

BAMBINI, ADOLESCENTI E PANDEMIA: RICERCHE E RIFLESSIONI PEDAGOGICHE. IL RUOLO DELLO SPORT E DEL MOVIMENTO

CHILDREN, ADOLESCENTS AND THE PANDEMIC: PEDAGOGICAL RESEARCHES AND REFLECTIONS. THE ROLE OF SPORT AND MOVEMENT

Chiara D'Alessio

Università degli Studi di Salerno

chdalessio@unisa.it

Abstract

The period, which we lived in 2020, even if we are still living it now in different way, has raised so many questions to the pedagogical scientific community. This work explores theoretical aspects useful for interpreting the experiences of people in this period with reference to children and adolescents. there are also two researches: one, still in progress, on the experience of children from 6 to 11 years; another one, still going on, on adolescents between 14 and 18 years of age, aimed at exploring some aspects of their lifestyles, with particular reference to the possibility of carrying out physical activity and school experiences. finally, in dealing with the discomfort caused by the pandemic, the main role of motor and sports activity is analyzed, explaining its numerous potentials, with practical indications and examples of experiences aimed at encouraging movement in ways that are practicable today, considering the current restrictions. The work ends with reflections on overcoming crises, glimpsing possibilities for development through growing of positive attitudes which, starting from the experienced difficulties, are able to formulate effective transformative proposals capable of solving the new problems that have arisen.

Il periodo che abbiamo vissuto nel 2020 e che, anche se in modalità diverse, stiamo continuando a vivere, ha posto non pochi interrogativi alla comunità scientifica pedagogica. Il presente lavoro esplora aspetti teorici utili per interpretare i vissuti delle persone in questo periodo con riferimento a bambini ed adolescenti. È corredato due ricerche: una, ancora in corso, sul vissuto dei bambini da 6 ad 11 anni; un'altra svolta su adolescenti tra i 14 ed i 18 anni volta ad esplorare alcuni aspetti dei loro stili di vita, con particolare riferimento alle possibilità di svolgimento di attività motoria ed al vissuto scolastico. Viene infine analizzato nelle sue parti il ruolo di primo piano dell'attività motoria e sportiva nel fare fronte ai disagi causati dalla pandemia, esplicitandone le numerose potenzialità, con indicazioni pratiche ed esemplificazioni di esperienze volte ad incoraggiare il movimento in forme oggi praticabili, tenuto conto delle attuali restrizioni. Il lavoro termina con riflessioni inerenti al superamento delle crisi, intravedendo in esse possibilità di sviluppo attraverso la coltivazione di atteggiamenti positivi che, partendo dalle difficoltà sperimentate, sappiano formulare proposte trasformative efficaci in grado di risolvere i nuovi problemi sorti.

Keywords

Pandemic, child and youth, healthy life styles, motor activity, sport

Pandemia, infanzia e adolescenza, stili di vita sani, attività motoria, sport

Introduction

The lockdown March 9th - May 3rd 2020 had undeniable effects on the lives of the entire population. The effects of the closure of almost all the activities and the inability to exit were added to the uncertainty for the future; this has inevitably led to a more or less marked stress situation in the population which, given the current circumstances, persists in more or less nuanced forms.

According to numerous international studies (Chen P. et alii, 2020; Wagner K.D., 2020; Brooks S.K. et alii, 2020) the stress factors at play are long times, fears related to the virus and the possibility of infection, continuous information, often inadequate and strong alarmism, lack of social contacts with peers, friends and teachers, lack of personal space at home, family economic difficulties, negative moods.

The impact of COVID-19, however, is not uniform among the various families and the contrast is often stark. Some have lost loved ones and lived the infection very closely; others lived in regions with less spread. Some children have parents doing frontline work with COVID-19 contexts; others have suspended work or work at home. The common thread that runs through everyone is certainly a lived experience of fear. What is considered of fundamental importance, especially in children, is to experience one's own family environment as comforting.

The scientific community recognizes among the major risks, the possibility of developing various psychopathologies: anxiety disorders, depression, obsessions, phobias, psychosis, eating disorders, sleep disorders and post-traumatic disorders, such as reactions by the body and mind in response to a particularly difficult situation. Personal vulnerability, life context, individual interpretation of the situation lead to subjective elaborations.

