Educational methodology for active community development

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GUIDE TO TEACHERS IN THE ARTS, CRAFTS, PROFESSIONS, AND SPORT

authors

Andrea Gatti
Corrado Genova
Jessica Genova
Guido Marcangeli
Sergio Meda
Aldo Piatti

Educational methodology U.P.K.L. for the development of Active Communities

First Edition Ki Life

To the value of men and women
of goodwill

PREAMBLE

Epigenetics has shown that regular physical activity helps prevent and treat non-communicable diseases (NCD) such as heart disease, stroke, diabetes and breast and colon cancer. It also helps to prevent hypertension, overweight, and obesity and can improve mental health, quality of life and well-being.

In addition to the multiple benefits to citizens' health, the physical activity contributes to the development of more active societies and generates economic development and eco-sustainable well-being.

These results are interconnected with the achievement of shared social objectives harmonized with the political priorities and the ambition to strive for an eco-cosmopolitan economy compatible with the development of artificial intelligence.

The new WHO Global Action Plan aims to promote physical activity and meets the demands of countries for an up-to-date guide and with a view to an effective, and feasible actions to increase physical activity at all levels.

New WHO Global Action Plan also responds to global demands leadership through regional and national empowerment through coordination that offers a global response and fosters social paradigm change by supporting and enhancing all regularly active people, according to the different skills and through the course of life.

The action plan was developed through a worldwide consultation process involving governments and key stakeholders throughout multiple sectors including health, sport, transport, urban design, civil society, universities, and the private sector.

What is physical activity?

Physical activity can be achieved in many different ways: walking, cycling, sports, and active forms of leisure, such as dance, yoga, tai chi, or qi gong, or others. Physical activity can also be undertaken at work and at home.
All forms of physical activity can provide health benefits if undertaken regularly, of sufficient duration and intensity, and in compliance with the needs of the ages.

The current situation

Overall progress to increase physical activity has been very slow, largely due to lack of awareness and investment, which has also affected the quality of the motor proposal, with negative consequences on the evolution of the world population.

One in four adults and three out of four adolescents (between the ages of 11 and 17) report severe motor deficits, particularly in education and sport systems that ignore WHO recommendations.
Levels of physical activity are influenced by cultural values. In most countries, girls, women, older adults, disadvantaged groups, and people with disabilities and chronic diseases all have fewer opportunities to safely access accessible and adequate programs in which to be physically active.

The global cost of physical inactivity is estimated at $54 billion a year in direct health care, in 2013, with an additional $14 billion loss attributable to loss of productivity.
Inactivity accounts for 1 to 3% of health care expenditure, without calculating the incidence of costs associated with mental health and musculoskeletal diseases.

Physical activity can and should be integrated into leisure and work.
Walking and cycling are the key means of transportation to enable commitment to regular physical activity on a daily basis, but their role and popularity are declining in many countries.

Sport and active recreation can help to promote physical activity for people of all ages while respecting different abilities.
Globally it can be a key factor in the development of tourism, employment growth, infrastructure development, and strengthening humanitarian programs, encouraging community development and social integration.

Physical activity is important for all ages. Active play and recreation are important in early childhood because they promote healthy growth and development that satisfies and satisfies the needs of children and adolescents.

Quality physical education can improve physical health and literacy to healthy and active lifestyles of long duration.

It is important that adults can be physically active and less sedentary during working hours.

The elderly, in particular, can benefit from regular physical activity to maintain good physical, mental and social health and access to healthy aging.

The correct approach to physical activity allows disabled people to develop motor and cognitive skills useful and necessary to access the paths for an independent and independent life, a prerequisite for the enjoyment of the social rights and freedoms established in the International Charter of Human Rights.

Summary

Chapter 1

Human Rights and the Giraffe Method

Human Rights: a story in brief

Human rights take shape and live within the broader international law, representing the branch that protects and protects all human beings as such.

Human rights are essentially a product of society, in fact, they take on full meaning only within a well-defined and organized society.

In order to understand the original social meaning of human rights, it must be remembered that men, after having transferred to a sovereign the task of governing them, realized that limits and responsibilities had to be placed on that sovereign.

The restrictions provided for included that which prevented the action of the authority constituted before certain areas of freedom of the individual or at least clarified the ways in which the authority could derogate from respect for those freedoms. As regards responsibilities, the sovereign had to guarantee certain essential services for the benefit of its subsidiaries.

In this counterbalanced exercise of power, it is appropriate to distinguish: on the one hand the negative rights, that is the set of norms that give an individual the right not to suffer something from someone else. In this case, it is a matter of non-intervention; the State guarantees these rights without resorting to any active action, but simply without interfering with the enjoyment of the latter.

On the other hand, positive rights are outlined, the implementation of which requires active action by the authority. The State must take measures to ensure that the conditions necessary to enable individuals to enjoy these rights are met.

Negative rights	Positive rights
Freedom of thought; association; of the person	right to work; right to health; right to education

Historically the process of affirmation of the concept of human rights can be traced back to the Magna Charta (1215), although this proclamation concerned only nobles. Other examples are the Habeus Corpus Act (1679), Bill of Rights (1689), or the Declaration of Human and Citizen Rights (1789).

Although it is possible to find traces in the history of concepts similar to that of human rights, as we have seen before, their modern conception emerged after the Second World War.

The international community, having been torn apart by the conflict and having suffered the barbarities of totalitarian regimes, decides to re-establish itself.

At the global level, the United Nations (UN) is founded, whose work is aimed at the protection of international peace and security, and part of its mandate is aimed at the protection and promotion of human rights.

The protection of international peace and security thus becomes the foundation of the new international law and of the system of relations between States.
International attention is therefore directed to the processes of decolonization and the push for a redefinition of economic relations. Of all the content addressed by the United Nations, the focus on human rights is the primary focus.
It is possible to outline briefly the main bodies of the United Nations with competence in the field of human right:

General Assembly	Economic and Social Council
It shall consist of all representatives of the Member States. The General Assembly deliberates on "important issues"- peace and security - which require a two-thirds majority. The rest shall be decided by a simple majority. From the organizational point of view, the Assembly meets in ordinary annual sessions, special sessions, and special emergency sessions. This UN body has been instrumental in decolonization and in the promotion and protection of human rights.	It is one of the main organs of the United Nations. It is the body that coordinates the UN's work on economic and social cooperation and the promotion and protection of human rights. Through specialized committees, this body promotes economic development and assistance to the countries of the South of the World.

Other essential bodies which, although not having specific human rights competencies, have played a central role are:

UN Security Council	UN General Secretary
It is one of the main organs of the United Nations. It consists of 15 members of which 5 permanent members (China, United Kingdom, Russia, United States, and France) the remaining 10 are elected every two years by the General Assembly. The five permanent members have the power of veto. The main function of this body is the maintenance of peace in view of collective security.	It is the individual organ of the United Nations. The Secretary-General shall be elected by the General Assembly on a proposal from the Security Council. He is elected for a period of five years, with the possibility of re-election. Its main functions and responsibilities concern the administrative and political sphere.

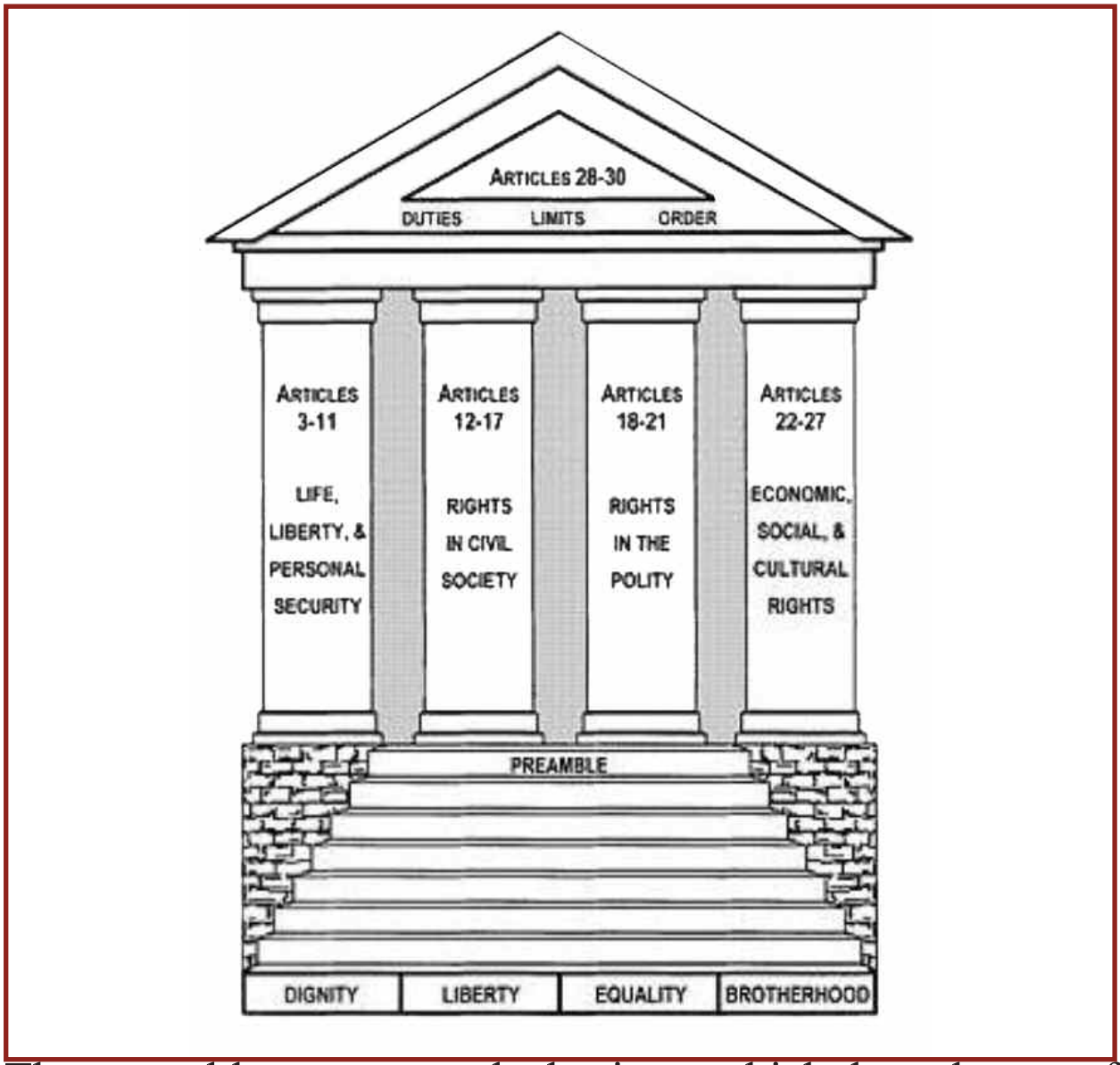
On 10 December 1948, the Universal Declaration of Human Rights was adopted, which represents an attempt to unify the different views on this issue into a single philosophy.

The values of human rights go beyond local cultural traditions, as stated by the Human Rights Commission in charge and in charge of drafting the aforementioned Declaration.

Although it is legally non-binding for the Member States, as a declaration of principles, this document is fundamental because it is the representation of the will of the international community to recognize the rights that belong to each individual. However, from a substantive point of view, the rules which make up this document are now considered to be general principles of international law and therefore binding on all parties to that law.
Member States are thus committed to protecting and protecting these values within their borders, including through the adoption of successive treaties at the national, international, and regional levels.

