

Enhancement of motor and relational skills in inclusive primary school

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Abstract

In the current educational landscape, physical education is gaining increasing importance within primary schools, not only as a discipline aimed at physical development, but also as a key resource for promoting students' overall well-being. In a society increasingly characterized by sedentary lifestyles and relationships often mediated by digital technologies, movement re-emerges as an authentic educational language, capable of fostering inclusion, encouraging socialization, and supporting personal growth. This paper aims to explore the educational value of physical activity in the school context, with particular attention to its relational implications and its role in fostering inclusion among students with diverse needs. The main objective is to highlight, through a solid theoretical framework combined with practical experience, how a conscious and well-structured instructional design can significantly impact not only the development of motor skills, but also the strengthening of self-efficacy, self-esteem, and group cohesion within the classroom. The study therefore seeks to recognize physical education as a central component in the construction of a balanced and integrated educational pathway, emphasizing its cross-curricular and inclusive nature, which is now more essential than ever in 21st-century schooling.

Keywords: physical education, inclusion, motor skills, student well-being

INTRODUCTION

Physical education fully belongs within the field of educational sciences, making a significant contribution to the design of educational pathways (Lipoma, 2014). While preserving its own methodological identity, it shares with other scientific disciplines fundamental elements such as theoretical rigor, verifiability of results, and openness to renewal, thus contributing concretely to the quality of the educational experience. In primary school in particular, it is essential to promote diverse and meaningful motor activities, ensuring not only the availability of adequate spaces and suitable materials, but also the transmission of knowledge and skills that help pupils make informed choices, sustain motivation, and improve their psychophysical well-being (Carraro, 2008). The aim is to

educate responsible and aware citizens, for whom movement and respect for rules become internalized behaviors and an integral part of a healthy and balanced lifestyle, in line with the principles of Education for Civil Coexistence (MIUR, 2009) and with a holistic perspective on development (Bailey et al., 2013). From this innovative perspective, it becomes necessary to rethink the teaching practices of physical education, moving beyond traditional models based on repetitive and scarcely engaging activities, often lacking a clear educational purpose (Gamelli, 2004). Movement should not be considered an end in itself, but rather an educational means through which to promote personal growth and adaptation to the complexity of contemporary reality (Cereda, 2013). Teaching methodologies should therefore reflect students' real-life contexts, enhancing pathways capable of supporting overall development. A meaningful example is represented by "bodily visualization" (Azzarito, 2010), an approach that integrates educational, social, and cultural dimensions through tools such as images, visual narratives, and graphic representations, allowing students to express their bodily experience in a creative way (Gauntlett & Holzwarth, 2006). Children's enjoyment of movement arises from the possibility of expressing themselves freely through the body. While adults interpret reality through critical thinking, children explore it through play, which becomes a privileged language for assigning meaning to experience. Activities such as running, jumping, climbing, or inventing games foster the development of body awareness, decision-making skills, and creativity. However, this natural inclination toward movement is often directed too early toward performance-oriented logic, with excessive anticipation of specialization. It would instead be advisable to preserve the playful and exploratory dimension of movement at least until puberty. Even competitive practice, if introduced too early and focused exclusively on results, risks losing its educational function (Boniolo, 2013). As an alternative to competitive and selective models, schools should encourage shared play experiences, promoting comparison and respect for different ways of participating. Not by chance, sport retains in its origins a strong playful dimension, as shown by expressions such as "the game of football" or "the game of volleyball." Body awareness develops alongside the maturation of symbolic thought, through the ability to listen to oneself, recognize one's own potential, and assign meaning to bodily experiences. Accelerating these processes excessively may prove counterproductive, especially in relation to individual developmental timing. In the Italian context, physical education has undergone important developments in recent years, also thanks to new educational policies. The National Guidelines for the Curriculum (MIUR, 2012) highlight the role of the body and movement in the development of personal identity and autonomy. A further significant step was taken with Law 234/2021, which introduced the teaching of physical education in fourth and fifth grades, assigning it to specialist teachers. The inclusion of pupils with disabilities or special educational needs represents a central issue. Current regulations provide for teaching adaptations and the support of qualified professionals to ensure everyone's participation in motor activities (MIUR, 2017), through personalized and inclusive pathways. Educational planning, through tools such as the PTOF, also makes it possible to integrate both curricular and extracurricular motor activities, supported as well by national and European funding, thereby strengthening the school's role in promoting health and active citizenship (Ministry of Education, 2021). Finally, the quality of physical education also depends on the availability of adequate and safe environments. Compliance with safety regulations, such as Legislative Decree 81/2008, is essential in order to guarantee inclusive and functional contexts. Overall, the regulatory framework aims to ensure a fair, inclusive, and high-quality motor education provision. Only through its concrete and coherent implementation is it possible to enhance movement as a tool for personal, social, and cultural growth for all students (Ceciliani, 2016; Pesce et al., 2018). Within the framework of health promotion, schools play a strategic role. Primary school, in particular, represents a privileged environment for fostering balanced development, in which the body and bodily

