problem. The Index, instead, proposes to replace the expression of SEN with obstacles to learning and participation and in this choice, all formative, there is the attribution of responsibility to teaching as a theoretical-practical place able to change the learning contexts, to make them welcoming and enhancing all diversity. In short, the guiding idea of inclusion, more comprehensive than that of "integration" or "special normality" shifts the focus decisively towards the didactic responsibility to understand how to realize learning communities that can better respond to the universal need of belonging that is proper to the human species, of being We and not only I. The concept of inclusion intersects in fact this delicate relationship between the "I" and the "We", between the need for individual affirmation and the construction of the common good for a just society and in this way reveals the breadth of an educational perspective that contrasts the liberal limits of individualism and consumerism present in all capitalist models and Western neo-capitalism. The school must be seen as the means by which the pupil and therefore the citizen are trained. It is the manifesto of what the person is, and it is for this reason that the body and movement must act as a tool to offer the possibility of experiencing and interacting with the world²². Acting and interacting through physical activity guarantees an innovative form of learning, in which the body is the main focus to assimilate values such as inclusion, sustainability and diversity. Knowledge of one's own body simplifies interaction with the outside world especially

²² B. Weyland, *Fare scuola: un corpo da reinventare*, Editore Guerini Scientifica, Milano 2014.

in the age of development, and it is for this reason that the school, especially the secondary level, must exploit the movement to simplify cognitive processes and, consequently, the achievement of the objectives set in the 2030 Agenda. Knowledge of one's body, physical activity, sustainability and inclusion are all targets to be reached and movement is part of them, so the school must be able to use it, as it works to build and shape the identity of both the individual and the community²³.

3. Interviews and the data analysis process

The organization of the socio-cultural environment of inclusion in a secondary school considered modern must necessarily base its educational activity on new conceptual foundations of the social order. Modern society must develop on the basis of sustainability and inclusion, so that it must condemn discrimination and value respect for human diversity, equal opportunities, solidarity and security²⁴. The school institution, and consequently the teachers, must take into account the pupils with disabilities in their programs, identifying the different components, methodologies and tools that ensure that the barriers preventing inclusion are eliminated²⁵. The aim of this research was to describe and analyze the impact that a school leader can have in inclusion by highlighting in this regard the role that the body, movement and therefore physical activity can have. In particular, the methods, tools and the degree of effectiveness with which motor disciplines can affect others and learners have been analyzed. In addition, the ideas and beliefs of teachers, pupils and families on the meaning and role that physical activity can have on the development of skills have been deepened. Specifically, this scientific study focuses mainly on interviews with three first-grade secondary school leaders. The main theme is the explanation of inclusive practice through physical activity, thus allowing students with disabilities to have significant access to both academic skills and socialization with their peers who do not have disabilities. In particular, in addition to the three school managers, teachers, pupils and families belonging to such educational institutions were also interviewed in order to assess the perception of the contribution that physical activity has made to inclusion for students with disabilities. In the three schools, the hours of daily

²³ A. Farinella, C.O. Mosso, D. Leonardi, *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), 2016, pp. 85-92.

²⁴ D. Schön, *The Reflexive Practitioner*, Basic Books, New York (trad. it. 1993), *Il professionista riflessivo: per una nuova epistemologia della pratica professionale*, Dedalo, Bari 1983.

²⁵ I. Loiodice, *Formazione di genere. Racconti, immagini, relazioni di persone e famiglie*, FrancoAngeli, Milano 2014.