The document of the Universal Declaration of Human Rights consists of a preamble and 30 articles that enshrine the so-called individual, civil, political, social, economic, and cultural rights, which are interdependent and inalienable.

The 1968 Nobel Peace Prize winner, René Samuel Cassin, compared the Declaration to the façade of a temple, in which every part of it finds its specific place.



The preamble represents the basis on which the columns of the different rights can rest, indicating the respect of the latter, fixed in a common conception of "ideal to be reached by all peoples and all nations" as the only possible way for a future of peace. From the preamble, it is then possible to access the temple.

The first articles depicted, 1 and 2, establish the fundamental notions of freedom, equality, and brotherhood.

The various columns set out rights relating to individual freedoms, civil rights, political rights, and finally economic, social, and cultural rights.

As in the design of the temple of Cassin, should one of the columns fail the entire temple would collapse, so the rights set forth are equally important, no one excluded! All indispensable.
At the top of the representation are Articles 28,29 and 30 which provide the provisions concerning the realization of these rights.

A few years after the adoption of the Universal Declaration of Human Rights, states met again to discuss the further codification of human rights. Two different documents were adopted in 1966: the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights.
The two instruments differ both in the nature of the protected rights and in their application and protection.
The aim of the documents was to detail the individual contents of human rights and to provide for their mandatory protection.

2. The four generations of human rights

Well-established practice is to classify the various rights, grouping them into different generations.

The first generation of rights and freedoms has the peculiarity of being conceived in order to guarantee human beings protection against the State. For this to happen, the power and interventions of the State are limited. This category, therefore, includes those rights which we have previously defined as negative rights and freedoms.
The second generation of rights and freedoms includes economic and social rights, so-called positive rights. Unlike the first, the community must guarantee human beings a minimum of means of subsistence, through which individuals will be able to meet a certain number of needs and needs. This category includes, for example, the right to work, housing, education, and social security.
In the third generation of rights are added the "rights of solidarity", in this case, man is not considered as an individual, but as being in the world. Some examples of rights are the right to the environment, to peace.

The initial division into three generations has recently been updated and a fourth has been added.
The latest generation of rights involves rights related to the development of information technology and technologies, for which the right to privacy and cybersecurity are contemplated.
In conclusion, it is clear that the human rights system is constantly evolving and being closely linked to human progress, it will be constantly updated according to new needs.

3. Rights infringed

Although the adoption of the Declaration and other national, regional, and international human rights instruments, are, unfortunately, still being violated.
Indeed, a heavy mapping of violations remains intact, involving several countries and numerous human rights.

Amnesty International's report on the human rights situation in 2018 - 2019 highlights the need for a renewed commitment to international protection of human rights. It is also possible to find the same point of view in the 29th World Report of Human Rights Watch, whose executive director Kenneth Roth however declares that there is growing opposition to authoritarian tendencies.

Such resistance and opposition involve several countries and situations: from efforts to resist attacks on democracy in Europe, through the defense of the ban on chemical weapons imposed by humanitarian law in Yemen, bringing to justice the actors responsible for ethnic cleansing against Rohingya Muslims in Burma.

Although some small steps have been taken, the path to the final goal identified in the attainment of the common ideal of peace is still long and tortuous.

4. Sport as a tool for teaching human rights

Over the years we have seen the evolution of sport and sports practice. From this, it has been possible to define two fundamental aspects: that of human rights that must be safeguarded in sport and that of sport as a tool for the affirmation and protection of certain human rights.

Sport, in fact, by widening its borders and increasing its impact in social life, both at the local and global level, has succeeded in engaging across many sectors: health, work, economy.

The recognition of the right to sport for all makes it understandable that the human rights sector is not stagnant, but constantly developing.
The first official document that treats sport as a right is the UNESCO International Charter of Sport and Physical Education (1978).

In it, therefore, the educational function is exalted, since sport essentially responds to the concept of "mens sana in corpore sano".
The right to sport is also part of the human rights circle as it is linked on the one hand to an educational function, of growth together with others in harmony, and on the other hand to its link in the prevention of different diseases.

We attribute to it the capacity to develop attitudes, will, and self-control in each individual, thus fostering full integration into society.
Finally, sport is also a right of the people when it becomes the Passepartout to claim other rights: the right to peace, to development, the rights of the disabled, of the child, of women.
Therefore, while sport contributes to the achievement and implementation of some of the most important human rights, it is also a right itself, in which certain principles, such as gender equality rights, must be safeguarded.
To analyze together an episode in the history in which human rights have encountered sport, it is necessary to go back to the period of apartheid in South Africa. In this country, sport, which was initially considered a means of discrimination, is transformed, thanks to the activity of Nelson Mandela, into a means of achieving social interaction.

In 1977 the United Nations adopted the International Declaration against Apartheid in Sport and in 1985 another important act emerged on the international scene: the International Convention against Apartheid in Sport. Through the adoption of these two acts, the United Nations invites the international community to disperse any sporting contact with South Africa because of the apartheid policy also implemented at the sporting level.

In 2009, the United Nations General Assembly adopted a resolution recognizing sport as an instrument for promoting peace and, above all, emphasizing Africa's contribution to world sport.

The importance of sport as a means of asserting human rights is also evident thanks to the decision by the United Nations to consider sport as the instrument for achieving the Millennium Goals.

In 2000, during the United Nations Millennium Summit, the Millennium Development Goals (MDGs) were defined.

The objectives are set to involve a wide range of commitments to eradicate extreme poverty and hunger, achieve universal primary education, promote equal opportunities, reduce child mortality and improve mental health, combat various diseases such as HIV/AIDS and malaria, ensure and support environmental sustainability. As mentioned above, the means to achieve these objectives have been identified in sport.

Although these objectives have not yet been achieved, sport plays an important role in achieving them, or at least it must be remembered that it is capable of making a considerable contribution to the well-being of global society.

5. The giraffe method as prevention of DU violations

We have seen in the previous paragraphs that there are still many violations of human rights, so it is important to focus our attention on how to prevent such violations.

Prevention is possible by following a very precise procedure, in which different actors play their game, and since each represents a cog in more complex machinery, with the participation of all it is possible to operate the system.
Prevention therefore necessarily passes through some fundamental steps: legislation, education, mediation, and protection.

The International Social Sports Coach can intervene in this complex game through its role in the educational function. Human rights education, in this case through sport, takes place through a three-dimensional approach:

- on human rights: presenting what they are, how they have asserted themselves, etc.
- on human rights: focusing on affirmation and conscious recognition;
- through human rights: concretely demonstrating them in everyday life.

The teaching of human rights can be implemented by means of a precise method, which has been defined as non-violent. The founder of this method, called "Non-violent Communication", is Marshall Rosenberg.

Through this method, it is possible to improve the communication capacity based on conflict resolution research and respect for oneself and others.

Marshall Rosenberg has identified the giraffe as a sort of "animal guide" to indicate non-violence; by contrast, he has chosen the jackal as a metaphor for the violent and opportunist behavior that distinguishes our time.
Giraffe language is a language that understands and uses the phases of non-violent communication:

- observe;
- expressing feelings;
- expressing needs;
- make negotiable requests.

This communication is based essentially on listening to oneself, to others, and to the authentic expression of one's own needs and feelings. The process devised by Rosenberg is therefore aimed at overcoming conflict dynamics and power games over others to support, instead, relational systems based on cooperation, empathy, and reciprocity.

To analyze a conflict, however, it is necessary to understand its essence: the conflict itself is neutral; what makes it a negative or positive fact depends on the mechanisms or forms used to deal with it and solve it.Therefore, conflicts are situations in which two or more people enter into opposition because their positions, or needs, are perceived as incompatible. The relationship between the parties may be consolidated or deteriorate, depending on how the conflict resolution process develops.Communication, which consists of verbal, para-verbal, and non-verbal elements, is essential to facilitate resolution in a negotiable and cooperative manner. The preferred style is the assertive one, trying to abandon aggressive and passive communication.Going into more detail, the "conflictual" conduct that leads to violating some human rights that can occur in a gym frequented by children and adolescents, it's called "bullying."

The violent or "jackals" behaviors peculiar to bullying are:

- offenses, profanities, and insults;
- derision;
- defamation;
- exclusion for personal opinions;
- physical aggression.

This behavior is the protagonist of the violation of certain human rights, for example, the right of participation, non-discrimination, and, above all, is detrimental to the person's dignity.

The role of the educator who wears the robes of a mediator is, in this case, fundamental in the resolution of a dynamic conflict.
Mediation is not the formulation of the most appropriate solution to the conflict but the conduct of a process.
The person who plays this role must be perceived impartially by the parties in order to be heard, and it is essential to remember that the main pillar of the process is communication, the expression of the non -violent and will therefore oscillate between active listening and assertive communication.
To sum up, human rights as a product of a defined society are still today largely violated and disregarded.
The active participation of each individual is essential in order to achieve the objective proclaimed by the United Nations. Sport and sport, having the capacity to involve society at different levels, are essential tools for achieving and affirming human rights.
The figure of the International Social Sports Coach can contribute to the teaching of the rights mentioned above through its own practice and, taking advantage of the cues of reflection given by the non-violent method, make them visible and concrete.

Chapter 2

Context and social model

Europe is born from the synthesis of the thoughts of forward-looking leaders, inspired by the same ideals: Peace, Unity, and Prosperity for all the Continent citizens. Without their motivation and commitment, we could not have lived more than seventy years of peace and stability.

Today, the leaders must carry out work to improve policies and the organization of services to citizens, work to ensure the evolution of Europe anchored in the principles of its founding fathers.

Konrad Adenauer

a pragmatic democrat and tireless unifier

The first Chancellor of the Federal Republic of Germany, who stood at the head of the newly-formed state from 1949-63, changed the face of post-war German and European history more than any other individual. A cornerstone of Adenauer's foreign policy was reconciliation with France. Together with French President Charles de Gaulle a historic turning point was achieved: in 1963 the one-time arch-enemies Germany and France signed a treaty of friendship, which became one of the milestones on the road to European integration.

Joseph Bech

how a small country can play a crucial role in European integration

Joseph Bech was the Luxembourgish politician that helped set up the European Coal and Steel Community in the early 1950s and a leading architect behind European integration in the later 1950s.It was a joint memorandum from the Benelux countries that led to the convening of the Messina Conference in June 1955, paving the way for the European Economic Community.

Johan Willem Beyen

a plan for a common market

The international banker, businessman and politician Johan Willem Beyen was a Dutch politician who, with his 'Beyen Plan', breathed new life into the process of European integration in the mid-1950s. Beyen is one of the lesser-known members of the group of Founding Fathers of the EU. Amongst the people who knew him he was admired for his charm, international orientation and social ease.

Winston Churchill

calling for a United States of Europe

Winston Churchill, a former army officer, war reporter and British Prime Minister (1940-45 and 1951-55), was one of the first to call for the creation of a 'United States of Europe'. Following the Second World War, he was convinced that only a united Europe could guarantee peace. His aim was to eliminate the European ills of nationalism and war-mongering once and for all.