According to Selye (1976) the body reacts to stressful events in three phases: 1) alarm phase with the activation of the autonomic nervous system; 2) resistance phase, characterized by adaptation to stress; 3) exhaustion phase in the event that stress persists and the body does not implement adequate responses to cope with it.

In emergencies, each subject will have gone through the first physiological phase in the same way while the subsequent emotional and behavioural responses depend on individual perception and imagination. The meaning that the person attributes to the event and therefore the thoughts, with which he finds himself dealing with it, play a central role.

In children and adolescents, the adaptation and the consequent reaction are closely related to the family context and therefore to the experiences and methods used by the reference adults, who represent the closest resource.

Factors with a strong impact on the psychophysical health of children and young people are the following ones: the absence of a daily routine that contributes to increased free time, greater sedentary lifestyle, shifting sleep-wake rhythms, social isolation and disordered eating. The risk is to develop unhealthy habits that can have harmful effects in the long run.

The combination of freedom of expression, movement, listening, attention and appreciation are fundamental points in the parent-child relationship. Furthermore, sharing the emergency requires an intimate confrontation, an opportunity in the relationship. The time available, the spaces that are sometimes too small "force us to stay together". How much can all this unite or, on the other hand, separate?

1. An ongoing research

We report here, as a path for reflection, one of our research called: "The time of education at the time of COVID19", still in progress, on the experience of 67 children aged 6 to 11 who live the moment of detachment from school and friends and the renunciation of various extracurricular activities due to the pandemic. The research began during the lockdown period of March 2020 and it resumed after the closing on November the 15th. It was conducted by the writer through telephone interviews with children and parents, from different walks of life, using the narrative interview method.

The partial surveys so far do not correspond to what one would have expected: it was in

fact hypothesized a widespread malaise among children, caused by the obvious disadvantages of these living conditions. Surprisingly, so far in 95% of the children interviewed, conditions of well-being, strongly linked to the different use of time, are emerging in the following categories: possibility of having more relaxed rhythms in the morning (eg of typical phrases: “I can wake up later , I can have a calm breakfast, we must not be in traffic with nervous people honking the horn “); possibility to spend more time with parents (“mom and / or dad stay more time at home and it’s nice to cook, to have lunch and see a movie all together or play with them”); opportunity to play games that had by now been abandoned (board games, constructions, lego, dolls) with relaxed hours (“now I can play at home quietly because i don’t have to run dancing, to the gym, to English lessons , etc.”) and to like the modalities of the online school because “we do less hours”.

Therefore, in the face of the risks on socialization connected to this isolation from peers and other significant adults, which we hope will not last, analysing these results one wonders: there were probably some needs of the children (which are those ones they exposed) that the rhythms of previous life did not allow to satisfy. The serenity manifested is therefore probably due to the greater amount of time spent with the family and in own home.

What is also striking is the lack of desire to go back to school, even in children who have excellent academic results and this makes us think of a strong criticality of the school “in presence”, sometimes simply “endured”. What is even more surprising is that the condition of equilibrium and serenity manifested by children is confirmed by their parents. In this regard, to the question: “Would you like to go back to school?” almost all of the children answered “No, I wouldn’t”.

I am not a fan of telematic socialization, far from it, but I believe that in this period it is carrying out an important function, as allowing children to see and talk to each other even daily and in larger groups, which did not happen previously, except among small groups of them who had the opportunity to see each other. Naturally, in the socially and / or family disadvantaged segments of the population, the discourse takes on another colour, since the lack of a computer or their parents’ inability to make them live the greater amount of time at home in a meaningful way can give rise to highly problematic situations. It should be noted that the “home” category is the one that recurs and the detection of how many children of this age group need “home time” is significant, as a symbolic category connected to a sense of warmth, protection, cradle of affections that probably with the previous rhythms was not experienced enough to guarantee a sense of tranquillity.

Regarding to distance learning, in the writer’s thought, it should be proposed as a game, and at the end of it, when we return to school permanently, we will have a party all together. Inducing this type of expectation in children could be highly motivating.

A problematic aspect noted by a lot of parents is that the amount of homework assigned by teachers, probably to cope with the reduction in class time, is inadequate for the age and abilities of the children involved. However, some of them have had unexpected improvements (perhaps thanks to the more relaxed times and the greater presence of the parents themselves). A negative aspect observed by children with respect to staying at home is the television media bombardment of the pandemic, which they considered unbearable and a harbinger of concern in them and in their parents.