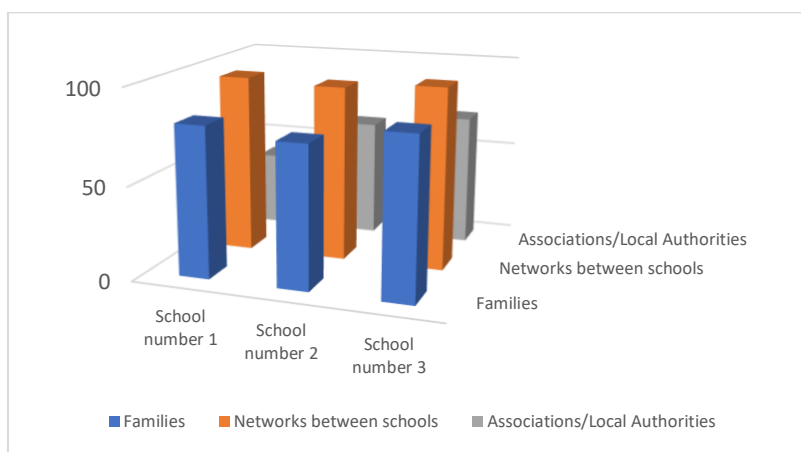
motor activity were increased. In particular, the learners spent 2 to 4 hours daily in the gym or in activities that included movement. It is important to specify that all these hours of motor practice have always been associated with one or more disciplines in order to deepen the teaching unit chosen from the point of view of each doctrine. This form of learning has therefore provided for the necessary collaboration between the teachers of each discipline and that each unit of learning has been transmitted through the movement and therefore in a playful form, so as to simplify and make pleasant the teaching process - learning. In particular, the methodology used has been collaborative and in the event that some learners have shown great difficulties, peer tutoring has been used in order to eliminate any difficulties in relation between teacher and learner and to foster the bond between pupils. This simplifies the process of inclusion as each learner is valued for their skills and the difference becomes added value and not a reason for discrimination. As for the spaces and materials used, the use of the gym or of the open-air spaces present at school prevailed, while of the teaching materials, those of each discipline were used indifferently. In this way, motor activity becomes a real educational tool able to be a source of connection between the various disciplines and a simplified learning methodology for learners.

Thematic sections of the interviews

1. How school leaders promote inclusion through physical activity is a behavior that is learned in childhood and tends to become an integral part of a person's life.
2. The school is adequate to ensure that all learners, including those with disabilities, have enough physical activity to develop healthy lifestyles.
3. The teachers are aware that learners should accumulate at least 60 minutes, even if not continuous, of moderate-vigorous physical activity, both spontaneous and organized, every day or at least most of the days of the week.
4. The choice of the school institution by parents and pupils has been conditioned or not by the greater physical activity.
5. Parents noted differences with the increased use of physical activity as an innovative learning practice that tends to enhance children's abilities, motivate them to move, lead a healthy lifestyle, teach them to live the body as a tool of relationship.

The interview with school leaders was done to understand whether educational institutions believe in the importance of inclusion and consequently how this way of doing and thinking is applied and what role physical activity has taken. Specifically, it was argued that not only must the three school leaders believe in inclusion, but all stakeholders who are part of the institution must support, believe and create inclusion, and as for the last aspect it has been asserted that physical activity becomes predominant to simplify this process. In addition, the three school leaders

specified that the school not only acts in this context but must operate in collaboration with families, other educational institutions and local authorities in order to promote collaboration and social interactions and finally to export this way of doing things. In particular, by carefully analyzing the networks and links effectively created between these three educational pillars and the school, it emerged that although the three schools operate by using mobility as an inclusive means and are in favour of creating a network between schools, as regards the relationship with families and active collaboration with local associations, it has been noted that the network between the educational institutions in the area has prevailed in the three schools, in this case, for the three educational institutions, the collaboration between families follows. The third point, that of the collaboration with the local sports associations, is the last for all the schools analyzed but at a different percentage between the three institutions. This last point is the one that is most needed to reflect because if schools are almost forced to create links with families and between them, establishing a collaboration with sports associations is not entirely obvious, therefore this data could represent an index from which it is possible to deduce the desire to promote inclusion through the movement (Graph 1).