Alcide De Gasperi

an inspired mediator for democracy and freedom in Europe

From 1945 to 1953, in his roles as Italian Prime Minister and Foreign Affairs Minister, Alcide De Gasperi forged the path of the country's destiny in the post-war years.

Time and time again he promoted initiatives aimed at the fusion of Western Europe, working on the realisation of the Marshall Plan and creating close economic ties with other European countries, in particular France.

Nicole Fontaine

politician and educator

The European Parliament's second female President was a persuasive politician and devoted champion of Europe who oversaw the adoption of the euro. Nicole Fontaine, who was President from 1999-2002, set about reforming the European Parliament's working methods to bring it closer to European citizens.

Walter Hallstein

a diplomatic force propelling swift European integration.

Walter Hallstein was the first President of the European Commission from 1958 to 1967, a committed European and a decisive proponent of European integration.

As President of the European Commission, Hallstein worked towards a rapid realisation of the Common Market. His energetic enthusiasm and powers of persuasion furthered the cause of integration even beyond the period of his presidency. During his mandate, the integration advanced significantly.

Ursula Hirschmann

anti-fascist and founding European federalist 1913 - 1991

Born into a middle-class Jewish family in Berlin, in 1932 Ursula Hirschmann joined the youth organisation of the Social Democratic Party in resistance to the advance of the Nazis. After meeting and then marrying Eugenio Colorni, a young Italian philosopher and socialist, while in exile in Paris during the mid-1930s, Hirschmann became active in the clandestine anti-fascist opposition in his native Italy. When Colorni was arrested and imprisoned on the island of Ventotene, she followed her husband there. There they met Ernesto Rossi and Altiero Spinelli, who, in 1941, co-authored the Ventotene Manifesto ‘for a free and united Europe’, widely regarded as the starting point for European federalism.

Sicco Mansholt

farmer, resistance fighter and a true European

Sicco Mansholt was a farmer, a member of the Dutch resistance during the Second World War, a national politician and the first European Commissioner responsible for Agriculture. Mansholt's ideas laid the basis for the Common Agricultural Policy of the European Union, one of the most prominent policies since its founding days. Having witnessed the horrors of the Dutch famine at the end of the Second World War, Mansholt was convinced that Europe needed to become self-sufficient and that a stable supply of affordable food should be guaranteed for all.

Jean Monnet

the unifying force behind the birth of the European Union

The French political and economic adviser Jean Monnet dedicated himself to the cause of European integration. He was the inspiration behind the 'Schuman Plan', which foresaw the merger of west European heavy industry. Monnet was from the Cognac region of France. When he left school at 16 he travelled internationally as a cognac dealer, later also as a banker. During both world wars he held high-level positions relating to the coordination of industrial production in France and the United Kingdom.

Robert Schuman

the architect of the European integration project

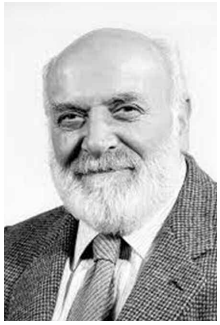
The statesman Robert Schuman, a qualified lawyer and French foreign minister between 1948 and 1952, is regarded as one of the founding fathers of European unity. In cooperation with Jean Monnet he drew up the internationally renowned Schuman Plan, which he published on 9 May 1950, the date now regarded as the birth of the European Union. He proposed joint control of coal and steel production, the most important materials for the armaments industry. The basic idea was that whoever did not have control over coal and steel production would not be able to fight a war.

Paul-Henri Spaak

a European visionary and talented persuader

'A European statesman' – Belgian Paul-Henri Spaak's long political career fully merits this title.

Spaak was a leading figure in formulating the content of the Treaty of Rome.
At the 'Messina Conference' in 1955, the six participating governments appointed him president of the working committee that prepared the Treaty.



Altiero Spinelli

an unrelenting federalist

The Italian politician Altiero Spinelli was one of the fathers of the European Union. He was the leading figure behind the European Parliament's proposal for a Treaty on a federal European Union - the so-called 'Spinelli Plan'. This was adopted in 1984 by an overwhelming majority in the ParlNicole Fontaineiament and provided an important inspiration for the strengthening of the EU Treaties in the 1980s and '90s.

Louise Weiss

lifelong champion of European values and women's rights

The journalist and politician Louise Weiss was an influential voice in French and international affairs from the 1920s until her death in 1983. Her experiences working in field hospitals during the First World War profoundly affected her. She dedicated her life to the pursuit of peace, first through her work on several newspapers and then in her dedication to the cause of female suffrage; her belief being that giving women the vote would help prevent the looming threat of a Second World War. During that war, she helped save thousands of Jewish children from the Nazis and joined the French Resistance. Post-war, she promoted the idea of Europe as a counterpoint to the superpowers during the Cold War. She was elected to the European Parliament in 1979 at the age of 86, and made the inaugural speech at its opening session. After her death, the European Parliament named its main building in Strasbourg after her in recognition of her lifelong support of European values.

Marga Klompé

Scientist, politician and champion of the underprivileged (1912-1986)

Marga Klompé was a scientist and teacher who was active in the Dutch resistance during the Second World War. She became a member of the Dutch Parliament in 1948 and was one of the negotiators of the United Nations' Universal Declaration on Human Rights.

the spirit of human rights
makes flying the Sport - education

European Social Sport Coach

Spirit of Human Rights to develop the Union of Europe

The framework of reference

The European social model, born of the rubble of the Second World War, is based on the value of freedom and equality.Shared political choices between the highest levels of government in the Member States harmonize cultural, economic, and demographic differences.

Bureaucracy is the tool to regulate the processes that keep areas of conflict within the physiological limits of democracy.
The characteristics that influence the development of social models are many, among which the needs of the individual components are essential:Individual pyramid of Maslow-Family Affection, Work, Well-beingLeadership Group, Security, PowerTribe influence, power, powers Ethnic powers, supremacy, prideIdentity of persons, cohesion, membershipCooperation and collaboration for humanity-Relationships develop in dynamics that can be defined: from one to many and from many to many.

In relationships, what characterizes individual interactions are the mechanisms of behavior.

The competitive choices, whether instinctive and dictated by the spirit of survival or developed through elaborate cognitive processes, create strategic or tactical superiority.

They are opposed to collaborative behavior that achieves collective participation, which, resulting in cooperation, enables the goals defined in the vision of the common good to be achieved.

The strategy of civil coexistence is based on socially acceptable actions, regulated by a shared morality, and grouped on a common ethical basis.

The competitive choices that feed the different sensitivities to ethical values develop instability and sometimes social conflicts of solid intensity. In a context of conflict, opinion movements move towards simplified processesof direct democracy and pursue the utopia of the strong man at the command to solve complex problems with apparent simple solutions.

This social body is precarious and tends to quickly replace the leader of the reference to the slightest error that betrays the caste of the ruling majority.

The educational processes are tools that facilitate the development of individual personalities.

The evolution of the critical capacity and creativity of individual human beings is essential to build social models capable of managing through the exercise of reciprocal concessions the physical, moral, intellectual, and spiritual growth of all community members.

The social model described makes it possible to enjoy individual freedoms and the well-being generated by progress, which, in order to be sustainable, must be eco-compatible.

The strategic approach to human rights as a compass for directing political choices is the key to developing and consolidating the space of democracy.

The development of a collective consciousness that recognizes protects, and implements the actions inspired by them preserves society from the presence of anarchist and revolutionary elements. At the same time, the presence of a strongly cohesive social core in respect for human rights favors the search for Freedom, Equality, and Happiness by all.

Chapter 3

Science and education

NEUROSCIENCE
The neurophysiological explains movement and learning.

GENERAL VIEW

The motor action is :

• a PHYSICAL event of a mechanical nature; it has to do with the biomechanics of the gesture and concerns those muscular components, joint and bony, that change shape in space, according to a specific time.

• a BIOLOGICAL event, organic; it concerns the functionality of large apparatuses, cardio-circulatory, respiratory, endocrine, and energetic, to preserve homeostasis in all situations.

• a MENTAL event, of nervous nature; it concerns the intervention of the central and peripheral nervous system, interested both at the peripheral level, with perception; at the central level with the areas of perceptive and motor association; still at the peripheral level with motor neuronal activation; it concerns the representation of the action and its innumerable transformations.

To perform and understand a movement, you must refer to 3 areas:

- PERCEPTIVE: facilitating the extraction of the signal.
- SELECTIVE RESPONSE: decreasing the number of alternatives to be chosen based on motor memory.
- MOTORIA: allowing the appropriate neuromuscular response on a co-ordinative basis.

For each action, the problem cannot be reduced to the simple casual relationship NEUROLOGIC INPUT - MUSCULAR EXECUTION.

For each action, the problem cannot be reduced to the simple casual relationship NEUROLOGIC INPUT - MUSCULAR EXECUTION.

To perform a movement YOU MUST HAVE LEARNED IT, which means having learned a complex set.

This learning includes the modalities of processing incoming and outgoing INFORMATION related to the action and the dynamic relationships with other learning and emotional dimensions.

We use what we have learned in the execution, but the learning can undergo continuous fine-tuning.

MOTOR LEARNING: a set of processes associated with exercise and experience determine a relatively permanent change in performance or behavioral potential (Schmidt - Lee 2014).

According to these two authors, who will be, along with Wrisberg, the reference points of these guidelines, we speak of:

- PERFORMANCE: observable behavior in a given moment, temporary and influenced by factors such as fatigue and motivation;

- LEARNING: STABLE CHANGE IN BASIC PROCESSES the specific motor skills.

These two topics are distinct and not always coincident.

According to the two most influential motor learning theories, COGNITIVE and DYNAMIC, there are three successive stages in the transition from initial execution to an expert step; the differences are the didactic indications. In both contexts, COGNITIVISTICS emphasizing cognitive processes, and DYNAMICS emphasizing motricity, the theoretical reference is always cognitivist:

- COGNITIVE VERBAL STAGE (development of rough coordination);
- MOTOR STAGE (development of fine coordination);
- AUTONOMOUS STAGE (development of variable availability).

COGNITIVE THEORY (Wrisberg - Schmidt - Lee)

ASPECTS OF THEIR APPLICATION:

Learning explained the increase in INFORMATION stored in long-term memory by developing effective software engines through precise control of the Central Nervous System. Each stage of motor learning addresses specific problems. The role of memory and cognitive processes are decisive in solving them.

- VERBAL COGNITIVE PHASE (DEVELOPMENT OF GENERAL COORDINATION)

In the first phase of learning, you must understand the action's objectives and what needs to be done to solve the problem. There are numerous errors in movement and response time. To help, can use internal verbalizations to tell what to do and think about effective strategies. Acquiring basic movements is usually fast. The transition to the next stage is rapid in athletes and adults, slow in young people with limited complex skills and abilities baggage. The transition to the next stage is rapid in athletes and adults, slow in young people with limited complex skills and abilities baggage. You can use adequate instructions and demonstrations if you face an utterly foreign task. This solution you can adopt during an early stage to get a general idea, and it has to be abandoned as soon as you become more experienced.

DIDACTICS - PRACTICAL VISION:

Build a basic idea of the skill to learn in terms of goals and means to achieve them.
The coach must provide data to provide a first mental representation of the gesture, which will guide the execution (motor program).
The coach initially has to control the action step by step through the athlete's verbalizations.

The acquisitions gradually evolve, starting from what the subject knows how to do, introducing increasing difficulties, highlighting similarities between the skills possessed and acquiring.