As far as physical activity is concerned, about one third of the children said they continue to do it at home through web tutorials, spontaneous movement dances and games, remote lessons from instructors and, for those lucky enough to have one large space available, by using courtyards and gardens. More than half of the parents also declared that from the moment it was possible to go out in the town of residence, they have dedicate more time to go out with their children to ensure that they could walk and play outdoors, making up for the lack of sports activities. We believe, and the parents with us, that this has been an important factor of sharing and cohesion between parents and children, giving them moments that perhaps in the past time they had not sufficiently experienced.

Of course, as the research is still ongoing, further elements may subsequently emerge. For now, our reflections are only scattered, but they can be a path to induce a rethinking of school and family pedagogy in the light of what has emerged so far.

The adults in all this, providing a healthy model, without pouring out their anxieties, without stifling emotions and the expression of their own identity, act as a protective factor in this situation of uncertainty.

Furthermore, in this period, the greater proximity of parents, or reference figures, can represent a good opportunity to agree on the use of technological devices, establishing together the methods for an informed use of these tools: for instance pleasant and fun activities to be carried out together, even at distance, with peers in community chats, including physical exercise. The use of digital technologies therefore presents itself as an opportunity to promote the maintenance of social relationships that are particularly important in this phase of children's and adolescents' life.

Finally, the domestic empowerment of young people, through involvement in activities useful for family life, in addition to encouraging opportunities to move, can promote personal growth in terms of social skills and coexistence.

2. Lifestyles, sports and school during the pandemic: adolescents' viewpoint

We anticipate some of our reflections of the research that we will present.

It is undeniable that sport, being practiced, watched on television or experienced in stadiums, is a very important part of our culture. Italians are passionate, they live on emotions, episodes, stories that sport can tell very well. The pandemic has also hit sportsmen hard, not only in Italy but also in all over the world.

Sport has stopped, not without disputes: there was little to watch or practice. Some, in a fit of nostalgia, looked back at the old matches of Italy's World Champion, the magical matches of ItalBasket or the journey of Italian volleyball to the Olympics. Still others have decided to watch the games on the PlayStation by selecting two teams and having them play against each other, without controlling either of them, to have a semblance of football to be able to watch. We have understood that emotions, which sports can give us, are irreplaceable.

Our research wanted to investigate some aspects of adolescents' experiences on thematic nuclei relating to the personal, motor, sports and school areas, trying to highlight the needs expressed and the forecasts for the future by the subjects.

The research sample is made up of 122 students from a Scientific High School, aged between 14 and 19 years.

The questionnaire¹ was administered remotely, through Google Forms, during the resumption of activities.

There are 14 open questions. Let us analyse in details the answers that we have summarized in standard sentences.

Questions and response rates:

1. Did you quickly adapt to new lifestyles during the lockdown?

- 30.9%: no, I didn't . It was very difficult.
- 9.1%: yes, I did . Not much has changed compared to my normal lifestyle.
- 60%: I don't know , but I was able to carry out the usual activities well or badly.

2. To overcome this limitation, how did you keep training at home, if you did?

¹ Thanks to dr. Francesco Pergolese for the contribution offered in the construction of the questionnaire, in the administration and processing of the data.

- 32.7%: I didn't train at all.
- 52.7%: I did exercises I remembered or seen from the internet.
- 14.5%: I did outdoor sports, being able to take advantage of an outdoor area.

3. Did you notice the lack of sports? If so, how much?

- 9.4%: I didn't notice it.
- 56.6%: I felt it a lot because I'm used to training constantly.
- 34%: I don't know, little has changed for me.

4. Now, in the post lockdown, how do you feel the resumption of activities?

- 69.1%: a slow return to normal.
- 29.1%: there has not yet been a recovery.
- 1.8%: a quick recovery.

5. When in September you restarted with school and the various extracurricular activities, did you notice any differences in the practice or in the relationships with your classmates and / or instructors?

- 23%: no, I didn't . It seemed to me nothing had changed.
- 30.8%: yes, I did . Many things had changed, including interpersonal relationships.
- 46.2%: something had changed, but nothing irreparable.

