



Embodiment
Education
Inclusion

1

Collana diretta da

FILIPPO GOMEZ PALOMA E CATIA GIACONI

Comitato Scientifico

Dor Abrahamson – University of Berkeley, CA - USA
Simone Aparecida Capellini – University UNESP, San Paolo – Brasile
Vanessa Perry – University of Arizona - USA
Maurizio Sibilio – Università di Salerno
Pier Cesare Rivoltella – Università Cattolica di Milano
Luigi D’Alonzo – Università Cattolica di Milano
Anna M. Borghi – Università Sapienza di Roma
Donatella Poliandri – INVALSI
Carmen Palumbo – Università di Salerno
Arianna Taddei – Università di Macerata
Gianluca Amatori – Università Europea di Roma
Paola Damiani – Università di Torino
Noemi Del Bianco – Università di Macerata
Cristiana D’Anna – Università di Salerno
Ilaria D’Angelo – Università di Macerata

Comitato di referaggio

Maria Beatriz Rodrigues / Gigliola Paviotti / Alessandra Marfoglia
Chiara Pignotti / Aldo Caldarelli / Manuela Crescimbeni
Gloria Crescenzi / Chiara Gentilozzi / Daiana Montesi
Iolanda Zollo / Valeria Minghelli

I volumi di questa collana sono sottoposti a un sistema di *double blind referee*

Filippo Gomez Paloma
[a cura di]

EMBODIMENT & SCHOOL



ISBN volume 978-88-6760-764-8



2020 © Pensa MultiMedia Editore s.r.l.
73100 Lecce • Via Arturo Maria Caprioli, 8 • Tel. 0832.230435
25038 Rovato (BS) • Via Cesare Cantù, 25 • Tel. 030.5310994
www.pensamultimedia.it • info@pensamultimedia.it

INDICE

- 9 **Michele Corsi**
Presentation / Presentazione
L'Embodiment e la cultura contemporanea. Per un possibile e significativo avvio interdisciplinare • *The Embodiment and contemporary culture. For a possible and significant interdisciplinary start*
- 15 **Filippo Gomez Paloma**
Introduction / Introduzione
Embodiment & School. From New Approach for Teaching/Learning Interaction to ECS School • *Embodiment & Scuola. Dal nuovo approccio dell'interazione insegnamento/apprendimento alle Scuole ECS*
- 29 **Annamaria Borghi**
Keynote / Relatore principale
Embodiment and language • *Embodiment e linguaggio*

I / EMBODIMENT AND TEACHERS TRAINING I / EMBODIMENT E FORMAZIONE INSEGNANTI

- 39 **Loretta Fabbri, Francesca Torlone**
Formazione insegnanti: come apprendere dall'esperienza • *Teachers' training: how to learn from experience*
- 50 **Lorella Giannandrea, Francesca Gratani**
Enactive approaches for the teachers' professional development • *Approcci enattivi per lo sviluppo professionale degli insegnanti*
- 57 **Pasquale Moliterni**
L'Embodiment e la mediazione educativo-didattica nella formazione degli insegnanti • *Embodiment and Didactic/Educational Mediation in Teachers' Training*
- 67 **Salvatore Colazzo**
Come sviluppare le competenze degli insegnanti attraverso le arti performative • *How to develop the skills of teachers through the performing arts*
- 73 **Paola Aiello, Stefano Di Tore**
La natura "embodied" dei processi di insegnamento/apprendimento: prospettive di ricerca sulla Semplessità • *The "embodied" nature of the teaching-learning processes: Simplex research perspectives*
- 82 **IVano Gamelli**
The urgency of embodied teachers' training • *L'urgenza della formazione embodied degli insegnanti*

II / EMBODIMENT AND INCLUSIVE PROCESSES II / EMBODIMENT E PROCESSI INCLUSIVI

- 91 **Lucia Chiappetta Cajola**
L'ICF e la dimensione bio-psico-sociale del funzionamento umano: la triade corpo-persona-ambiente • *The ICF and the bio-psycho-social dimension of human functioning: the triad body-person-environment*
- 101 **Tamara Zappaterra**
Corporeità e processi inclusivi nella disabilità. Sordità e linguaggi dei segni • *Corporeality and Inclusive Processes in Disability. Deafness and sign languages*
- 108 **Antonello Mura, Anticoco Luigi Zurru, Ilaria Tatulli**
Body and Disability: Designing Integrated Motor Activities with Primary School Teachers • *Corpo e disabilità: attività motorie integrate progettate con insegnanti della scuola primaria*