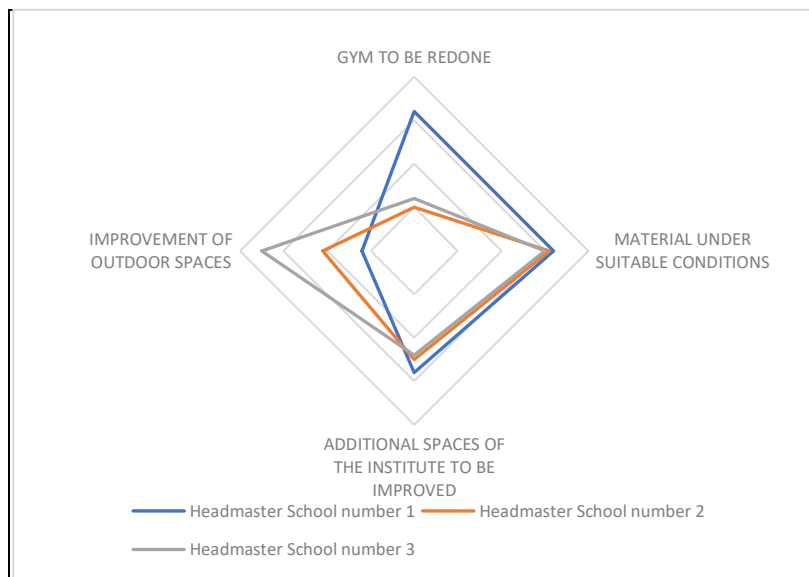


Graph 1: Relationships for Inclusion

The three school leaders also said that to encourage the inclusion of all learners, including those with disabilities, the potential of physical activity has been exploited, to be understood no longer as an exclusive moment of body training, but as a binding discipline among all the others and as an exemplary formative means to encourage learning. In particular, with regard to this last statement, it has been observed that the presence of

school structures for the performance of physical activity is indispensable, and that the realization of projects, both in and out of school, have been very important (in cooperation with the local authorities) to promote the dissemination among pupils and their families of the culture of movement as a sustainable way of life. In addition, two out of the three school leaders said that they promoted refresher courses for teachers whose main theme was the body, the movement, sustainability and physical activity in order to understand how the activity of spreading and propaganda of the importance of these activities began from the main components of the school itself that have more to do with the learners. This has meant that physical activity has become the reference center for all other subjects, highlighting a transversality of the same, both from a school perspective and with local sports associations. It is in this way that inclusion occurs through physical activity, creating a typology of teaching of movement understood as teaching methodology. The body in motion thus becomes an opportunity to take advantage of a special ability to facilitate the moment of learning. In this way it is possible to increase or decrease the complexity of the subjects and consequently meet the needs of individual pupils. Moreover, in an inclusive perspective, with the movement, and therefore with the presence of fun always present in it, it is possible to adapt and change the level of difficulty of the subjects, and at the same time emphasize the fun group-based motor activities eliminating any form of discrimination against disabled pupils. The variation in the level of difficulty of physical activity for pupils serves to create a kind of socially and cognitively significant activity, in order to encourage learners with more advanced skills to support and assist others with less advanced skills, thereby promoting positive interactions between the peer group. This form of activity widely used by teachers is essential to generate multiple skills and allow for physical and social, as well as cognitive and sustainable improvement. During the interview, two out of three school managers said that it would be necessary to make the facilities more suitable for the needs of the user, not only for gyms but also for the size and care of all the other school premises. In order to guarantee a didactic proposal that uses motor activity as an educational means, it is necessary that the school institutions are in possession of the necessary requirements. In particular it was observed that the school number one needs an improvement of the gym but benefits from good outdoor spaces. Although the gym is not in adequate condition, it declares that the material / equipment? is in good condition. Schools number two and three both have a gym equipped in good condition, they also say that the materials are / equipment is? in adequate condition but

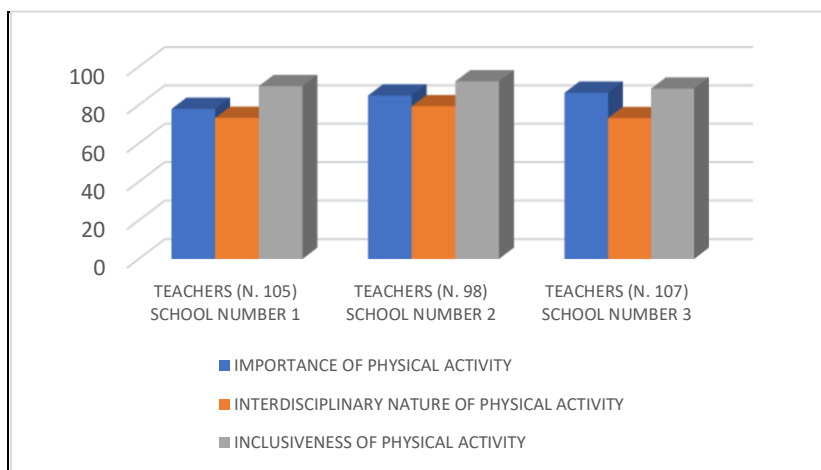
school number three, unlike number two, needs an improvement of the outdoor spaces (Graph 2).