Provide adequate instructions through verbal instructions and demonstrations, help identify and distinguish appropriate and irrelevant sources of environmental information, provide verbal feedback on serious errors, help maintain a sufficient level of motivation.

• ASSOCIATIVE-MOTOR PHASE
(DEVELOPMENT OF GOOD COORDINATION)

The action is perfected and becomes more precise, fluid, and fluid, thanks to a better intervention of the kinesthetic analyzer.

The energy costs are reduced, the voice guidance takes less importance, decreases the frequency of errors, the execution corresponds more and more to the theoretical technical model, the sensations resulting, from the movement, are more precise, the movements are faster and more automatic.

In complex or unforeseen situations, errors typical of the previous stage still emerge, with the tension of the antagonistic muscles.

The changes are slower and more gradual than the previous phase because a first technical improvement is sought.

With rapid movements (open skills), the motor program is built to meet the demands of the movement, with the diversification of actions in response to variable conditions; with slow movements (closed skills) to control the action it processes and uses the feedback from the execution of the movement.

With the discovery of the regularity of the environment, it develops anticipation and timing, with better detection and correction of errors.

DIDACTIC - PRACTICAL ASPECTS:

Attention is paid to critical execution points to avoid continuous and wasteful control over the individual components of the action.

The ability to predict events (anticipation) improves thanks to regularity in performance (specific results correspond to a particular action).

The supply of multisensory information enriches the mental representation and permits the kinesthetic analyzer to acquire more relevance.

Relevant environmental and situation characteristics are understood and integrated, and sensory information is linked to appropriate motor responses.
Help identify and respond to changes in environmental situations, rather than providing instructions on how to implement them.
Open and closed skills propose different executive speeds, requiring rapid and diversified reactions to sudden stimuli and often changing space.
Progressively reduce the amount and type of feedback to develop the ability to evaluate their execution, identify errors alone and correct them, favoring introspection and analysis of execution.

AUTONOMOUS STAGE
(DEVELOPMENT OF VARIABLE AVAILABILITY)

This stage is reached after much practice, and the action is carefully controlled, with minimal energy expenditure, fast execution, coordinated, and effective even in unforeseen and difficult situations.

The technical gesture is performed appropriately, and with few errors, the recognition of errors and their correction is quick, the sensations resulting from the movement are accurate.
In this phase, there is the ability to shift attention to external stimuli, performing the technical action simultaneously and correctly.
This phase is typical of high-level performance, with slow and minor improvements compared to previous phases.
In addition to considerable practice, high-quality technique, and strong motivation, they are necessary and have a specific motor and cognitive prerequisites.
The movements are performed in automated form with the programming of longer sequences; not all programs are activated, leading to a decrease in the demand for attention.
The increase in the automatisms of sensory analysis allows rapid changes in movements and strategies, and the effect is an increase in safety and the ability to detect errors.

DIDACTIC - PRACTICAL ASPECTS:

Great is the ability to perform the technique in an automated manner by paying little attention to the control of movements.

The motor programs are highly refined.

The sensations are easily connected to theoretical explanations.

The multisensory mental representation corrects the movement by comparing expected and tangible results.
The improvements are becoming less evident. Further progress, even minimal, takes a long time.The fundamental objective is to support motivation, give instructions on the accuracy and refinement of the technique, adapt the technical gestures to different situations.

COGNITIVE THEORYLEARNING ABOUT MOVEMENT

A movement, to be executed appropriately, must be learned beforehand.

As we have seen, the first stage leads to coarse coordination, aided and guided by conscious feelings, including visual information that is the most important at the beginning, to see, understand, try to imitate, and correct a movement.

In a second time, the coordination becomes more refined; the information comes from the cutaneous, vestibular, kinesthetic, auditory, tactile receptors; in this way, different motor units are selectively recruited, the antagonist and agonist contraction is timed, reducing the energy cost of movement.

When the coordination is maximum, then control passes from the cerebral cortex to the cerebellum and the basal ganglia, the movement becomes automated, with the cortex's role in order to intervene in unexpected situations.

Therefore, the cognitive approach foresees centralized mechanisms of elaboration of the information, postulates the existence of motor programs that guide the action, with great importance assigned to the memory in the attribution of meaning to some stimuli.

The decision-making, therefore, follows the perception and precedes the action; one has read of the situation, recall from the memory the past experiences and the various possible solutions.The function and the deep meaning of the S.N.C. in the motor program are valued to the maximum, proceeding for three successive stages:

- PERCEPTION
- DECISION TAKEN,
- RESPONSE PROGRAMMING

(Schmidt 1975 - Schmidt, Lee 2014). SCHEMA THEORY (Schmidt - Wrisberg 2000, Schmidt - Lee 2014):

After identifying the information coming from the sense organs, in the successive stages of elaboration, through the memory take place decision-making processes of selection of the motor program and programming of the answer.

The motor program is chosen to solve the task at the response selection stage. In long-term memory, the motor program is considered a mental representation of an action, which drives execution even without feedback.

There is also a generalized motor output program with this theory, referring to a class of similar actions. The characteristics of motor responses are:

- ORDER OF ELEMENTS:
the sequence of muscle contractions;

- TIME STRUCTURE (TIMING):
the proportion of time for individual segments of movement (rhythmic structure of the gesture);

- RELATIVE STRENGTH:
the constant proportion of the forces expressed by the various first motor muscles.

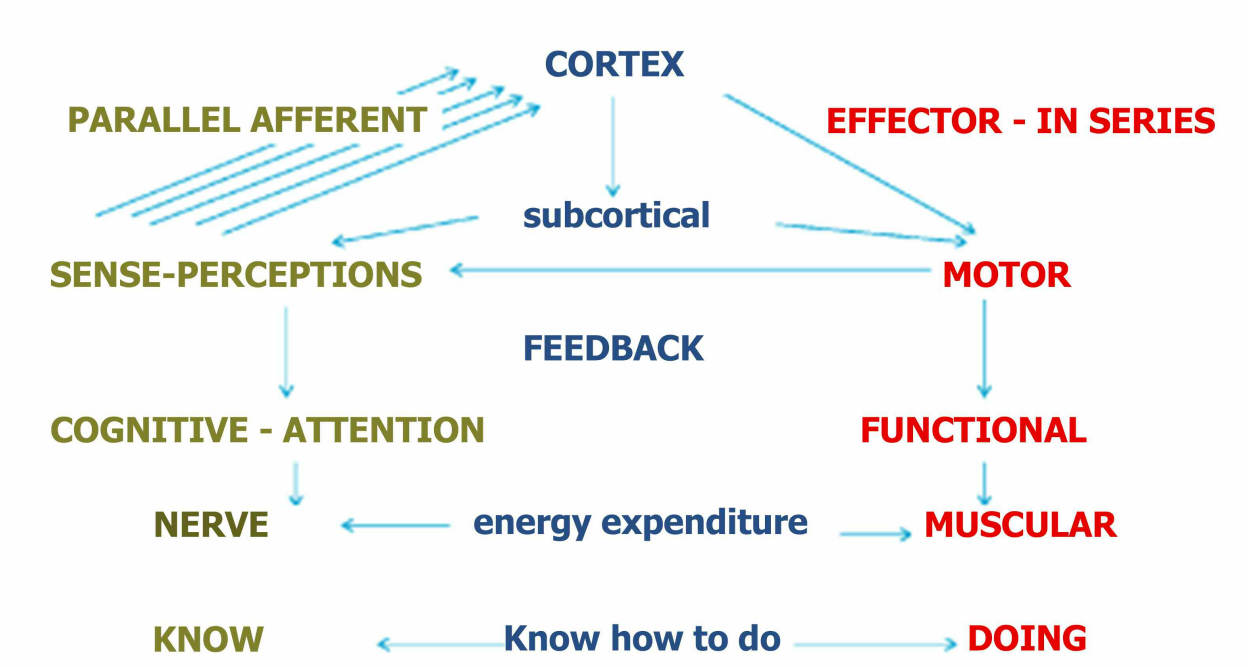
The generalized exit program can then be adapted through performance parameters such as force - overall duration - width - direction - involved musculature.

Through learning, the motor program is perfected consolidated based on identifying the differences found between the desired end and the result achieved.

With experience, acquire action programs and sets of rules, or schemes, that adapt a specific response to each circumstance.

Learning takes place through memorizing the movement parameters, the conditions preceding the action, the results achieved, the sensory consequences of the responses; this information allows to identify and correct the error (motor and sensory feedback play a key role in identifying the error).

THE COGNITIVE NEUROPHYSIOLOGICAL MODEL



According to this scheme, during voluntary learning, five perceptions (visual, auditory, tactile, kinesthetic, vestibular) affect in parallel from nerve receptors to areas of sensory association; they are identified to select the response, which starts from the motor association areas (4 pyramidal mono-synaptic, and six extrapyramidal multi-kinetic), which affects in series three times per second to muscle fibers. Each motor action generates feedback, external and internal, essential for the recognition and correction of any errors. When the movement is automated, the levels of processing and choice pass to the subcortical level (brain stem and cerebellum), with sensory and motor automatisms. So there is a consumption of energy at the level of the brain for cognitive and functional activity.

(glucose for neuronal metabolism) which is functional (anaerobic and aerobic muscle mechanisms). So the functional system has three components:

- AFFERENT COMPONENT; and
- CENTRAL REGULATORY COMPONENT;
- EFFERENT COMPONENT.

AFFERENT COMPONENT

It is represented by the elaboration of the affective synthesis by the Central Nervous System, which represents the stimulus to adaptation. Thanks to the complex interaction between motivation, memory, current and initial information, it happens.

PERCEPTION

Through experience, we acquire skills that give quality and meaning to other experiences; the subject becomes an expert when he can mediate the experience. Perception has a dynamic character: it is up to the subject to possess the ability to represent himself and carry out the necessary changes at the conscious level (orientation of his attention, ability to discriminate, conscious recognition of what he chooses). The perception is an interpretive task, for which a complex and intelligent system of interferences is necessary. Sensitivity is subject to cortical control (Guyton 1984).

Perception is the attribution of meaning to the collected data with the sensitivity and processing of information, both active and intentional processes. The basis of perception is information from the sensory organs. Visual information is dominant in the early stages of learning, while kinesthetic sensitivity is more significant in the advanced states of acquisition and improvement of the gesture. The interaction of the different systems allows refining the perception of time, as there is no specific receptor for this. Estimation of time durations is facilitated by the experience and formation of a mental reference representation.The stimuli enter in parallel. There is a succession of:

- stimulus identification
- Selection of response
- Programming the response.

EXPERT PERCEPTION OF THE SITUATION:
the experienced athlete uses PERCEPTUAL NARROWING to pay attention only to important perceptions in that context that provide essential information. It stores relevant information representing knowledge, guiding its search for information, and is then retrieved automatically during the situation to read it correctly.

ANALYSERS OF THE MOVEMENT

They are nerve receptors of different types:
Three exteroceptors (visual, auditory, tactile),
1) proprioceptor,
1) analyzer with integrated operation with others (vestibular).