- 115 **Antonella Valenti, Sonia Iervolino, Rosa Sgambelluri**
L'Embodiment nella pratica inclusiva • *Embodiment in inclusive practice*
- 126 **Fabio Bocci**
L'abilismo e i corpi intralciati nella rappresentazione mediale • *Ableism and Hindered Bodies in Media Representation*

III / EMBODIMENT AND EDUCATION III / EMBODIMENT E EDUCAZIONE

- 132 **Maurizio Cambi**
Corpo e memorie: la lezione di Erasmo di Rotterdam • *Body and Memory: the Erasmus of Rotterdam' Lesson*
- 144 **Francesco Piro**
Mente incarnata – Conseguenze educative a partire da Lakoff – Johnson (e Leibniz) • *Embodied Mind – Educational Consequences from Lakoff - Johnson (and Leibniz)*
- 154 **Daniela Calabòrò**
The staging of the body and the vice of thought • *La messa in scena del corpo e il vizio del pensiero*
- 158 **Emiliana Mannese, Maria Grazia Lombardi**
L'esperienza di ORIENTAinTEMPO. Corpo e “apprendimento generativo” • *The ORIENTAinTEMPO experience. Body and generative learning*
- 165 **Leonardo Acone**
Corpus in fabula – Letteratura d'infanzia tra embodiment e interdisciplinarietà • *Corpus in fabula - Children's literature between embodiment and interdisciplinarity*

IV / EMBODIMENT AND SCHOOL EVALUATION IV / EMBODIMENT E VALUTAZIONE SCOLASTICA

- 175 **Antonella Nuzzaci**
Embodied cognition, movement quality and evaluation of the body awareness: what skills? • *Cognizione incarnata, qualità del movimento e valutazione della consapevolezza corporea: quali competenze?*
- 184 **Letizia Giampietro, Donatella Poliandri**
Valutare la qualità dell'inclusione scolastica: una proposta per un quadro teorico • *Evaluate the quality of school inclusion: a proposal for a theoretical framework*
- 192 **Annamaria Curatola**
Apprendimento incarnato in classe: effetti sulla scuola di base • *Embodied learning in the classroom: effects on basic school*
- 199 **Cristina Casaschi**
Il portfolio studenti come strumento di orientamento, valutazione e autovalutazione • *Student Portfolio as a guidance, assessment and self-assessment tool*
- 207 **Sara Romiti**
L'apprendimento incarnato come chiave per esplorare strategie di apprendimento attivo e ambienti di apprendimento nelle scuole italiane • *Embodied learning as a key for exploring active learning strategies and learning environments in Italian schools*

V / EMBODIMENT AND EDUCATIONAL SPACES DESIGN V / EMBODIMENT E PROGETTAZIONE DEGLI SPAZI EDUCATIVI

- 217 **Marinella Attinà**
Quando lo spazio fa la differenza. Architetture e processi educativi per una scuola inclusiva • *When the space makes the difference. Architectures and educational processes for an inclusive school*
- 223 **Paola Martino**
Analisi dello spazio: dalla sferologia all'atmo-pedagogia • *Analytics of Space: from Spherology to Atmo-Pedagogy*

- 230 **Marco Borrelli**
La nuova dimensione esperienziale dell'agire negli spazi educativi • *The new experiential dimension of acting in educational spaces*
- 238 **Ada Manfreda**
La piazza come spazio educativo. L'esperienza della summer school delle arti performative e cura della comunità • *The square as an educational space. The experience of the Summer School of performing arts and community care*
- 245 **Loredana Cavalieri**
Progettare scuole innovative: spazi, corpi, apprendimento • *Design Innovative Schools: spaces, bodies, learning*
- 253 **Pio Alfredo Di Tore, Giovanni Arduini**
Consapevolezza della situazione e processi di insegnamento/apprendimento • *Situation Awareness and Teaching/Learning Processes*