Graph 2: Adequacy of structures and equipment

Of course, the three school leaders pointed out that their intention is not to create a standardized educational-formative-motor protocol that is valid for everyone, but to propose guidelines that can be useful in order to be able to develop a programming that allows schools to reach short, medium and long-term learning objectives. In this regard, learning units, selected for both age groups and special educational needs, are very useful, in which physical activity plays a pivotal role the development of a didactic action that has as its objective the development of the pupil in its totality. There must therefore be a relationship between the activities proposed by the individual disciplines and the different territorial contexts in which action is taken, so that the training that the teacher carries out in the classroom is known, approved and exploited by the entire faculty, thus highlighting a total interdisciplinarity. It is in this sense that the school operates on the move, starting with the whole college of teachers and then arriving at sports associations and any other local authority. It is able to propose motor, cognitive and inclusive objectives following a sustainable vision for the good of the territory and society. Regarding the teachers interviewed, opinions were asked on the importance and the modalities of physical education in the institution where they work, and subsequently on the sufficiency of the hours

devoted to the movement. In this regard, they were asked about personal levels of knowledge about the discipline and how to use and disseminate it, both for curricular skills and for extracurricular projects for pupils. He also asked if and how often they attended refresher courses related to movement, socialization, sustainability or health education. It has been observed that despite the direction of the school and the head of the school to enhance physical activity, a small percentage of teachers still do not believe in the value of the discipline and exploits the same in small part during the lessons. Conversely, the remaining part is perfectly in line with the ideology of its own institute and actively collaborates with physical education as it firmly believes in the importance of the latter in the dissemination of inclusive, social and sustainable values. Specifically, the results of the interviews showed that the teachers of comprehensive school number one believe in the inclusive value of motor activity, but, like those of school number three, they are not entirely convinced of the interdisciplinary value of this subject. Finally, this institution has recorded the lowest value in terms of the importance of motor activity according to teachers. This could be linked to the fact that the institution itself does not have an adequate structure to carry out the activity as planned. While the inclusive value of the movement has reached almost the same percentage in all three institutes, the first and third highlighted the presence of teachers who do not believe in the interdisciplinary value of the movement, a percentage that is particularly out of place in the case of the third school analyzed because the teachers themselves claim to believe in the values of motor activity. In this regard, it has been observed that comprehensive institute number three needs the improvement of the outdoor spaces in order to be able to fully carry out the planned activities. Finally, the resulting data describe a substantial equilibrium in school number two of the three parameters analyzed (Graph 3).

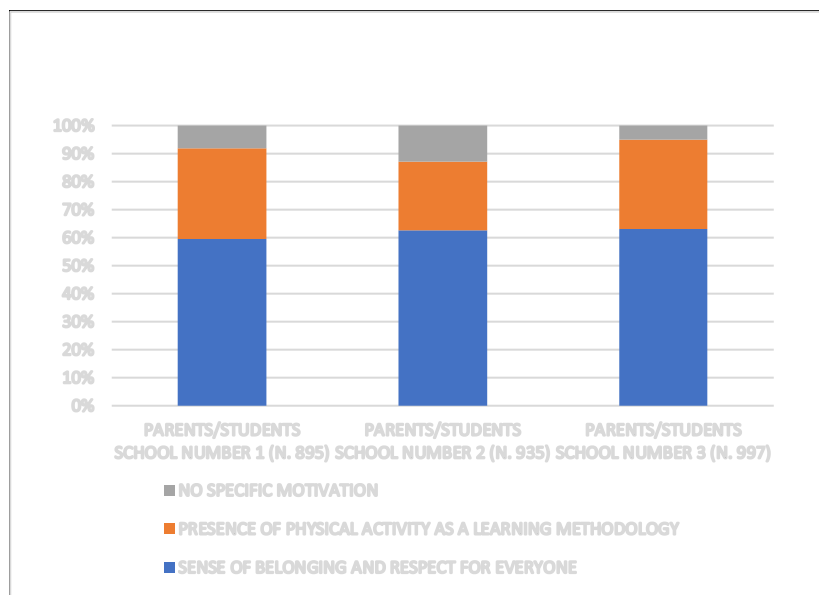


Graph 3: The value of physical activity for teachers

Finally, it was noted that in the future it would be appropriate to provide for a greater number of hours of physical education, to be understood not for the individual subject but in collaboration with others. Physical activity is not intended as a didactic explanation of the school discipline, but reveals a consistent presence of play, cooperation and movement. This implies the need and the ability to use it as a tool and teaching method for teaching other disciplines. This methodology is a link with other subjects in which training and movement processes are combined.