KINESTHETIC ANALYSER MEANS:
proprioceptors, stimulated by the movement in its muscle components - tendons, joints, bones (neuromuscular spindles, tendon organs of Golgi, Pacini, and Ruffini receptors, free terminations).
It is indispensable for the PERCEPTION SPACE - TIME to recognize distances and heights.
The combination of space and time gives the speed: an action is performed slowly or quickly, leading to a different evaluation of the body and the object in motion and to programming and execution of the response in proper time (Jonassen, Meinel, Blume 1978).

A TACTILE ANALYSER shall:provides information on the shape and surface of objects/soil.
There are receptors on the skin's surface to detect touch, pressure, and temperature; it plays an essential role in controlling fine motion and the gradation of the vital force pulses.

The tactile-pressure information is present mainly on the plantar area (distribution of pressure on the ground, equilibrium, transmission of forces from the body to the ground, and vice versa; also information on water and air).

VISUAL ANALYSER MEANS:
gives information on the beginning, course, and end of the movement; visual information refers to the relative displacements of the environment with respect to the body, to have information on distances and space; to build or modify the image of the action of others.

FOCAL VIEW:
for object identification, with the central field of view (WHAT IT IS).

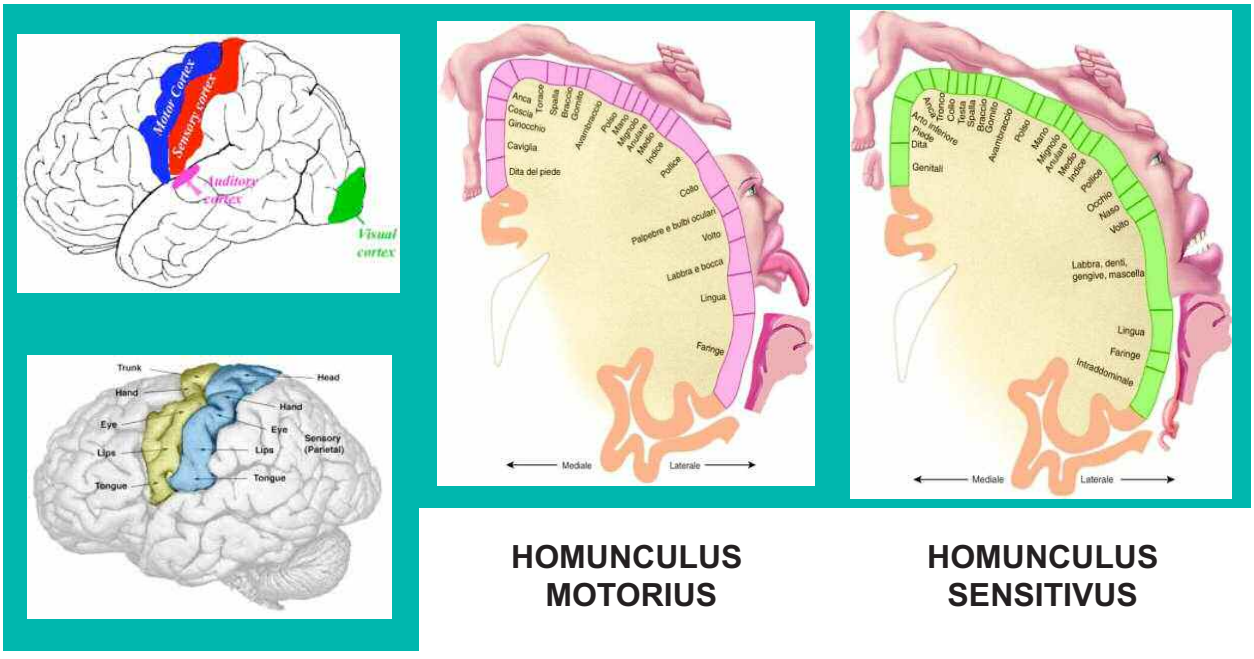
ENVIRONMENTAL VISION:
for motion control, central and peripheral visual field (WHERE IT IS).

The information is first processed through peripheral vision and then supplemented by a more precise central analysis. This can be accomplished if one educates one's attention: the visual focus on information involves a focus of the attention on it, reducing the attention on all that surrounds it.

AUDITORY ANALYSER MEANS:
gives information from the outside (verbal) and typical movement (noise).

VESTIBULAR ANALYSER:
through the inner ear labyrinth's semicircular channels, giving information on balance in linear and angular (dynamic) and static movements.
The labyrinthine information is related to the linear and rotational accelerations the labyrinth is subjected to.

The balance comes from a continuous tonic-postural-co-ordinative adaptation and is determined by kinesthetic information (continuous adaptation of the musculature and articulations to modification of the posture) and tactile, visual, vestibular.
CENTRAL REGULATORY COMPONENT



HOMUNCULUS MOTORIUS

HOMUNCULUS SENSITIVUS

HEMISPHERES OF THE BRAIN:
with frontal, parietal, occipital, temporal lobe.

The excitations on one side come from the contralateral motor area, with crossing at the bulb level.Each hemisphere is connected to the motor and psychic contralateral, both connected by the corpus callosum.

The sensitive and motor cortex areas are vast for hand and mouth. (homunculus motorius and sensitive).

Sensorimotor stimuli that arrive in and depart from the cerebral cortex may be associated with homunculus, with a distorted reflected image of the body (Penfield, Boldrey 1937).

There is a relationship between the size of these brain areas and the accuracy of motor control.

IMAGES OF THE TWO HEMISPHERES AND OF THE MOTOR AND SENSITIVE HOMUNCULUS

FRONTAL LOBE:
the decision-making capacities, the attention, the planning of the strategies are the center; it is the elective seat for the development of the thought.

PARIETAL LOBE:
there is a sense of spatial orientation and perception.

OCCIPITAL LOBE: view;
Stimulating visual perception promotes learning and memorization.

LEFT FRONTAL LOBE:
language center (for expression, Broca area).

TEMPORAL LOBE LEFT:
language center (for understanding, Wernicke area).

TEMPORAL LOBE: seat of memory:
immediate (sensory storage), short-term (working memory), long-term (relatively permanent storage of information).

Memory is a set of dynamic processes, including recording-storage-retrieval of information. An emotionally relevant stimulus is processed more intensely by the brain.
Emotionally charged events persist in memory and are recalled with greater precision. It involves the prefrontal cortex, the cingulum, the amygdala (rich in dopamine, released by an emotionally important event: necessary for memory and information processing).

HEMISPHERES OF THE BRAIN:
the left is in motor and sensitive connection with the right (pyramidal beams, afferent tactile-proprioceptive, and thermal-dolorific pathways, hearing); the smell is homolateral, the sight is mixed.

SX-HEMISPHERE:
analytical, rational, information processing in series.

RIGHT HEMISPHERE: synthetic, creative.

No mental process is organized by just one hemisphere or one region of the brain, and the hemispheres do not function separately but require interaction and synergy.

Both define DOMINANCE, a cortical neurological reality.
LATERALITY is the predominance and habitual use of a part of the body.

EFFERENT COMPONENT

The levels of movements are:

- THE VOLUNTEERS,
- AUTOMATED AND AUTOMATED
- REFLECTIONS. VOLUNTARY MOVEMENTS:

Slow, careful, serial processing, thought, controlled, cortical, with continuous feedback intervention, with trial and error procedure.

The voluntary movement is carried out with constant activation of the attentive mechanisms.

The reafferences (feedback) are judged from time to time and proceed by trial and error.

Feedback is the real-time perceptual reentry of the execution, the comparison with the prototype of the action, the evaluation (confirmation, modification, annulment): intrinsic feedback.

Extrinsic feedback is the delayed return of information that indirectly informs us about the action performed.

AUTOMATED MOVEMENTS ARE CHARACTERIZED WITH:
fast processing, attention to more detail, subcortical (cerebellum, brainstem), with feedback and feedforward intervention, with the process for internalization and mental representation.

According to proven and established procedures, it is performed with confidence as evidence of a previous learning process.

It is an economical, optimized, and thoroughly learned execution. Automating movements is needed from hundreds (Gataulin 2006) to thousands of repetitions (Larsen 2005).

The number of repetitions required depends on motor experiences, on the complexity of movements to be learned or perfected.

The feedforward (proactive control) is the anticipatory control that is implemented by sending information that prepares the muscles for the arrival of a future program of action and presents the sensory system to wait for specific return signals.
Mental representation is the condition of anticipation of action.

REFLEX MOVEMENTS

The scope is not cortical or subcortical but medullary.

The stimulus proceeds from the sensitive nerve to the spinal cord creates a diastaltic arc, and triggers a muscle response movement without the intervention of consciousness; stereotypical movements that cannot be trained and repeated voluntarily.

ERROR:

In biological terms, behavior and related cognitive mechanisms are counterproductive in terms of well-being, safety, and organic functionality.

SYSTEM OF RESPONSECHOICE OF RESPONSE:

closely related to the ability to choose relevant clues in the environment, to filter from long-term memory as few helpful answers as possible from which to choose the cheapest strategies (automation).

The answer depends on how the information is used, on its perception, of the interaction with environmental inputs (open skills), or with internalized models (closed skills), however in a complex mixture (hybrid control systems).

OPEN SKILLS: open circuit, with changing environment, complex, unpredictable, utmost importance to visual and kinesthetic information, cognitive ability, significant decision-making, and little feedback.

CLOSED SKILLS:closed circuit, stable conditions, utmost importance to kinesthetic information, motor skills, excellent control, excellent feedback presence.

AUXOLOGY SENSITIVE PHASES OF THE PROCESS:

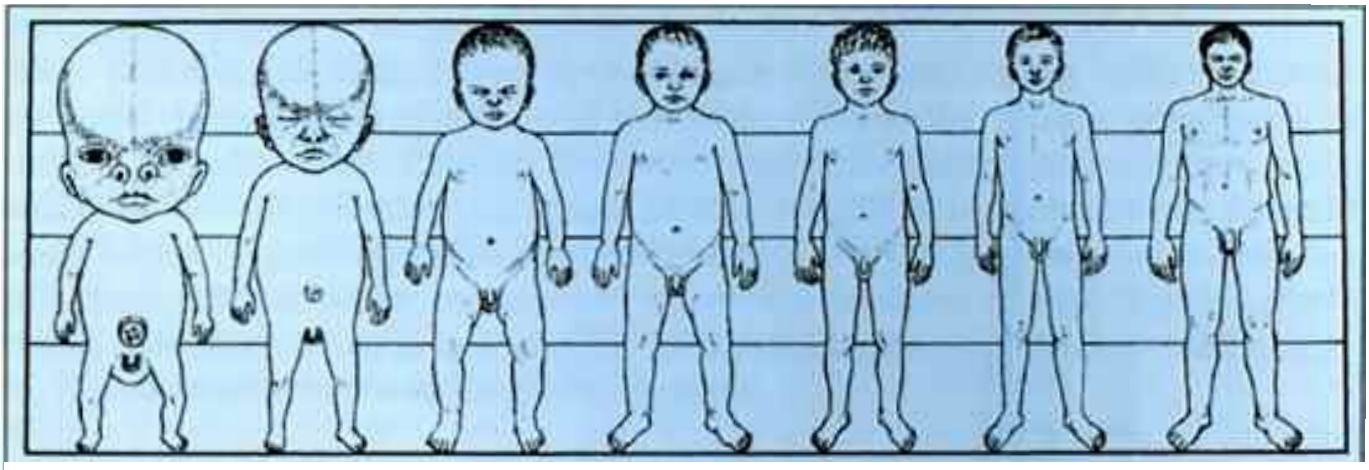
periods of life in which specific patterns of behavior are acquired very quickly and in which there is an excellent sensitivity of the organism towards specific experiences (Hahn). Chronologically limited periods in which cellular systems react more sensibly to environmental stimuli (Winter).