VI / EMBODIMENT, PHYSICAL EDUCATION AND SPORT

VI / EMBODIMENT, EDUCAZIONE FISICA E SPORT

- 263 **Francesco Peluso Cassese, Stefania Morsanuto**
L.A.T.E. Project: Analysis of the correlations between corporeality and cognitive processes in childhood • *Progetto L.A.T.E.: analisi delle correlazioni tra corporeità e processi cognitivi nell'infanzia*
- 276 **Carmen Palumbo**
Dare al corpo un ruolo centrale nella scuola? Cosa è cambiato e cosa può ancora essere cambiato • *Giving the body a central role in school? What is changed and what can still be changed*
- 282 **Sergio Bellantonio, Dario Colella**
Fostering well-being through embodiment: which didactics? • *Promuovere il benessere attraverso l'embodiment: quale didattica?*

VII / EMBODIMENT AND MAN-MACHINE INTERACTION

VII / EMBODIMENT E INTERAZIONE UOMO-MACCHINA

- 291 **Chiara Panciroli, Anita Macauda**
Embodied cognition and digital Machine in museum contexts • *Cognizione incarnata e macchina digitale in contesti museali*
- 301 **Filippo Bruni**
Schermi e robot come mediatori • *Screens and robots as mediators*
- 307 **Giuseppe De Simone, Michele Domenico Todino**
Digital Twin and machine interaction • *Gemelli digitali e interazione macchina*

VIII / EMBODIMENT & SCHOOL: REFLECTIONS AND PERSPECTIVES

VIII / EMBODIMENT & SCUOLA: RIFLESSIONI E PROSPETTIVE

- 317 **Maurizio Sibilio, Iolanda Zollo**
Corporalità e posture nell'interazione didattica: alcune riflessioni • *Corporealities and postures in didactic interaction: some reflections*
- 324 **Catia Giacconi, Noemi Del Bianco, Ilaria D'Angelo, Arianna Taddei, Maria Beatriz Rodrigues**
Embodiment e Disability. Rappresentazioni e narrazioni delle persone con disabilità • *Embodiment e Disability. Representations and narratives of people with disability*
- 337 **Loredana Perla, Virginia Grazia Iris Magoga**
Body gesture and Museum: a meeting between didactic and Contemporary Art • *Gesto del corpo e Museo: un incontro tra didattica e arte contemporanea*
- 345 **Domenico Tafuri, Antonio Ascione, Davide Di Palma**
The role of sport and motor activity in the school: educating through the body • *Il ruolo dello sport e dell'attività motoria nella scuola: educare attraverso il corpo*