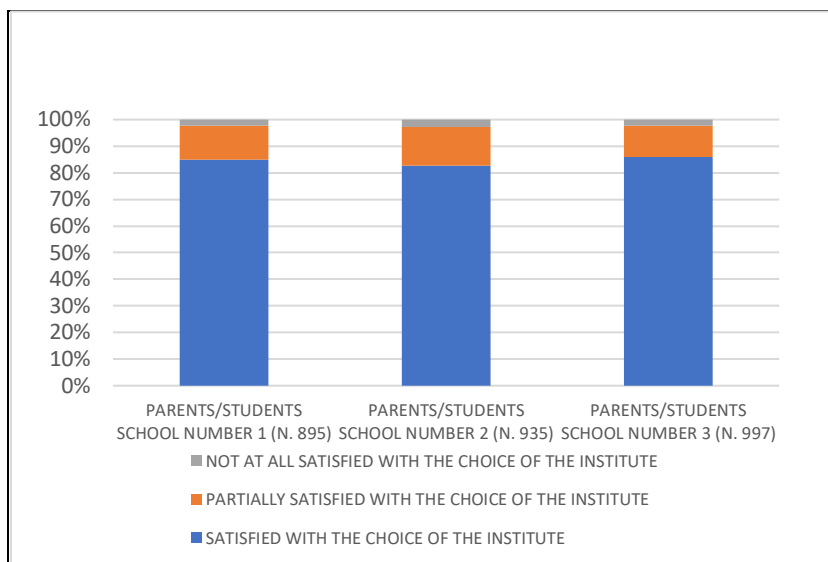
As regards the pupils and parents interviewed, the reason for the choice of school was initially asked, and more than half of the respondents, in all three institutions, said that the reason was the sense of belonging and the feeling of being equal to everyone else without any discrimination. In addition, the second reason was the strong presence of physical activity, not to be understood as a practical activity but as a tool used at any time in school life. Analyzing the reasons that led pupils and parents to choose the institution to attend, it emerged that as regards the three institutions analyzed there is a high percentage of learners who say they have decided to attend that institution because of the strong presence of motor activity and consequently for the values it teaches, among which there is certainly a sense of belonging and respect for each person. This data clearly exalts the inclusive value that motor activity has and is further strengthened by the percentage emerged in school number one and three, where it is clear that a reason for enrolling in this institution is due to the use of movement as an educational tool to simplify learning. Finally, in all three schools, even if especially in the number two, no predominant reason for enrolling

in this school emerges, perhaps chosen only according to a criterion of proximity to one's own home (Graph 4).



Graph 4: Reasons for the choice of school by pupils and parents

Another question consequential to the previous one was whether at the end of the school year expectations were fully, partially or not fulfilled, and as for parents, whether they have noticed differences in their children with this innovative learning practice. It has been pointed out that most of the pupils interviewed were satisfied, a small part of them were partially satisfied and only a meagre percentage not satisfied at all, while for parents, except for those who were not at all satisfied with the choice of these schools, they argued that they saw much less tension and apprehension in studying and much more want on the part of their children in wanting to go to school. Specifically, it was observed that school number two has the highest percentage both in terms of “partial satisfaction with the choice of the institution” and “dissatisfaction with the choice of the institution”. In this regard it is important to reflect that the same school in the previous chart had the highest percentage as regards the absence of specific motivation for choosing the school, which would suggest a rather strong disinterest towards the school so as not to attend or know the methods of action of the institution itself. For all three schools, it should be noted that the percentage of students who choose the school is by far the highest, even in schools where the outdoor areas or the gym were not considered fully suitable (Graph 5).



Graph 5: Satisfaction of students and parents' choice of school

In addition, the parents claimed that they finally noticed a sort of connection between the world of school and the extracurricular and also said, although they were not asked, that bullying episodes are almost completely non-existent. With this statement, parents wanted to highlight how the educational proposal of the Institute aims to pay a particular attention to the growth of the person so as to be able to build the social identity of the same. In this way the perception of the care that is taken towards the development of skills that allow pupils to be with others without any form of discrimination is manifested.