dimension acquire central educational value. This function cannot be delegated exclusively to external actors, such as sports associations or occasional practitioners. Among the most relevant approaches is the model of “practice variability” (Pesce, 2015), which values children’s energy and spontaneous enjoyment of movement, fostering the development of personal and social skills and contributing to the formation of active and aware citizens. Motor activities in schools should take on a more incisive educational role than they currently do. A greater integration of these activities into the curriculum appears desirable, also in light of policy guidelines that promote a complex and integrated vision of the person. In this process of renewal, Motor and Sports Sciences are called upon to make a significant contribution to improving the quality of educational provision. However, these disciplines have long encountered cultural obstacles, often linked to the traditional separation between body and mind (Galimberti, 2002; Sarsini, 2005; Gamelli, 2011; Cunti, 2016), as well as to an underestimation of their educational role. This limiting view has hindered the full integration of the motor, cognitive, and emotional dimensions. It is above all in primary school that Motor Sciences require greater recognition. In addition to being considered on a par with other subjects, they must be understood as tools through which pupils can explore their own bodies, face challenges, ask questions, and develop creative solutions. This implies the construction of integrated educational environments in which corporeality, mind, and emotions interact harmoniously, fostering overall development (Bertagna, 2004; Cunti, 2017). In recent years, innovative methodologies such as “physically active lessons” have spread internationally. These approaches integrate movement into subject-based activities, making learning more dynamic and engaging. By using movement to support cognitive content, it is possible to facilitate understanding and increase student participation (Norris et al., 2015). For educational intervention in the motor domain to be truly effective, it is necessary to adopt diversified methodological strategies capable of responding both to the needs of basic education and to the promotion of a broad and multifaceted culture of physical activity. The main objective remains the integral development of personality, understood as the result of the interaction between biological and environmental factors (Meinel, 1984; Rikard, 2006). Despite growing recognition of the value of physical education, its presence in schools is still limited. Numerous studies highlight a progressive decline in motor abilities among children and adolescents (Pesce, 2015), also due to the transformation of sport into a media and commercial phenomenon. This perspective risks diminishing the educational value of movement by prioritizing performance over participation and inclusion. To counter phenomena such as sedentary lifestyles, the loss of fair play values, and the early abandonment of physical activity, an integrated educational approach involving schools, families, and the sports environment is required. Only through synergistic collaboration among these actors is it possible to promote a form of physical education that is truly oriented toward the overall well-being of the person (Nordmann, 2007; miur, 2012; who, 2014).

RESEARCH OBJECTIVE

Motor activities represent a privileged context for strengthening relationships among students and, consequently, for supporting processes of inclusion and active participation for all. Numerous international studies have highlighted the educational value of physical education from an inclusive perspective, especially when teaching proposals are adapted to students’ specific needs and oriented toward valuing individual differences. Such an approach encourages genuine engagement and promotes cooperative and respectful attitudes within the classroom group. A first significant study (2020), conducted by Gerdin, Larsson, Schenker, Linnér, Moen, Westlie, Smith, and Philpot, is based on the idea that physical education teaching has considerable educational potential in cognitive,