- 352 Francesco Casolo, Andrea Casolo**
Motor activities and neuro-teaching at school • *Attività motorie e neuro-insegnamento a scuola*
- 361 Anna Maria Murdaca, Patrizia Oliva, Monica Di Stefano**
The significance of the relation between body, mind and brain in intellectual disabilities: new perspectives of intervention for adaptive school functioning • *Il significato della relazione tra corpo, mente e cervello nelle disabilità intellettive: nuove prospettive di intervento per il funzionamento adattivo nella scuola*
- 370 Paolina Mulé**
Formazione degli insegnanti e cognizione incorporata per la promozione di una scuola inclusiva • *Teacher Training and the Embodied Cognition for the Promotion of an Inclusive School*
- 379 Marco Piccinno**
Corporeality, learning, comprehension in didactics • *Corporeità, apprendimento, comprensione in didattica*
- 385 Carmelo Colangelo**
Mente e affetto: riflessioni sulla teoria delle emozioni di Vygotskij • *Mind and affection: reflections on Vygotskij's emotions theory*
- 390 Alessandra Lo Piccolo**
La cognizione incorporata nel dialogo educativo: proposte didattiche • *The Embodied Cognition in the educational dialogue: didactic proposals*
- 398 Beate Weyland**
Interlinking Pedagogy and Architecture: a question of perspective • *Interconnessione tra pedagogia e architettura: una questione di prospettiva*
- 406 Chiara D'Alessio**
Corpo e spirito. Pedagogia dell'incarnazione ed embodiment • *Body and spirit. Pedagogy of incarnation and embodiment*
- 413 Paola Damiani**
Le dimensioni inclusive dell'approccio “ECS School” • *The inclusive dimensions of “ECS School” approach*
- 420 Cristiana D'Anna, Valeria Minghelli, Pasqualina Forte, Filippo Gomez Paloma**
Un approccio Embodied nella scuola dell'infanzia. Lo sviluppo del bambino tra pensiero creativo in azione e movimento e abilità grosso-motorie • *An Embodied approach in childhood school. Child development between creative thinking in action and movement and gross-motor skills*
- 441 Michela Galdieri**
Embodiment e bisogni di comunicazione complessa: AAC come pratica inclusiva • *Embodiment and Complex Communication Needs: AAC as inclusive practice*
- 446 Michele Domenico Todino**
Tracking human footpath to develop intelligent tutoring system • *Tracciamento del percorso umano per sviluppare un sistema di tutoraggio intelligente*
- 454 Filomena Agrillo, Emanuela Zappalà**
Implicazioni pedagogiche e didattiche dell'embodiment autistico • *Pedagogical and didactic implications of the autistic embodiment*
- 462 Ilaria D'Angelo, Simone Aparecida Capellini**
Embodiment in writing in students with Specific Learning Disorders: a case study in Italy and in Brazil • *L'embodiment nella scrittura di studenti con Disturbi Specifici dell'Apprendimento: un caso di studio in Italia e in Brasile*
- 475 Filippo Gomez Paloma**
Conclusioni • *Conclusions*

II.3

Body and disability: designing integrated motor activities with primary school teachers¹

Corpo e disabilità: attività motorie interate progettate con insegnanti della scuola primaria

Antonello Mura

Full Professor of Didactics and Special Education, Department of Literature, Languages and Cultural Heritage, University of Cagliari (antonello.mura@unica.it).

Antioco Luigi Zurru

Resercher of Didactics and Special Education, Department of Literature, Languages and Cultural Heritage, University of Cagliari (antiocolugi.zurru@unica.it).

Ilaria Tatulli

Resercher Junior of Didactics and Special Education, Department of Literature, Languages and Cultural Heritage, University of Cagliari (ilariatatulli@unica.it).

Abstract

The historical-anthropological pitfalls related to socio-cultural representation of corporeality and disability still feature as challenge to inclusion. In this regard, training for future teachers for preschool and primary school is a crucial ground to promote inclusive education. The essay combines some of the historical-anthropological elements that acted as inhibitors of a proper approach to the corporeality of disabled person with a survey carried out with the involvement of the students of the Degree Course in Primary Teacher Education. The qualitative analysis of data allows different considerations about: the adopted teaching approaches in Integrated Motor Activities; the design of particular learning contents and teaching methods; the creation of suitable spaces and accessible instruments for all students; and, of great relevance, the training needs of young teachers, as mediators and innovators in already structured school contexts.

Keywords:

Integrated Motor Activities; Special Pedagogy and Special Didactics; Teachers Training; Inclusive Culture.

¹ Authors made an equal contribution to the paper. Nevertheless, the section 1. Disability and corporeality: prejudices and challenges for inclusive education has been written by Antonello Mura, the section 2. Inclusive culture and integrated motor activities' planning has been written by Ilaria Tatulli, the section Conclusions has been written by Antioco Luigi Zurru.

1. Disability and corporeality: prejudices and challenges for inclusive education

Although designing accessible motor activities that allow every student to live their body cognition and their learning through the body as a healthy experience now is a recognize target (MIUR, 2012), in daily school life this awareness are often opposed by sneaky and insidious preconceived ideas. In this sense the training courses for futures teachers need a path aimed at the acquisition of a habitus of pedagogical and didactics knowledges that will consent to face the challenges of inclusive education.

Concerning that point, the ethical-philosophical reflection and historical-anthropological deepening allows the students to understand the origins, the developments and the offshoots of the distorted idea, that will not consent to a disabled person the possibility to live and build his/her identity also through the body and the movement.

Therefore, it is possible to enlighten the deep historical roots of prejudices that innervate the west culture regarding the body and the disabled person's body.