6. Have you missed school during these months?

- 15.4%: no, I haven't. Absolutely
- 53.8% : yes, I have a lot.
- 30.8%: I haven't missed it so much, because distance learning has tried to get as close as possible to normality.

7. In general was it easy to start over? Do you think you can always respect the COVID-19 anti-contagion rules?

- 3.6%: no, it was not easy to start over due to the numerous and difficult rules to be respected.
- 43.6%: yes, it was quite easy because over the months I had already got used to respect the numerous rules.
- 52.7%: I'm still getting used to it, but I think and hope to always respect them, until everything is resolved, because they are very important.

8. Have there been any changes (of any kind) within your family regarding the COVID-19 situation?

- 34.5%: yes, I have numerous ones, starting from no longer hosting friends or relatives, for the safety of all.
- 65.5%: there has been some change, but not entirely, let's try to live normally by paying attention.

9. What was your overall state of mind regarding this emergency?

- 37%: anxiety.

- 11.1%: fear.
- 37%: loneliness.
- 14.9%: normality.

10. After overcoming the emergency, do you think it is possible to return to normal?

- 30.9%: yes, I do. With the vaccine and the decline in infections, it will be possible to return to normal very soon.
- 69.1%: I don't think immediately, a little time will have to pass to return to normal life

11. Before the advent of Coronavirus, how did you live in school? Was there and is there something you don't like?

- 26.9%: no, There wasn't and there isn't. I don't have any kind of problem with the school context and all its overall organization.
- 11.5%: I have always experienced school not to its fullest dimension, because I don't think it is a developed and organized place as it should be.
- 61.5%: I have always adapted myself but we could do much better for the school and for us pupils.

12. In your opinion, what changes / modernizations should be made within the Italian School?

- 34.6%: changes in school schedules and subjects.
- 51.9%: improvements in the quality of teacher training.
- 15.5%: to eliminate grades, remedial courses, failures and to help pupils who need them during the school year.

13. What kinds of innovative activities would you like to practice during school hours?

- 30.8%: sports activities.
- 21.2%: activities to improve general culture.
- 3.8%: artistic activities.
- 44.2%: activities, from the fourth grade onwards, which prepare for the university choices and facilitate their initial approach.

14. Do you live the school with enthusiasm or not? Why?

- 40.4%: yes, I do without any doubt, because it allows me to express myself to the fullest dimension and culturally it enriches me a lot.
- 59.6%: no, I don't. It doesn't work as it should. There are lots of problems: reforms, teachers who distress too much, structures that sometimes don't make us feel safe.

Discussion of the results

These data emerged from the questions that were administered to the 122 pupils examined. The results, which we will analyse, seem very interesting and they deserve considerable attention.

The data that emerged are encouraging, as most of the children have shown that they know how organizing themselves on the days when it was compulsory to stay at home.

The school has not completely failed, or rather from the didactic point of view it seems that the remote lessons (distance learning) have provided the necessary support to ensure the continuation of the school year. From the point of view of human relationships, however, a lack was

felt, a positive fact that demonstrates the role of the school as the very important “educational agency”, also from the point of view of sociality.

On the other hand, a fact that worries most is the state of mind of young people in this period. In fact, about 37% replied that they felt alone and 37% replied that they felt strongly anxious; the anxious state is probably also attributable to the media bombardment to which they have been subjected. The majority of the sample took care of the sport aspect as a source of leisure and well-being and this is a significant fact. It seems that even people who previously did not practice sports or did little were enticed in exercising (as noted in 52.7% who said they had taken their cue from the internet to set up a good fitness workout).

The lack of sport practice for those who are usually agonists was also strongly felt. In fact in 56.6% the lack was strong, and the lack of confidence for the resumption of sport activities persists; 69.1% believe it to be very slow and difficult but they are confident in a return to normal life. Despite the numerous anti-contagion regulations, 52.7% are slowly getting used to them and they consider it appropriate to comply with them now and constantly over time even after having passed the critical phase.

As a general result of the first ten questions, we found that children demonstrated adaptability and willpower in difficulties, which we hope will allow them to overcome the many daily obstacles.

Regarding the thoughts and moods of pupils with respect to the school, 61.5% of the sample taken into consideration affirm that they have always adapted to what the school offers and has offered, even if the school could give much more; 26.9% even say that they have never had problems with the school context and all its overall organization. Only 11.5% have always experienced the school not positively believing that it is not up to its task.