Predetermined periods in which fitness is favorable for specific motor skills (Harre).

The optimal sensitive phase for the nervous system covers the first years of life: the golden age of motor learning of the evolutionary age.

According to the Scammon chart, the maturation curve of the nervous system is fast and early, and the subject in evolutionary age has excellent possibilities to be stimulated adequately on the motor coordinating abilities.

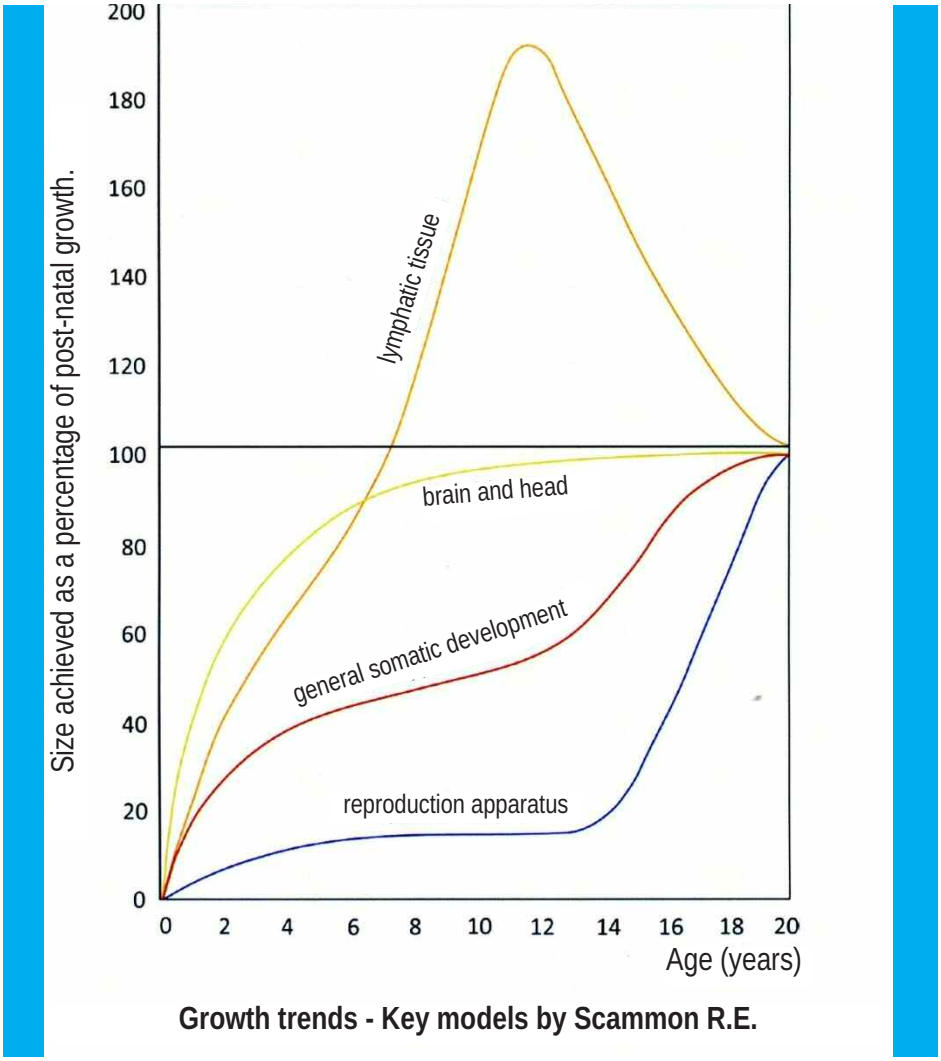
The conditional capacities, in correlation with the maturation curve of the Somatic Systems, will have to be stimulated starting from puberty, seeing the remarkable increase of both male and female hormones.



Fetus of 2 Month **Fetus of 3 Month** **Newborn** **Baby old 2 year** **Baby old 5 year** **Teenager old 13 year** **Adult**

The morphological change that accompanies growth

Source "Atlante a colori dell'esame fisico del paziente" published by Mediserve Editor, 1991 author prof. Seidel HM



Growth trends - Key models by Scammon R.E.

Research - Training -Action

Judo and Human Rights.

Sports policy must always put practitioners of all ages and social conditions at the center of the action.
The goal is to develop the person and preserve his physical and psychological health, his "individual" rights, and the role of "citizen of the world" in the democratic rule of law.
Democracy is a culture of the other: the enhancement of its capacities and its limits.
Thus Education teaches us to put ourselves and the other in a position to understand the meaning of Freedom.

Philosophy is thought and action for the common good.

Jigoro Kano, the founder of the method Judo Kodokan, said: Young people do not need discussions about the highest systems; they need to be accompanied and helped to solve the minor, significant problems of everyday life.

Today's young people must be able to become aware adults, protagonists in the creation of a society that takes care of everyone, regardless of their physical and social condition. Judo is a practical, pleasant, and tiring means of building a "civic and warrior" society that can oppose chaos.

It is spontaneous to ask: if the philosophy of Judo speaks of "friendship and change prosperity" and "better use of physical and mental energy," how can it be reconciled with the needs of disabled people?

How will it be possible to apply these principles in their daily lives?

Is it a practice that can help to improve ourselves, our surroundings, and the whole world?

It would be a minor matter if Judo were only technique, physical training, competition, successes and failures, and friendships and contrasts. Fortunately, it is not so!

It is a little story like many others. Nevertheless, it is my story with Judo.

It was only a few years before the end of the '70s, one day two couples of parents asked a young Judo teacher to accept the registration of their children, with Down syndrome, in his course.
The parents asked inclusion wanted the children to be included in the group of peers as suggested by the new regulation of the Italian school.
More inclusion, not more special schools.
The young teacher mocked himself: he was novice, inexperienced, unconscious, unreliable. The parents asked him to think about it, after a few days, he became convinced.
Then the adventure began. Paul and Simon were as extraordinary as the other students of the course.
A unique experience, against the thought of the sports world, still today inclined to the homogeneity of the group.
Something was missing, much, too. The turning point came towards the end of the 80s, and it was outlined with Nicola Cuomo, professor of Special Pedagogy at the University of Bologna.At that time, the professor undertook to plan a trip to Japan to demonstrate to those who had created Judo that "it could be done" even with people with disabilities whose life is a continuous climb, steeper than for others.
An enlightened pedagogist, Cuomo spoke of emotions, pleasure, autonomy, desire to exist: for all human beings.

Professor Cuomo worked all long life to create a social fabric that could give answers to families and tools to people with disabilities, to design an autonomous and independent life.

The "revolution" based on the judo-pedagogical model had begun under the Human Rights icon.

The answer was to be able to work for the "after," the "after us," with the practice of Judo in comparison with the Special Pedagogy, its questions and relative answers: it starts from knowing how to achieve simple autonomy, up to the most complex practices.
They had to acquire all the skills necessary to live an autonomous and independent life, made up of multiple skills: moving to the city, taking public transport, shopping, cooking, washing clothes and ironing, keeping the house clean and tidy, going to the bank and the post office, call the doctor if necessary.
Face all the "headaches" of everyday life in progressive autonomy, just as Jigoro Kano said a century ago.How to achieve all this, whom to involve, and where to find the necessary funding? No one underestimated the institutional shortcomings, the bureaucratic delays, and the subculture typical of welfare, never defeated. The key was to involve parents, convince them that their children's future was in their hands, and in the desire to change the social model.

The key was to get the parents involved, convince them that their children's future was in their hands, and change the social model.
Above all, to encourage them to put themselves in the game "politically" to count on more in the society and propose innovative models. It was necessary to communicate the vision in the City Councils and all the places of participatory democracy in which families count because they vote and make their voice heard by spreading the culture of Active Citizenship. Parents committed, especially to ask the respect for Human Rights denied to their children by the welfare practices, expensive and useful only for emergencies. On the contrary, the parents have suggested more and better work with inclusive structural policies and useful for the future of all young.The "after us" project was born then, through the model "Emotion to know," ten years ahead of the institutions. Everything will be concretized with the institute of the Pedagogical Testament, the true strength of the whole project.Like the Judo Master, or the teacher of other pieces of knowledge, even families who have proposed themselves as "forerunners," maybe they will not see the fruits of their commitment, maybe their children will not receive what is supposed needed, but they those who come after us will benefit most.
Families must resist chaos just as Judo practitioners do in the Randori exercise, students in solving a mathematical equation, or professionals developing their work.

The school. The job.

Judo how the physics, literature, history and geography, work and profession: they are all life experiences, vehicles of global knowledge and integration; thanks to the difficulties, we have the opportunity to put ourselves at stake, to rise after a fall or failure, to understand ourselves and others: knowledge as a tool to face our limits and relationship with others.

The question arises whether we are proposing a cultural revolution or whether we are interpreting the words of Jigoro Kano and those thinkers of his time as Baron de Coubertin (1863), promoter of the new Olympics, Émile Durkheim (1858), father of Western social thought, and John Dewey (1859), essential philosopher of the school of pragmatism.

Kano probably read these authors and learned judo and Kano's writings.
With Dewey in particular, one cannot fail to recognize a closeness of thought. He affirmed that one must be healthy to be useful to society, that one must cultivate the mind to understand, interpret reality and cultivate the spirit through a moral principle. We are probably transporting these thoughts into the global dimension of our society, starting with the Charter of Human Rights.

Reading the papers of the time, we can see the universality of these principles and how it is possible to put them as a base or icon for a different and revolutionary social model.Today, the change we want must involve all sections of society. We must build a multi-ethnic society where different cultures need to contaminate each other; we need multiple intelligences, skills, and cultures to build that new social model that we are thinking about doing: a democratic and freedom community with relationships between people on a human rights approach.

The things of every day.

Every discipline has the means to communicate with the body and the mind only when it is considered in its educational and social function, as knowledge projected outwards. It has universal value when it is understood and practiced as an educational instrument when it allows us to build paths of peace and virtue when it is understood as a force to do good when it allows us to give a pedagogical response in identifying the reasons for our actions. UPKL method is a "new" way of proposing Judo, to free it from the monotony of the practice without emotions, suitable only for the most gifted, designed exclusively to produce at least a "champion", sacrificing the group for the success of the best. A method that has recovered the intentions of Jigoro Kano, whose global thinking that already had surpassed the small dimension of

the individual to project itself towards the universality of civic and warrior education. A new method that today promotes Human Rights and active citizenship skills.
Technique, teaching, pedagogy, and curiosity: they are the keywords of the researcher who studies to understand how, through educational processes, it is possible to change oneself and the world, make it better, be optimistic in facing difficulties and the future. Valuing the technical gesture enriching it with moral, social, philosophical, and emotional content: a process realized together with the other.
Technique, teaching, and pedagogy to produce skills and knowledge for everyone, even for the less gifted, open the doors of knowledge and doing to all practitioners/students/workers, regardless of true or presumed skills, thanks to high-quality reference models — the best skills at the service of others (mutual help).