emotional, and relational domains. the research adopted a comparative qualitative approach across three national contexts—sweden, norway, and new zealand—involving thirteen primary school teachers. data were collected through classroom observations, interviews, and questionnaires, with the aim of examining teaching practices and pedagogical orientations. The findings highlighted the central role of motor activity in promoting inclusion. in particular, the importance of the educational relationship emerged: knowing each student—their personal characteristics, interests, and abilities—helps create a climate of trust and closeness, fostering empathetic attitudes. regarding peer relationships, the study emphasized the effectiveness of cooperative methodologies, such as team games, in strengthening social interactions. among the most effective strategies are group rotation, shared reflection on emotions, active participation in choosing subsequent activities, and the assignment of responsibility roles (e.g., captain, referee, or materials manager). moreover, motor activity proved effective in counteracting stereotypes and inequalities, also through the inclusion of games from different cultural contexts. Another relevant contribution is provided by ventura, laborda, and álvarez (2018), who demonstrated how the use of cooperative and expressive games in physical education can enhance peer relationships. the project, lasting three weeks and implemented in second-grade primary school classes in zaragoza, aimed to develop three key dimensions: social interaction through group games, creativity through unstructured motor activities, and cognitive engagement through problem-solving strategies. the results confirmed the effectiveness of a cooperative approach in improving interpersonal relationships and fostering empathy, self-esteem, self-awareness, and openness to diversity. A further study, conducted by morgan and hansen (2008), examined the influence of physical education teachers' perceptions on inclusion processes. the research, carried out in thirty-eight primary schools in new south wales (australia), involved 31 teachers through semi-structured interviews and 189 teachers through online questionnaires. The findings show that physical activity is perceived not only as a tool for promoting health and combating sedentary lifestyles, but also as a means of developing social skills, strengthening self-esteem, and improving behavior management. the study therefore highlights the crucial role of the teacher in fostering inclusion and enhancing each student's uniqueness. Motor activity plays a central role in an individual's life, contributing to both physical and psychological well-being. in the school context, it would be advisable to increase the time dedicated to physical education, also including short daily moments of movement to help students recover energy, reduce stress, and strengthen social relationships (national guidelines, 2012) in primary school, physical education supports self-discovery and awareness of one's own potential through constant interaction with the environment, peers, and objects (national guidelines, 2012). it also offers opportunities to develop awareness of one's strengths and weaknesses, build meaningful relationships, and promote values such as respect, cooperation, empathy, and trust (pento, 2020). The peer group plays a key role in children's social development, serving as a privileged context for experimenting with rules and roles (pento, 2007). based on these premises, a quasi-experimental pathway—defined as such due to the limited number of participants—was designed, centered on group motor games aimed at developing social skills such as trust, cooperation, altruism, and recognition of others. the intervention placed the relational dimension at its core, with the goal of strengthening classroom cohesion, considered the main context for social learning (pento, 2007). The national guidelines (2012) emphasize that participation in motor activities allows students to experience meaningful shared situations, fostering inclusion even among pupils with diverse needs and promoting cooperation. in this sense, play and sport become privileged tools for interaction and relationship-building (national guidelines, 2012, p. 76). the project was structured into ten weekly sessions lasting one hour each, over a period of approximately three months. activities included running, walking, dancing, jumping, ball and hoop games, team activities, and small-group tasks. the

intervention was carried out in a first-grade primary school class, a stage in which children are still in the early phases of getting to know one another. the aim was to strengthen emerging relationships and improve the classroom climate, valuing each student's individuality so that everyone could feel part of the group. activities were designed following a task-oriented approach rather than a competitive one, encouraging self-comparison and the appreciation of personal progress, thus avoiding potentially discouraging comparisons (pento, 2006). Motivation was supported through the achievement of new learning goals and the shared resolution of problems in a non-judgmental environment. During the initial planning phase, some activities were later adapted or replaced based on observations from the first session. certain proposals required levels of autonomy and attention not yet appropriate for the children's age (pento, 2007). Activities were frequently adjusted during implementation, taking into account group dynamics and the children's emotional states. in some cases, pair activities were transformed into group activities to encourage greater interaction. Circle time moments were also introduced at the end of the sessions, aimed at managing conflicts, clarifying rules, and encouraging shared reflection. these moments contributed to building a positive relational climate and strengthening mutual respect (pento, 2007). The learning environment was organized to ensure adequate space and freedom of movement, within a framework of shared rules. the opportunity for spontaneous bodily expression enhanced students' sense of security and spatial awareness (pento, 2007), fostering the development of both motor and relational skills such as coordination, empathy, and cooperation. assigning active roles during activities also proved to be an important inclusive strategy, allowing each child to feel valued and actively involved (pento, 2007). Music was used as an additional inclusive tool: many activities involved rhythmic movements, pair dances, or games structured around the alternation of sound and silence. this approach supported bodily expression and emotional engagement, integrating physical and cognitive dimensions (pento, 2007). The educational proposal originated from a guiding question: can motor activity promote school inclusion? the review of the literature and theoretical reflection led to the use of movement-based games as an educational methodology capable of strengthening interpersonal relationships and supporting the active participation of all students. once the research focus was defined, educational objectives and learning goals were identified in coherence with a solid pedagogical framework. each teaching proposal, in fact, must be grounded in clear theoretical foundations and include the prior identification of competencies, skills, and outcomes to be developed. The intervention was carried out with students from class 1c of a comprehensive institute located in the province of naples. the class group consisted of 19 children, although only 16 participated consistently in the proposed activities. for this reason, the experience can be defined as a quasi-experiment, given the limited number of participants involved. since the intervention took place within a school setting, it was necessary to adopt a variety of performance assessment tools in order to avoid an evaluation based solely on observable and measurable outcomes. Instead, a formative assessment approach was chosen, capable of positively influencing the students' learning process. from this perspective, the principle of triangulation was applied, which involves analyzing the evaluation process through three interconnected dimensions: subjective, objective, and intersubjective (castoldi, 2016). More specifically, the subjective dimension refers to students' self-assessment processes, based on personal reflection on their learning and experiences; the objective dimension is implemented through structured and standardized tools, such as teacher-designed tests or systematic observation instruments, aimed at collecting verifiable data; finally, the intersubjective dimension is constructed through the contributions of other individuals involved, such as peers and teachers, whose perspectives contribute to a more comprehensive understanding of the process. The entire process of data collection and analysis was therefore organized according to these three perspectives, in line with an assessment model oriented toward the