Among the earliest evidence that represent the "handicapped" body's inadequacy, in the Iliade, the Tersite's character associates the moral traits to the physical disgust (Errani, 2000).

It is a description in contrast with the ancient Greek virtuous man's ideal, that matches, as well as the valour in the use of weapons, the nobility of spirit, the beauty and the body's well-proportioned.

In the classic age, in the Phaedon and in the Cratylus, Plato decrees the body's inferiority respect to the soul, generating, thus, the antithesis's condition which became crucial in west cultural history (Galimberti, 2007). In the Republic, this principle imposes to doctors to let die who is physically ill. Also his scholar Aristotle nourishes the same intentions, forbidding by law to rise deformed children.

The Christianity maintains the same dualistic conception of body and soul mediating it from neoplatonism. During twenty centuries the differences and the distances between this two dimensions has been emphasized, distorting the Gospel message and was re-interpreted only with the Gaudium et spes (Concilio Vaticano II, 1965). The relationship's misinterpretation body-soul, indeed, introduced the causal connection between body and sin, to conceive the very presence of the deficit as a consequence of sin.

In the Seventeenth century, also Descartes took up the Platonic-Christian dualism and subjected man's body, his emotions and feelings to the dimension of the res extensa and its laws. The res cogitans, more noble, became the judgement meter of any other reality.

If the Descartes's effort can be considered as the first cultural input of modern science, in the pedagogical field the first indirect references to diversity and corporeality are found in the Emilio (Book I). Rousseau states that the educative intervention's success depends on pupil's characteristics, it must be male instead of female, French

instead of a Lappish or black and, in particular, suggests that it must be in good health (Rousseau, 1762).

It is evident as within the time the body remained central in diversity representation, in discrimination among normality/health and abnormality/illness and in the denial of human rights.

In the teachers training and in antithesis to those dichotomic approaches, the Itard and Séguin operas, special education's pioneers, became pedagogical and humans experiences that return dignity to human being, recovering body dimension. In fact, Itard carries out "Victor's" educative intervention urging body's primary needs, the senses and emotions and, finally, the intellect. Séguin, considered a precursor of modern psychomotoricity, reaffirms the centrality of the senses and the body in idiots' education.

The roots' rebuilding of corporeity distorted idea reveals contradictions which make of the body, also within the Twenty Century, good of totalitarianisms and democracies, subject and object in wars, instrument of affirmation of the force or entity to be annihilated (Mura, 2009).

This investigation interweaves with the historical evolution of Motor Science thanks to the authors' operas which have configured, perceived and interpreted the centrality and dignity of the body as the original opening of human being's to the world (Merleau Ponty, 1965).

In particular, the studies of Wallon, Piaget, Le Boulch, Parlebas have been fundamental in the body's model development, which through the movement lives reality fully, becomes expression of person's integrality and uniqueness.

The body becomes thus mediator of communication and relationship with the other, opening to the awareness of own existence and of the realization's possibilities.

2. Inclusive culture and integrated motor activities' planning.

The reflection on disability prejudices allows to reveal distortions which often hinder the understanding and the full expression of human being's multiple dimensions. The origin and heterogeneity's bias against body highlight, thus, the necessity to change point of view: motor activity cannot be considered as a simple therapeutic or as rehabilitation practice, neither for disabled people. The motility, whether as a game or as a basic motor activity, or as a recreational or as agonistic sporting activity, it is strictly related to pedagogical and anthropological reflection on human being (Mura, 2009; Seclì, 2014). In this sense, the child motor and postural development, the games' role in learning and the corporeity's expressive, communicative and relational value components are elements which contribute to one self developmental and awareness process. Motor, sport and game activities can be a support for each pupil, indeed, to reality

interpretation, to acquire educational health knowledge, to gain information about civil co-existence and responsible citizenship (MIUR, 2012). However, planning and fulfilling integrated motor and sport activities also at school seems to be demanding. By the analysis of the national and international scientific literacy, emerges the widespread lack of proposals and limited enterprises to local and temporary situations (de Anna, 2005).

In Italy, after the launch of Law 517/77, the experiences gained in the process of school, work and social integration have promoted the commitment in order that people with disabilities can enjoy a prosperous life and full rights in every existential sphere.