That explains why we cannot just talk about only of Judo. Thanks to the emotions and the pleasure of doing and knowing, we will be able to glimpse why we face fatigue every day.
Good practices that allow us to try and understand what has been defined as impossible provided they are proposed according to the founder's intentions: not only as sports but an opportunity for growth for all, practitioners and not.

Judo and addendum intended as education to fatigue to face the future with the "warrior" in a society "civic and warrior," understanding in depth the meaning of the term warrior: the one who opposes chaos.
The chaos that denies Human Rights classifies and issues sentences: to example: You are a terrible student and will always be a terrible boy, rebellious and without respect for the rules.You are immature, and you never can grow up.You are a "jug" and will never play in a team. You will never get a diploma or a degree. You are a disabled person and will never live off your job. You will always need assistance and will never have an emotional life. You are not allowed to choose. You will never be able to build a life autonomous and will not live an independent life.
All these phrases are born of ignorance and prejudices!

How many victims has chaos caused? How many more will it do? We must oppose it. How? Labour is opposed to chaos, and it permits the expression of freedom and the removal of barriers produced by prejudices.Judo or any other discipline is an opportunity for "education", understood as "putting the person in a position to understand the meaning of freedom and truth."
Nevertheless, chaos is useful because it allows us to progress and be healthy and happy. It allows us to be citizens active aware for win the difficult moments and adverse events of life.

The revolution in everyday life

The cultural revolution of Jigoro Kano, his Utopia, can be summarized in the search for a new "social dimension" that can put the world in front of a choice "definitive" and "responsible" through a Didactics and a Pedagogy common to the whole world.

The synthesis is essentially contained in two fundamental principles that determine, in practice, the transition from the concept of Jutsu (practice) to that of Do (way):

Principle of Behavior: "the best use of physical, mental and spiritual energy -spiritual and physical" **-Sei Ryoku Sai zen Katsu yo** - in every action of public and private life.

Social Principle: "we and others in harmony" - **Jita Yu Wa** - Principles that J.K. finalizes to "grow and progress together."

We could summarize them by stating that the idea of Jigoro Kano embodies the reflection that "it is not possible to change the world unless you first change yourself," a concept taken up by some modern philosophers. Precisely in this philosophy lies the genius and farsightedness of J.K.; in this way, he expresses the need to combine and integrate individual work.

J.K. thinks of the value of the individual who is part of both the group and the whole world: he identifies a practice that determines collective growth and is helpful to himself, his family, his group, and the whole of society.

"An individual is important only when useful to all others: without cultural, social or geographical boundaries."
We can say that J.K.'s Utopia lies precisely in "positive thinking" in "socio-cultural globalization."
Furthermore, here J.K.'s "diversity" comes into play because "socio-cultural globalization" does not produce benefits and lasting effects if one does not tend to value the uniqueness, the different bits of intelligence, and the different social affiliations.
In modern terms, we could define this Utopia with the watchword: "diversity produces culture."
The realization of this project, which foresaw an epochal leap in medieval Japanese culture, is opposed to the frenzy of modernization of a western society dazzled by the processes of industrialization.
In exchange for a "safe work," often exhausting and immoral, J.K. could not accept a form of society that destroyed the individuality/collectivity of society linked to the land and its fruits.
J.K. thinks of community-based social life and mutual help... a society that places "man" at the center of the scene.

'I remember the life of the countryside, farms, and courts in the railing houses, where every child was also a child of the community.
Life was undoubtedly tricky, but the human dimension was prevalent because strong were the feelings of tolerance and mutual concession in the family nucleus in the community.

We could be even more explicit by insisting on the meaning of Jutsu to compare with that of Do: in the first case, we can understand the mentality of Japanese society based on honor.

The relationship of a person with society is based on the concept of "paying off debts" an example is the debit of gratitude contracted with the "Shogun" or the debits with the "Community members" that have you given something - The Jutsu is a tool of "Work" to pay off the debt contract.

The meaning of "DO" transcends all this. It supers from the limited space/time - victory/defeat dimension to immerse in a universal collective perspective - it passes from the idea of the tool how to a life project for itself, with and for others, for the benefit of all.

J.K. talked about diversity and as a different teacher he proposed.

We think it is appropriate to reflect on the small, large part of silent society, that does not make rallies, does not launch proclamations, does not invoke electoral slogans, does not know how to tell lies and that lives its life with the dignity that others deny it, constantly, through the alienation of their social rights, their Rights:

- a society that is content with what others have left it and does not mind, on the contrary, it is happy because it means in another way wealth

- a society that loves the simple things that fill everyday life

- A society that, through good behavior, opposes the subculture of useless things advertised as indispensable resources

The valorization of diversity.

Let's think about how different the same technique of Judo performed by a man and a woman, a child and an adult, an expert and a beginner, a champion and a judoka that champion will never be. However, the result for the person is the same.

Let us think how the Randori (opposition to chaos) is practiced differently by two students of the same master and with the same years of practice.
Randori, work, profession: expressions of the individual freedom that life proposes.

Even before the enlightened modern pedagogues, J.K. had guessed that the secret of life is enclosed in the diversity that characterizes each of us and that makes us protagonists, always, with our daily work, of the cultural and social development of all.Even before his peers, J.K. had guessed that mass and energy were part of one thing and that only with the balance of the parts was it possible to get out of it.

To go out, or even not to enter into the quagmire induced by the modernization of industrial society, through its pseudo-cultural and pseudo-social proposals, with radicalism, pretending that the sadness of a world that always needs economic crises social and wars.J.K. has proposed a method to build a Civic and Warrior society devoid of selfishness and fratricidal wars.
A revolutionary method antagonist today is how yesterday of the chaos, with laws and regulations proposed and shared for the collective good: a society of peace and tolerance with an approach based on Human Rights.

Technique, Didactics, Pedagogy

We leave the field of historical, philosophical, and socio-cultural dimensions to delve into the specific realities that we meet in the gym, at school, or in the workplace. When we find a listless or tired class, remember that our students come from a day of work or eight hours of school. Our task will then be to renew the enthusiasm of the first day without distorting our role.

The didactic is helpfully us as an "instrument of the Pedagogy"; the science that us understand why we decided to take an educational path, not devoid of effort, but fascinating and engaging.
In terms of Research/Training/Action, we must be curious about knowledge and know-how so that our sports, cultural or professional proposals are always able to excite our students. If necessary, we must get out of the encyclopedic and specialistic knowledge and immerse ourselves in the world of fantasy and discovery.

Often, during the training courses, it happens to ask those present how many of them have loved mathematics.
The answer is disappointing because the overwhelming majority do not raise their hand. It is a common belief that mathematics is a tricky subject, but we do not question the reasons for this perception.

We could find an answer by thinking about how the matter was proposed to us. We have often faced it out of obligation and as a discipline without emotions.
Maybe the teachers only proposed the mathematical as a tool to educate us to "logical thinking."
If speaking of geometry, it is helpful to show a desk and ask how much information an object can give us without resorting to formulas or trigonometry rules.
We can discover, indeed touch, concepts relating to angles, areas, base, height, thickness, and more themes and then see how all this information can be expressed with mathematical formulas.
In Judo, we must teach movements, how to effectively use the body, apply the gesture with a companion available, and then duplicate it in free exercises. We must "invent" teaching that can produce, pleasantly, an execution that at the beginning seemed very difficult, if not impossible.
Our students have different abilities, competencies, and different levels of intelligence, so we must be imaginative as to get, over time, high-quality answers from all of them.
In order to implement the practices we are talking about, have we ever considered how to involve all students? The best learn immediately and risk getting bored, the others mark the step: but we can not neglect them.
In sports practices, we have the group at our disposal, and the most capable can help, with example and collaboration, the least able: we talk about mutual help.

It can do at school, with the result that the most capable will be the "right arm" of the teacher; they will thus be more motivated and will further improve their performance.

An example: during the school course, three friends waited for a quarter to finish the daily training to meet and discuss together the most difficult topics. Without mutual help, the time needed to prepare for the exams would have expanded.We need to strengthen our teaching skills if we are to be good teachers, putting technique and imagination into it so that the whole group has the opportunity to improve and become more passionate.

Teaching and learning.

It will be happened to everyone to get unsatisfactory results from their work as teachers. We worked with commitment and professionalism in showing a technique or explaining a concept, but our students did not produce what was in our expectations.It is true that the saying "the warrior is entitled to action but not to its fruits" is part of our philosophy of work and that teachers must have the patience to wait, without diminishing the intensity of their work.

It is also true that we must make ourselves understood and that our students have a right to learn.

Let us then ask ourselves about the quality of our work, ask ourselves whether we have lived up to it and whether our teaching has been pleasant.
Who does not remember the phrase "you could do more but lack method"— a catchphrase for our parents and ourselves, children.

Nevertheless, our teachers/master/ professors taught us the study method, how to study literature, history, mathematics?

Did they tell us the difference between writing and speaking? In a recent statistic on the comprehension of a text, our young people result poorly prepared. Let us ask ourselves if they "forced" us to use vocabulary at school.
It is true that, if during reading, we encounter a word whose meaning we do not know, we struggle to understand the meaning of the text itself fully. When we read an author for the first time, we usually have to get used to the way he writes and his vocabulary: the dictionary always comes to our aid.
Let us go back to our work as teachers in the sports field and analyze the degree of understanding of our students: we will find that it often depends on how we showed them the technique, both with words and with gestures. When we have a homogeneous and skillful group, everything is more accessible, but if some students have difficulties in the group, the shortcomings of our teaching method will come to light.

Given that our teaching is quality, we often realize that students waste time and energy.

Let us ask ourselves if we have helped them study whit a correct method whether the progression we proposed is appropriate to their abilities.

From the teacher's point of view and the student, we would need a different approach if we study a technique or a kata.

Were we able to propose the gesture correctly?

We proposed the subject with a correct method regarding the degree of difficulty - knowledge engineering - and we were able to interest the students and excite them to the point so that the practice proved pleasant?

We will explain the UPKL method during the training courses and supply the tools.

Chapter 5

The educational paradigm

The interdependence of social systems on a global scale is based on fragile mechanisms.

Solid liberal traditions, autarchic or democratic social models, and sophisticated financial and economic systems can easily be swept away by modest Nature's jolts.
Adverse events unleashed by the climate, earthquakes, viral pandemics, radioactive clouds within a few weeks or months can subvert the established order and annihilate the world's productive system and the well-being of millions of people.
Interdisciplinary education in Human Rights can save lives and contain the effects of adverse events that by Nature cannot be predicted or avoided.

Education. We are looking to the future.

The debate on what education we want for young people raises many questions.
For what purpose does the old generation want to impose education on the young one?
What is the objective of the proposed educational model?
What feelings does this approach arouse in young people?
Why is this tradition that feeds the intergenerational conflict consumed at all times?
What is it right to reflect on adopting a sustainable model over time and acceptable for many future generations?
Who should be invested in such a noble and challenging task as an educator?
Who trains the educators?
What philosophies and tools do we train educators, and for what purposes?
Perhaps with this last question, we can open the circle of reflections.
Cultural anthropology is the science that studies the behavior of the human being to grasp the deep origin and the globality of the manifestations, which we summarize with the term culture.[1]

1Cifr. Essential outlines of the history of essential anthropology author Anna Casella Paltrinieri - publications of the ISU - Catholic University.
2Cifr. Seven complex lessons in education for the future E.Morin Unesco Publishing

Culture is a living matter in continuous transformation and becoming, so trying to crystallize the reasons that give rise to the motivations that push an old generation to impose education on a new generation is like trying to stop the flow of time.
We consider it of greater interest to observe the cultural fundamentals that unite the deep origin and the globality of human manifestations since its appearance on earth.