development of competencies and the construction of meaningful learning. tools related to the subjective dimension included reflective journals, structured circle time sessions, and a final self-assessment questionnaire administered to the students. for the objective dimension, moreno's sociogram and specific observational checklists were used. the intersubjective dimension was reconstructed through students' oral narratives and the teacher's systematic observations. the sociogram, developed by jacob moreno, is a particularly effective tool for analyzing the psychosocial structure of a group, allowing for a clear representation of relational dynamics in a relatively short time and with limited resources (edscuola, N.D.). The sociometric test makes it possible to create a detailed map of interactions among group members, highlighting the social position of each individual. although it is widely used in school settings, it can also be applied in organizational contexts, both formal and informal, where understanding internal relationships is essential. In this project, the use of the sociogram proved particularly useful for collecting reliable and objective data, as each student was able to freely express their preferences. two sociograms were administered: one at the initial stage and one at the end of the intervention, with the aim of identifying any changes in interpersonal relationships and assessing the impact of the proposed motor activities. The construction of the tool followed a specific procedure. first, a sociometric questionnaire was developed, including two key questions:

- who would you like to play with on a team?
- who would you prefer not to play with on a team?

After data collection, the information was organized into specific observation grids and subsequently processed in graphical form in order to facilitate its reading and interpretation, integrating it with the qualitative evidence that emerged during the sessions. Alongside the sociogram, a checklist was also used, namely a systematic observation tool structured as a list of expected behaviors related to social and relational competencies (Coggi & Ricchiardi, 2005). For each indicator, the observer simply recorded the presence or absence of the behavior, without making qualitative judgments in terms of frequency or intensity. Within the school context, students experience a rapid expansion of their relational network, both quantitatively and qualitatively. Among the various interactions that develop, peer relationships play a central role in the construction of social identity (Gomez Paloma & Ianes, 2014). However, rigid organizational arrangements, such as the traditional classroom desk layout, may hinder these opportunities for development. The sharing of spaces, collaborative work, and participation in shared experiences are instead essential conditions for creating inclusive learning environments, in which meaningful experiences are fostered through shared goals and cooperative practices (MIUR, 2009).

RESULTS ANALYSIS

During the first meeting, it clearly emerged that students felt the need to strengthen the sense of unity within the class group. as less than three months had passed since the beginning of the school year, many children had not yet developed a deep mutual understanding; consequently, those who already had pre-existing relationships—such as those formed in preschool—tended to stay together, limiting opportunities for interaction with other classmates. more outgoing students, on the other hand, showed greater openness, managing to establish broader and more collaborative relationships. at this initial stage, both the sense of group belonging and key competencies such as cooperation, collaboration toward shared goals, and the ability to ask for and offer help were still not well developed.