4. Conclusions

The school is central to the action of education and educational programs, as its action is aimed at all children, regardless of their value and socio-economic condition²⁶. The school can offer students the opportunity to exercise - in fact, the guidelines state that children should accumulate at least 60 minutes, even if not continuous, of moderate-vigorous physical activity, both spontaneous and organized, every day or at least most days of the week. Obviously, interventions to promote physical activity must also involve the environment in which the child lives, which can represent

²⁶ F. Cambi, *Scuola e cittadinanza: Per la formazione etico-politica dei giovani*, Edizioni Studium s.r.l., Roma 2022.

an important barrier to movement. One problem that affects some of the schools is the relative poor state of maintenance of the gyms, and it is therefore important that the appropriate bodies, as well as management figures counteract these environmental barriers using other internal resources; there are also classrooms, corridors and halls, as well as outdoor areas attached to school facilities, as well as sports facilities available in the city. The school must move towards the concept of pupil to be observed in its entirety, so as to be able to guarantee a totalitarian education in which physical activity and the body are the foundations to ensure a form of global learning at the same time simplified²⁷.

Learning new knowledge through movement means taking advantage of the positive emotions arising from it to facilitate this process. The role that physical activity must have in the secondary school of first degree is that of collaboration and transversality with the other disciplines in order to ensure that the body is a tool to act and at the same time think. With it and through movement it is possible to interact with the surrounding environment, to know oneself and consequently to build one's own identity. This highlights how school and physical activity must plan and structure a training plan adapted to the needs of each learner, avoiding focusing exclusively on a form of theoretical knowledge and instead favoring the know-how²⁸. In doing so, the role of physical activity becomes primary and aims at increasing values such as inclusion, acceptance of oneself and the other.

To make physical education truly inclusive, the main objective of the teacher in the class group is not to make people feel, does not make the student perceive the sense of marginalization and strengthens teaching methodologies laboratories. In particular, it is important to underline that one of the most suitable teaching methods is the one from the point of view of interdisciplinarity, as knowledge is transformed into the necessary tools to gain experience and acquire new information.

Through physical education the teacher is able to propose authentic tasks thus preferring the construction of new forms of knowledge and not the simple reproduction of those already present.

Moreover, thanks to the movement it is possible to reproduce reality and simultaneously stimulate reasoning and reflection on what has been learned. Finally, we must not forget the importance of collaboration between learners to achieve knowledge. In particular, the physical education teacher, in collaboration with other teachers, must: center the entire learning process on the learner and their needs, encouraging

²⁷ E. Morin, *I sette saperi necessari all'educazione del futuro*, Raffaele Cortina Editore, Milano 2001.

²⁸ A. Meli, *Insieme in palestra. Lo sport come laboratorio per l'inclusione*, Editore Youcanprint, 2020.

collaboration and the co-construction of knowledge. In this regard, a teaching setting for physical education teachers is presented to make the discipline truly inclusive:

- Teachers in agreement with the learners can determine which topic to address, so as to meet any needs of the pupils themselves;
- This first step involves a brainstorming moment in which all the ideas that the learners have regarding the established theme are considered;
- This can be considered the central phase of the activity, in the amount put in practice through the movement established between the teachers of the various disciplines. Where appropriate, the group of pupils is subdivided into sub-groups and each group is given the necessary instructions to meet the predetermined objective;
- This phase provides for the performance of the work carried out by the group or groups through the motor activity, also highlighting any links with other disciplines;
- A fundamental point, even if apparently disconnected, is the role of the teacher or teachers of the disciplines concerned, who must act as a guide and intervene if necessary;
- Finally, the last step involves a reflection on the part of the learners on all the new information that has been acquired both with regard to the different materials and from the point of view of socialization and control of emotions.

In addition, physical activity with the intrinsic characteristics related to play and teamwork can play an active and main role in the integration and inclusion process.

All these considerations suggest that this new practice is functional and effective in encouraging a gradual growth of pupils in their formative and educational path of personal subjectivity, in line with what is stated in the 2030 Agenda, which dictates: "Leave no one behind".

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