Concerning the motor activity those ideals are present in numerous international documents: UNESCO, International Charter for Physical Education, Physical Activity and Sport 1978, World Conference on EFA, Jomtien, 1990, World Conference of Salamanca 1994, UN Convention 2006.

These themes are reaffirmed in the 2012 in Indicazioni Nazionali per il Curriculum, in Rules for the promotion of school inclusion for disabled student in D. Lgs n.66, 2017, and these contents are also recalled and renewed in the Indicazioni e Nuovi Scenari, 2018. This awareness is an integral part of basic knowledge in training of future teachers. However, the involvement of disabled pupils in motor activities is often hindered by different barriers. Indeed, the greatest difficulties in motor activities are identified in three macro elements: personal and contextual factors, and factors related to the task (Kasser, Lytle, 2005).

The quality of inclusion is closely related to teaching competencies, it implies the introduction of innovation's elements that meet each one's learning possibilities, so that the condition of disability is not considered an insurmountable limit (d'Alonzo, 2017; de Anna, 2009; Mura, 2009; Pavone, 2015). It becomes necessary to direct future teachers to develop a systemic operational approach which, changing perspective and recognizing motor activities' qualities, the body and direct experiences as active, warm mediators to promote everyone's participation (Moliterni, 2013). Moreover, the meta-reflection on integration's theme in motor activities is solicited by different positive school experiences (Magnanini, 2009; Rossi, 2009).

In this educational perspective, the students of the Degree Course in Primary Teacher Education have been involved, for three years, in two different theoretical-practical reworking activities.

In the workshops the future teachers worked on the design of inclusive motor activities, while a further group of these took care of designing inclusive motor activities to be carried out in schools during the internship.

Each year, workshops have involved about 40 students divided in 7 groups. At the end of the course were collected their testimonies, the interviews have highlighted important didactic elements for inclusion:

- basics motor skills are universal principles for the development of all pupils;
- basic motor skills are preparatory and transversal to learning goals in different disciplinary areas
- physical and cognitive accessibility of learning tasks is a necessary condition to promote participation of all the students
- the formative value of motor and expressive activities is the basis of a positive communication and relationship climate among pupils.

From the perspective of professional growth, the students reported that workshops are protected context useful to:

- elaborate and check the didactic project;
- learn how to recognize and overcome obstacles to fulfil inclusion paths;
- acquire, develop and share team working skills.

Concerning the internship, the planned and fulfilled activities in the pre-schools and primary schools have become an open and complex challenge for a group of twenty students.

From interviews emerges that:

- it is necessary evaluate carefully barriers to enjoy gym or school's garden;
- it is difficult managing the available time to carry out all the designed activities;
- it is necessary evaluate carefully the choice of tools and contents to ensure access and participation to all pupils;
- sometimes is difficult share the objectives of the project with school's teachers.

Becomes evident, therefore, the necessity to create a climate of mediation, considering that not all teachers in service show to have acquired a clear awareness of inclusive motor activities' value.

Conclusion

The participation in motor activities and sport is an opportunity to grow together, to know themselves and the others, to be aware about each one's body, about own limits and strengths, as well as is the exercise of a right (de Anna, Covelli, 2016; Mura, 2009; UN, 2006). However, school experiences described by some students in internship show critical elements referred to architectural barriers and, more relevant, to teachers' prejudices. Those elements highlight cultural contradictions and beliefs that still must be demolished.

Concerning that point, some useful elements have emerged in the course of investigation carried out over three years of lessons, workshops and internship.

Lessons and workshops are opportunities to confront with the operative reality and to change our own point of view about motor science's potentialities, developing design culture and improving didactics' quality.

The analysis of the historical-anthropological prejudice's nature, the identification of motor inclusion experiences and orientation of students to planning and to didactic experimentation appear as potential levers for cultural change.

In this sense, the acquisition of specific didactic competences and concerning the body's pedagogy (Milani, Crotti, 2016) it can become a tool to encourage meaningful learning conditions in school and, at the same time, arouse the development of an inclusive professional profile for teachers in training.