Table 1 – Initial assessment of competencies

N. Observed Competencies	Level of Presence in the Class Group
1 Interacts in play with all classmates	A limited number
2 Actively participates in activities —	Some students
3 Uses and shares materials with others —	The majority
4 Provides support to peers in difficulty	Some students
5 Is able to ask for help when needed	Some students
6 Waits for their turn respectfully	Almost all students
7 Observes and follows shared group rules	The majority

At the end of the experimental pathway, a significant improvement in the observed competencies was recorded across the entire class group. While at the beginning children tended to interact mainly with familiar peers and encountered difficulties in independently forming groups, in the final phase the majority demonstrated broader collaborative abilities, openness to individual differences, respect for rules, and a willingness to support others.

Almost all students are now able to make shared decisions, reach agreements within the group, and organize themselves without excluding anyone. Throughout the process, a gradual improvement in the relational climate was also observed, characterized by increased cooperation, mutual listening, and appreciation of diversity, increasingly recognized as a resource for collective growth.

TABLE 2 Final assessment of competencies

N. Competencies	Observed Level
1 Interacts in play with all classmates	The majority
2 Actively participates in activities	Almost all students
3 Uses and shares materials with others	Almost all students
4 Provides support to peers in difficulty	The majority
5 Is able to ask for help when needed	The majority
6 Waits for their turn respectfully	Almost all students
7 Observes and follows shared group rules	Almost all students

At the initial stage of the project, a sociogram was administered, in which 16 students participated. The data collected showed that some children displayed a high level of interaction, being very active in group dynamics, sometimes even in a problematic way. Others, however, showed a more limited relational network: likely more reserved, they tended to interact with a few classmates rather than with the whole group. During the motor activities, all students took part: some with evident enthusiasm, others in a more moderate way; only a few initially showed difficulties in working in pairs or groups. Students with fewer social connections at the beginning of the pathway largely coincided with those who, after only a few months since the start of the school year, had not yet developed meaningful relationships with many classmates and tended to prefer peers from preschool. In contrast, more outgoing children welcomed the activities enthusiastically, trying to involve different classmates and actively contributing to the success of the motor games. The first sociogram did not reveal cases of

marked isolation or overly dominant leadership; this indicates that, in the initial phase, the class did not present either clearly dominant central figures or evidently excluded students (Moreno, 1953; Edscola, n.d.). This initial analysis proved useful in understanding the starting relational structure. Based on the data collected, subsequent activities were reorganized with the aim of strengthening inclusion processes: larger group games and collective activities were proposed to enhance participation, trust, and a sense of belonging. In addition, activities were introduced in which each child had a specific and essential role, in order to value individual contributions. The second sociogram was administered during the final meeting, using the same initial questions to allow for direct comparison. The results do not show any regression in inclusion levels; on the contrary, they highlight a more conscious reorganization of relationships: some students reduced the number of preferences expressed, while others increased them, indicating greater maturity in managing social bonds. The relational network now appears more balanced than in the initial phase: no extreme cases of exclusion or dominance are observed. The class group is more cohesive, showing greater willingness to form heterogeneous groups and to accept changes in group composition. During the final circle time sessions, some students reported temporary moments of demotivation related to isolated episodes of conflict or lack of respect for rules, also reflected in the judgments expressed through emotional tools. However, sessions based on trust and cooperation games—particularly the eighth and tenth—were the most appreciated: out of 16 students, only one expressed a less positive opinion. Activities such as “The Blind Caterpillar” fostered strong collaboration, shared responsibility, and mutual trust, reinforcing the sense of belonging. The third session, which was more focused on individual abilities, received lower appreciation, likely due to fatigue or the assignment to groups not aligned with friendship preferences. Both positive and less positive outcomes can be mainly attributed to three factors: the level of interest and enjoyment generated by the activities, the students’ emotional state at the time, and the quality of the relational climate on specific days. Previous conflict episodes could negatively influence the perception of the experience.