Compared to the suggestions offered by the students, we see that: for 51.9% of the pupils participating in the survey, there should be improvements in the quality of teacher training; 34.6% would like changes in the reforms (therefore interventions on school schedules and teaching subjects). 13.5% of the sample would like stronger changes, such as the abolition of failures, grades and remedial courses, recovering pupils who need to review topics during the same school year, avoiding them losing the year, which, involving a change of peers and teachers, could compromise them from an emotional point of view.

The proposals include: the introduction of activities that from the upper quarter onwards prepare for the choice of the university faculty based on the abilities and preferences of the students (44.2% of the sample); the increase in hours of sport activities (30.8% of the sample), improvement of general culture (21.2% of the sample) or artistic activities during school hours 3.8%.

To conclude, 40.4% say they experience school with great enthusiasm, while 59.6% do not, attributing this to a perception of inadequate functioning.

Although the sample is a very small cross-section of adolescent reality, we nevertheless believe that the surveys carried out have offered numerous starting points.

3. Motor activity and sport as an antidote to pandemic stress: indications for children and adolescents

In this part, we focus on the importance of movement. Playing sports or simply playing dynamically, in addition to promoting cognitive, emotional and social growth, is useful for modulating emotions, fighting stress, releasing accumulated tensions by increasing energy and a general state of well-being (D'Alessio, 2016 ; Jesus, 2020).

In this period, games or movement activities carried out at home can have a double benefit: being a way to express more or less unpleasant emotions and at the same time contributing positively to own psychophysical health. It is essential for children and adolescents to continue exercising during this time of limitations. In a prolonged condition of social isolation it is, in fact, appropriate to activate or to maintain certain habits that allow you to mark time and better organize the day, such as devoting yourself to study for the continuation of school programs,

listening to music, reading and hobbies.

Among the various activities, undoubtedly, physical exercise plays a priority role for the health of young people. In fact, with physical exercise, energy and general well-being increase, quality of sleep, self-esteem, and self-confidence improve and any tensions are discharged. Exercising at home is therefore a simple and effective way to manage stress, activate the mind and react to the sense of constraint and frustration that the current situation can generate. The autonomous and conscious choice of activities, not just motor activities, to be carried out during the day, assumes, for the children, a central role also in improving the comparison with family and behavioral rules. The gratification coming from mastering the choices made and the strategies to implement them increase the sense of perceived competence; this process is relevant as it can facilitate the assumption of correct preventive behavior with respect to the spread of the current epidemic and in compliance with the indicated limitations. How much physical activity do kids need every day?

In a monumental and accurate Canadian study by Tremblay et alii (2014) endorsed by the WHO, in order to maintain good health in the age group 5-17 years, the day should be divided as follows: 9-11 hours of sleep without breaks (5/13 years), 8 hours for 14/17 years, with regular times of falling asleep and awakening; at least 1 hour of intense aerobic physical activity; several hours of structured or unstructured light physical activities and limit the use of televisions, PCs, tablets and mobile phones to a maximum of 2 hours a day, in addition to the time required for teaching, do not sit for long.

They also advised scholars to carry out physical activity 3 times a week aimed at strengthening the musculoskeletal system. To sum up, preserving the right amount of sleep, being outdoors, avoiding sedentary behaviours by alternating light, moderate and intense physical activities can have great health benefits.

What can parents do to promote physical activity?

- • For instance, if the parents are active, the children will be, too.
- • They can encourage their children to do the physical exercise they usually do or to start moving gradually.
- • They can create safe places where they can train.

The Italian Ministry of Health, on 25th March 2020, provided specific indications on the activities to be practiced.