With a view to continuous improvement of the inclusion processes (Mura, Zurru, 2019), also the teachers on duty updating can be stimulated by the training itineraries of future teachers.

Reshaping their point of view, indeed, during their internship at school students are active guests and promoters of change.

Involving teachers and pupils in theoretical reflection, in seeking solutions and answers to unrecognized educational needs, future teachers become, thus, "spores" for the dissemination of the design of inclusive motor activities and for a wide didactic renewing.

References

- Concilio Vaticano II. (1965). La dignità della persona umana. In *Costituzione Pastorale "Gaudium et Spes"* (pp. 8-13). Roma.
- de Anna, L. (2005). Progettare e promuovere Attività motorie e sportive integrate nella formazione di persone con disabilità. *L'integrazione Scolastica e Sociale*, 4/1, 39-45.
- de Anna, L. (2009). Pedagogia speciale e integrazione nelle scienze motorie e nello sport. In L. de Anna (ed.), *Processi formativi e percorsi di integrazione nelle scienze motorie. Ricerca, teorie e prassi* (pp. 138, 171). Milano: FrancoAngeli.
- de Anna, L., & Covelli, A. (2016). Attività motorie e sportive inclusive. In M. Morandi (ed.), *Corpo, educazione fisica, sport. Questioni pedagogiche* (pp. 130, 147). Milano: FrancoAngeli.
- Errani, A. (2000). Le immagini degli handicappati nella storia. Permanenze e cambiamenti. In A. Canevaro & A. Goussot (Eds.), *La difficile storia degli handicappati* (pp. 189-236). Roma: Carocci.
- Galimberti, U. (2007). *Il corpo*. Milano: Feltrinelli.
- Kasser, S., & Lytle, R. (Eds.). (2005). *Inclusive physical activity. A Lifetime of Opportunities*. Champaign: Human Kinetics.
- Magnanini, A. (2009). Lo Sport... per tutti. Una risorsa per l'integrazione. In L. de Anna (ed.), *Processi formativi e percorsi di integrazione nelle scienze motorie. Ricerca, teorie e prassi* (pp. 188, 195). Milano: FrancoAngeli.

- Merleau Ponty, M. (1965). *Fenomenologia della percezione*. Milano: Il Saggiatore.
- Milani, L., & Crotti, M. (2016). Due professionalità: insegnanti e allenatori. In M. Morandi (Ed.), *Corpo, educazione fisica, sport. Questioni pedagogiche* (pp. 111–128). Milano: FrancoAngeli.
- MIUR. (2012). *Annali della Pubblica Istruzione. Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*. Firenze: Le Monnier.
- Moliterni, P. (2013). *Didattica e scienze motorie. Tra mediatori e integrazione*. Roma: Armando.
- Mura, A. (2009). Pregiudizi e sfide dell'inclusione: le attività motorie e sportive integrate. In L. de Anna (Ed.), *Processi formativi e percorsi di integrazione nelle scienze motorie. Ricerca, teorie e prassi* (pp. 111-137). Milano: FrancoAngeli.
- Mura, A. & Zurru, A.L. (2019). *Professionalità docente e processi di inclusione: dall'indagine sulle pratiche didattiche alla rilevazione dei bisogni formativi. L'integrazione Scolastica e Sociale*, Vol. 1. Trento: Erickson.
- Pavone, M. (2015). *Scuola e bisogni educativi speciali*. Milano: Mondadori.
- Rossi, C. (2009). La persona in situazione di disabilità grave a scuola: la relazione, il corpo, il movimento. In L. de Anna (Ed.), *Processi formativi e percorsi di integrazione nelle scienze motorie. Ricerca, teorie e prassi* (pp. 330, 340). Milano: FrancoAngeli.
- Rousseau, J. J. (1762). *Emilio, o Dell'educazione* (P. Massimi, Ed.). Roma: Armando.
- Sechì, P. (2014). Orizzonti di senso per l'Educazione Fisica. In P. Sechì &, A. Ceciliani (a cura di), *Metodi e strumenti per l'insegnamento e l'apprendimento delle scienze motorie* (pp. 1-54). Napoli: EdiSES.
- UN. (2006). *Convention on the Rights of Persons with Disabilities*. New York: UN.