The final self-assessment questionnaire, administered to the 16 participants, confirmed the effectiveness of the pathway. The responses indicated a high level of satisfaction regarding freedom of movement, enjoyment, relational well-being, and participation. These findings suggest that the intervention promoted expressiveness, creativity, and an overall positive experience. Evidence collected through the sociogram and self-assessment tools indicates a concrete improvement in peer relationships. However, it is not possible to attribute these improvements exclusively to motor activities with absolute certainty, as during the same period students were involved in many other school and extracurricular experiences that may have contributed to their relational development. Nevertheless, a progressive increase in engagement was observed: in the final sessions, greater attention to instructions, respect for rules, and more collaborative attitudes toward peers and the teacher-researcher emerged. The tools used for data collection proved appropriate and consistent with the proposed pathway. The integration of objective tools (sociogram, observation checklists, questionnaires) and subjective tools (logbooks, observations, and oral feedback) allowed for the construction of a comprehensive picture of the developmental process. This methodological plurality represents a strength, as it enables a more nuanced understanding of inclusion and relational processes. The sociogram, in particular, clearly highlighted the transformation of internal relational dynamics. However, it should be noted that these results cannot be considered definitive, as childhood is characterized by continuously evolving relationships. To further increase the reliability of the research, it would have been useful to integrate additional objective tools, such as repeated structured assessments or more in-depth questionnaires on perceived inclusion and emotional engagement. The

limited time available—only one hour per week—represented a significant constraint, preventing the implementation of further systematic assessments. To optimize the available time, greater use was made of verbal reflection moments, which, although rich in qualitative information, do not guarantee the same level of objectivity as standardized tools.

CONCLUSION

The article explores in depth the theme of inclusion within contemporary educational practices, through a systematic analysis of the main pedagogical, regulatory, disciplinary, and methodological frameworks that currently guide teaching in school institutions. In an initial phase, the theoretical framework was outlined, highlighting how the concept of inclusion has gradually evolved from a model of simple integration to a broader cultural and structural perspective capable of involving the entire educational community. subsequently, attention was focused on the role of physical education as a key tool for promoting inclusive processes, particularly in primary school, where the body and movement play a central role in the development of identity, relationships, and self-esteem. Operational strategies, organizational approaches, and age-appropriate teaching proposals were then identified, aimed at fostering active participation and the involvement of all students. finally, the relational and inclusive effectiveness of a pathway based on movement-based games, implemented in a first-grade class, was analyzed in order to assess its impact on peer dynamics. The experimental experience made it possible to observe a gradual development of prosocial behaviors oriented toward cooperation, sharing, and active participation. throughout the intervention, a significant improvement in the quality of interpersonal relationships was recorded between the initial and final phases. Through systematic observation tools, logbook notes, and objective data collection instruments, it was possible to document an increase in positive interactions during the proposed motor activities. the collected data suggest that movement-based games contributed significantly to strengthening the sense of group belonging, fostering cooperation, encouraging mutual support, and promoting shared learning experiences within a positive and engaging environment. Despite the encouraging results, it is not possible to attribute all the observed improvements exclusively to motor activities. the analysis was limited to physical education sessions and did not take into account relational dynamics occurring in other subjects or during informal school moments. to obtain a more comprehensive and methodologically robust understanding, it would have been useful to extend the observation to other times of the school day, comparing the evidence gathered during motor activities with that observed in different contexts, in order to verify the transferability of the relational skills developed. Considering that the intervention was carried out in a first-grade class, it would be particularly interesting to continue the pathway in subsequent school years, gradually introducing more complex cooperative strategies. A longitudinal approach would allow for the observation of the evolution of peer relationships over time and the assessment of the stability of the social learning achieved. in this perspective, the sociometric tool used in this study could be reapplied, suitably updated according to new educational objectives and the developmental characteristics of the class group. A further development of the research could involve extending the intervention to another first-grade class composed of students of the same age group. the use of the same assessment tools would allow for a systematic comparison between the two classes, highlighting similarities or differences in the inclusive processes activated. such a comparison would provide more robust methodological data and help identify relevant contextual variables. An additional extension could involve the direct involvement of a specialist physical education teacher, who could design progressively more structured activities, also focused on basic motor skills (such as running, jumping, and throwing), integrating them with

cooperative methodologies aimed at inclusion. In this way, the technical-motor and relational dimensions could be more effectively integrated into a unified educational approach. These activities could then be implemented in other primary school classes, allowing, through comparative analysis, the identification of the most effective strategies for developing social and relational competencies from an inclusive perspective. Overall, the pathway implemented confirms the educational value of physical education as a privileged context for promoting inclusion, participation, and relational well-being. Despite the methodological limitations identified, the experience provides valuable insights for further research and for the development of teaching practices increasingly oriented toward valuing diversity and creating truly inclusive learning environments.

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