Recommended exercises are (obviously modifiable according to the age and practicable also by adults):

- • free movement: dance, jump, run
- • gymnastics with music to keep conditional skills trained (strength, endurance, speed) and to stimulate cardiovascular and respiratory systems: various types of dance such as Mango, Zumba, Move Up & Down, Bandera, To Tango with tutorials or in video chat
- • skipping rope with a variable intensity and duration based on your level of training
- • ride on the spot
- • sit-ups
- • training with the step, using a step of the house stairs or books as a substitute
- • exercises with the objects available at home: for example a broom to do shoulder exercises; a chair in front of a table to do leg exercises; bottles to do shoulder and arm exercises
- • squat: push-up on the legs, starting from a standing position with shoulders, pelvis and ankles aligned on the same axis. The downward movement is followed by the upward movement. This movement can also be done leaning against the wall
- • push-ups: lie on the floor on a mat and place your hands just below your shoulders with your palms parallel to the trunk. The distance between the hands must be slightly greater than that of the shoulders. The gaze must be directed towards the floor and the feet must be pointed at the ground. Using your arms only, push the whole body up-

wards, pivoting on the tips of the feet until the elbows are fully extended. The chest and legs must remain aligned. The shoulder blades are adducted, that is, close together, and the abdominals remain contracted to give solidity to the bust. The head also remains in the initial position, i.e. facing the floor. Remain a moment in the maximum contraction phase, then with a slow and controlled movement bend the arms until the whole body descends, which will not have to lean on the floor, but only touch it and then resume climbing

- • bridges for the buttocks: lie on your back with your legs bent and feet shoulder-width apart and raise and lower your pelvis
- • game with *exergame*: the English word derives from the union of exercise and gaming and it refers to the type of video games that involve both fun and physical activity. In fact, they require body movements and are useful not only for motor activity, but also in promoting social interaction since they require coordination in movements and communication: the physical benefits mainly concern agility, speed, coordination, reaction time, improvement cardiovascular.

For a daily workout, the following activities could be carried out using the resources available on the web:

- • start with a warm-up and muscle strengthening
- • perform exercises for joint mobility: for example circling of the feet, pelvis, shoulders, torsion, kicking of the legs, and so on.
- • perform exercises to train and strengthen the muscles: for example glute bridges, push-ups, lifts to strengthen the abdominals, sit-ups, rope jumping, etc.
- • finish with a 5-10 minute stretch.
- Other transversal activities, important for development, are (Wang G. et alii, 2020):
- • playing with brothers / sisters or with parents or other people living at home
- • listening to music and reading to promote learning and relaxation
- • drawing, painting to stimulate creativity
- • carrying out some household chores, such as: dusting, vacuuming, setting / clearing the table, making the bed and tidying up the room, washing the windows, taking care of the garden or terrace, etc.
- • the use of the web to integrate teaching activities with other cultural activities, such as visiting virtual museums, downloading books and newspapers, following plays, webinars of particular interest.

4. An experience on the court: remote basketball

A very special experience² that we want to present is linked to basketball, and it was implemented in this period by a basketball club in the Province of Salerno, which has been following the youth and minibasket activities for many years. Let us analyse it in details.

The coaches and instructors of the Salerno team, using social channels and new technologies, have tried to be close to the boys of the youth sector, to the children of Mini Basketball and to their families. Firstly, they made videos by which “homework” was assigned, to try to get athletes and mini athletes to move in their homes (also thanks to the help of the physical trainer.). They proposed exercises based on the various age group in order not to lose their training.

Then it was the turn of the HippOlimpiadi. Born thanks to an intuition of the instructor, developed by the manager of the minibasket, this virtual competition has been able to involve all the members of the large family of the company (including players and technicians of the first team) and not only, since even “external people “ have asked to attend.

In the self-produced videos, the young coach proposes hilarious challenges made with objects easily available at home within the time limit of 24 seconds (the duration of a game action

2 Dr. Pergolese, team coach, disclosed the experience.

in basketball).

Participants must prove that they have completed it by posting the video of their exploits on social networks. It is possible to see high participation of young athletes and guaranteed laughs. Based on the performance and the involvement of family and friends, bonuses have been provided. After the first three tests, hundreds of videos have already been uploaded to Facebook, Instagram, Tik Tok and Youtube with the hashtag #hippolimpiadi. In addition, while the technical staff participates by videoconference in distance training appointments with nationally important personalities, the first board game created by the company was sent to the chats of parents and athletes.

When asked about the reasons why this interesting activity was created, the manager of the basketball company said: «We have sent in pdf the regulation and all the necessary material. You have to print, cut out, colour, customize, assemble and then play. And, in short, a way to spend time with the family in a constructive way, away from consoles, tablets and smartphones, cultivating with loved ones the passion for the ball in wedges and trying not to think about this complicated moment ».

We believe this experience is highly significant for all the reasons listed above because it has been able to combine sport, sociability, fun in a truly original, useful and effective way.

Conclusions

We have tried to outline some educational paths that can help the younger generation (and not only) to face with this difficult moment. We hope that as many as possible people can put them into practice to cultivate, through movement, their psycho-body self that needs to be urged to action to get rid of the negative energies coming from dysfunctional moods. Let us not forget that movement favours the production of endorphins, our natural endogenous opioids, which give euphoria and well-being and dopamine, a neurotransmitter, linked to motivational states and persistence in achieving goals (D'Alessio, 2010).

In light of the results of this study, I wonder, as a teacher of Wellness Pedagogy, if, together with the undeniable hardships, the lockdown has also given families moments of well-being that have never been experienced before. Did our previous lifestyles give us real well-being? Given the hectic pace of life, how many families in the past have lost more than one important moment to spend together?

Well-being is certainly linked to external conditions but also to the way in which one's life events are interpreted, trying to seize opportunities for growth even in the crisis. By remembering these moments in the future, perhaps we will appreciate more what we have lost, little things that we no longer pay attention to and that we have discovered to be of great importance: this will certainly contribute to make our life richer and more meaningful.

Unfortunately, the history of humanity is rich in difficult and painful moments. Such experiences, in many cases dramatic, have always highlighted the extraordinary human capacity to adapt, fight and recover. They also testify that evil does not spread by the express will of man, as in the case of epidemics, differently it is the case of wars.

Even if the situation we are experiencing is one of the worst in history, in addition to the hope for the future, we need to learn to live today, grasping what is beautiful and good even in a life full of so many privations.

In this regard we quote V.E. Frankl, a Viennese psychiatrist who survived the Holocaust after being interned in 4 Nazi concentration camps, who says that when in life we are deprived of what we would like to do and we cannot change the external conditions, we have only one choice: to change our attitude towards them. We live trying, albeit with difficulty, to appreciate and live those human and social values that come before us in every daily situation. This can lead to self-realization, too. The greatest antidote to resignation is courage. And it has always worked.

Good workout.

References

- Brooks S. K., Webster R. K., Smith L. E., Woodland L., Wessely S., Greenberg N., Rubin G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. In *The Lancet*. VOLUME 395, ISSUE 10227, P912-920.
- Chen P., Mao L., Nassis G. P., Harmer P., Ainsworth B., Li F. (2020). Returning Chinese school-aged children and adolescents to physical activity in the wake of COVID-19: Actions and precautions. In *Journal of Sport and Health Science* Jul; 9(4): 322–324.
- D'Alessio C. (2010). Fondamenti epistemologici e neuroscientifici ad una psicopedagogia della corporeità in: *Le neuroscienze e l'educazione*. Lecce: Pensa.
- D'Alessio C. (2014). Epistemologia della corporeità ed educazione allo sport ed al movimento. Un approccio storico-critico-euristico. In: *Formazione&Insegnamento*, Anno XIV – n.3, pp.123-137.
- Gesù M. (2020) *Bambini e Adolescenti confinati in casa. Come prevenire i rischi psicofisici?* 28 maggio 2020 <https://www.stateofmind.it/2020/05/covid-bambini-adolescenti/>.
- Tremblay M. S., Carson V., Chaput J. et alii (2016). Canadian 24-Hour Movement Guidelines for Children and Youth: An Integration of Physical Activity, Sedentary Behaviour, and Sleep. In *Applied Physiology, Nutrition, and Metabolism*, 41(6): S311-S327, <https://doi.org/10.1139/apnm-2016-0151>
- Selye H. (1976). *Stress without Distress*. New York: Springer.
- Wagner K. D. (2020). Addressing the Experience of Children and Adolescents During the COVID-19 Pandemic. In *The Journal of clinical psychiatry*; 81(3).
- Wang G., Zhang Y., Zhao J., Zhang J., Jiang F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. In *The Lancet*, 395(10228), 945-947.
- Ministero della Salute, comunicato del 25 marzo 2020
<http://www.salute.gov.it/portale/nuovocoronavirus/dettaglioNotizieNuovoCoronavirus.jsp?lingua=italiano&menu=notizie&p=dalministero&id=4319>