Analytic observation must be part of the global vision with the awareness that the whole is a reality greater than the sum of the details obtained from a very accurate analysis.

The personality.

We must consider that any person uses the multi-identities formed through lived experiences.
Each person is much more of his role. These multi-identities are active during the educational path and create different interactions with others and the environment.

The behaviors.

The nature of the human being is expressed through the social expression of individuals. It is characterized by three behaviors: "Competitive" - "Collaborative" - "Cooperative".

Behaviors are inherent to the survival of the individual, the tribe, the species. They express themselves concerning the environment and other living beings, whether they are human or the animal or vegetable kingdom.

Philosophies with their moral laws and ethics, descended to them, color the behaviors of negative or positive meaning because of the emotions decoded by our personal, empathic capacity. Global observation of the human being shows that survival is not its sole purpose.

The search for the spiritual origin that animates every human being is a theme that every anthropologist considers necessary to deepen.

The different cultures contain religions that offer the interpretation of living the past, the present, and the future in life and beyond death.Many aspects have influenced the evolution of human beings.

However, the fundamental constant and unchanged in time are the search for the ultimate end of existence: Happiness and the behaviors we adopt to face Reality.

Starting from these assumptions, we can try to put order and find some answers to the questions in the foreword.

For what purpose does the old generation want to impose education on the young one?

If we consider the need for the pursuit of happiness and the social nature of the human being, one of the plausible hypotheses that drive the old generation to impose education on the young is the desire to facilitate the task of young people to achieve the goal, that the elders in most cases failed. Therefore, it would extend the parental function to the social sphere.

A second hypothesis is related to the desire for immortality that drives the older generation to perpetuate its life through the behavior of the younger one, purified from real errors or presumed such, committed in the span of existence.

Another hypothesis, again, can be linked to the spirit of competition that animates different groups of almost peers of age called to confront the reality in the making.

Whatever it may be, motivation is a determining factor in the quality of the educational process since it affects intergenerational relations.
This matter poses an important ethical question! The Educator must design and operate in symbiosis with the learners in their exclusive deep and unique interest in pursuing happiness and socially acceptable behavior.

What is the objective of the proposed educational model?

From the ethical question comes the pedagogical objective of the educational model.

The educator must facilitate the learner's task to reach the ultimate existential goal: the search for happiness.

Let us immediately clarify the point: facilitating means implementing strategies and providing knowledge and tools so that the learner can face the Reality responsibly by consciously adopting competitive behaviors, collaborative and cooperative, capable of managing accepted emotions and relationships according to the rules of the community, lived in complete freedom to achieve the common good in respect for human rights, every living being, and the environment.

Science and consciousness suggest setting the goal of cognitive development of multiple human intelligence, identified and defined by the studies of Howard Gardner, without neglecting the humanistic education to the philosophical principles of Edgar Morin anchored to the dictates of the International Charter of Human Rights approved in 1948 to the O.N.U.

What feelings does this approach arouse in young people?

A human being sustained in his growth process by educational programs capable of developing the different and multiple intelligences sprayed by the humanistic knowledge inspiring the Terrestre[2] Citizenship and the ability to adopt "competitive" behaviors- "collaborative" - "cooperative" in a conscious way can express its global potential through creativity and walk the path that leads to the search for happiness.

The one just outlined is the ideal plan of the horizon to pathed during the educational process.
However, its implementation is complicated, and the displacement on different levels results from the emotions that every action arouses in the human soul.

The maximum attention to the knowledge of the learner's emotions and proper of the educator is an indispensable condition to carry out the educational mission.

Every emotion produces a motor response in the human being, which triggers a reaction, an endless succession of processes that destabilize the person who moves away from its existential objective: the search for happiness.

The chaos generated by the emotional storm fueled by the actions-reactions resulting from the behaviors adopted has the merit of building the baggage of experience.

The ability to manage behaviors intentionally allows guiding the actions to achieve satisfaction goals and improve interpersonal relationships' quality..

Why is this tradition that feeds the intergenerational conflict consumed at all times?

Intergenerational conflict arises from the unconscious use of behavior.
In most cases, the competitive behavior expressed unconsciously leads only to an audience of losers.
In the absence of rules and brought to the extreme consequences, it assumes the meaning attributed to the word conflict and then elevated to war.

This analysis requires serious reflection on how important it is to mitigate, through the choice of conscious behavior, the risk associated with intergenerational conflicts.

The formation of the ego as an expression of the "it's me" is a saturated dimension incapable of being in a relationship of listening and dialogue with the environment and other living beings. The construction of this type of personality results from non-educational processes, also instinctive and inherent in the adoption of unconscious behavior.

The formation of the immanent ego as an expression of the "I AM" is an unsaturated and expansive dimension in constant dialogue with the environment and other living beings.
The personality "I AM" results from orderly educational processes and adopts only conscious behaviors subjected to ethics to achieve the aims.

What is right to think about adopting a model that is sustainable over time and acceptable for many future generations?

The vision of how to live the present to enjoy a well-planned future is the deception of every educational program that the old generation imposes on the new.

It is good to keep in mind that an educational process must train to deal with the unexpected and the unusual that usually animates everyday life, rather than investing energies in developing programs incapable of adapting to the changing nature of Reality.

An educational model should foster the overall cognitive development of the human being, supporting his physical, moral, intellectual, and spiritual growth and stimulating the ability to face Reality responsibly by consciously adopting "competitive" behaviors - "collaborative" - "cooperative" according to the aims to be achieved comply to ethical principles.

This educational model supports the development of immanent personalities in constant dialogue with the environment and relationships with other living beings.

When they reach full maturity and awareness of their action in full respect of human rights, such personalities will represent the condition of Earthly Citizenship.

The educator!
Who can have the role such a noble and challenging task?

Everyone! In the world, all people, at every time, are educators and learners.

To remain in constant dialogue with the environment and other living beings is an arduous task that requires commitment and dedication.For this reason, an educational process resembles a web where each individual is a node of interconnection with the other.

Who trains the educators?

In the present time, knowledge is fragmented in small parts and diffused in many sciences, so it is necessary to entrust the training of educators to teams of specialists who share the vision described in these pages.

They can cooperate, sometimes adopting competitive behavior in a conscious manner, and always to the learner's interest.

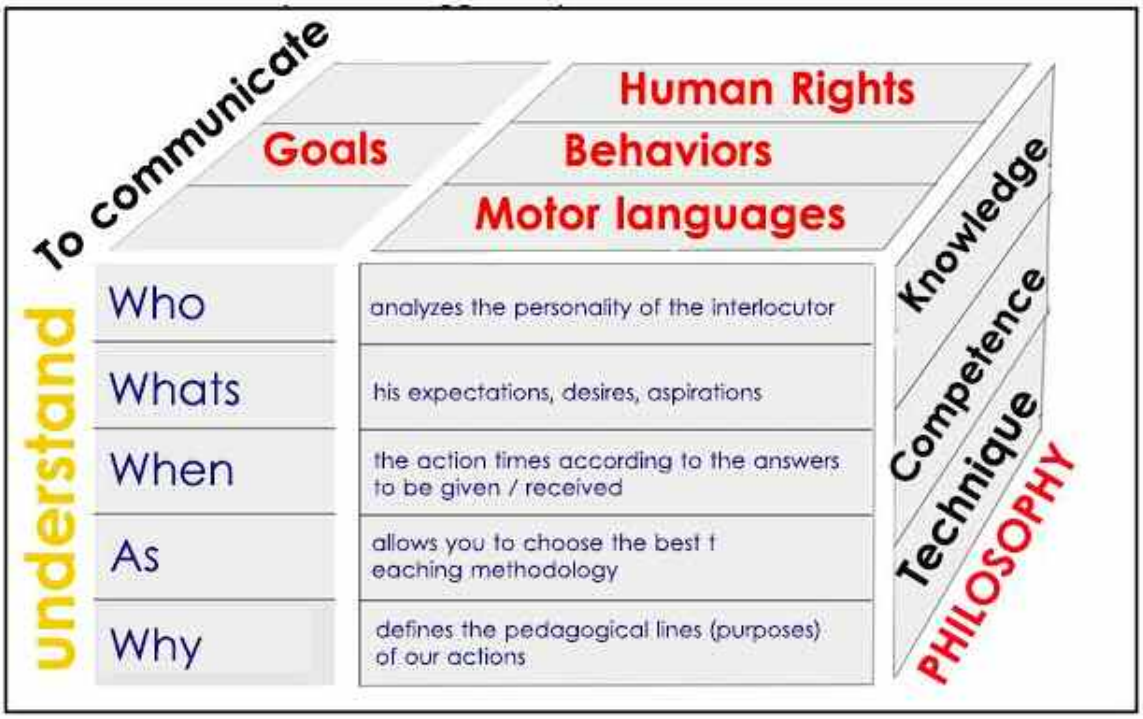
What philosophies and tools can we use?
How do we train educators, and for what purposes?
The topic requires specific in-depth analysis; some of the matters are in this handbook chapters, others explained in specific seminars.

A global educational approach.

Education to Human Rights is the catalyst that allows the student to face reality with responsibility, understand the meaning of Freedom, and act intentionally by choosing the correct behavior: competitive, cooperative, or cooperative so that the rights of every human being and living organism are respected and inviolate.

Each method of teaching / learning is a set of technical details united by ethical val

To greater details, precision of realization and ethical values corresponds to higher quality of knowledge



The training process develops and strengthens the knowledge and skills of students in a multilateral framework of philosophies, morals, and ethical principles.

It employs the integration of the different codes how: mathematics or music, physical activity and sport, the arts of science, and literature, encouraging the development of all the person's multi-intelligences.

An education expands life experience and encourages the adoption of behaviors compatible with the natural, cultural, social, and economic environment in which the subject lives and operates.

An educational, creative, and exciting path as the flight of a butterfly and firmly logical because anchored to the principles of the International Charter of Human Rights principles that protect every people's and community.

The General Objectives of Human Rights Education.

The map identifies the knowledge and skills essential to the development of social consciousness allows to organize them within the educational and training processes; it is a compass to guide the improvement plans and a guide in educational design.

Area	Knowledge	Skills
COGNITIVE	Every element and knowledge that modulates, structures, and composes the Self. The set of information transmitted in learning processes is calibrated by age groups and provided on a lifelong basis.	Being able to coordinate the processes of logical-mathematical thinking and of lateral-creative thinking) to manage and elaborate the processes of: Analysis - Logic thought Design - Creative thought Performance - Logic thought Control - Logic thought Evaluation - Logic thought Edit - Logic and creative thought with passages from easy to difficult Develop problem-solving strategies and tactics and use different languages by adapting information. **CONTEXT** **RESULT** **TASK** **I IN THE TASK**
COORDINATIVE	Specific codes and languages	Ability to perform tasks to achieve specific goals.
ENVIRONMENTAL	Codes and elements that structure the context	Ability to relate the Self in the environment and contexts in relation to objectives, space, time.
SOCIAL	Codes and elements that characterize society	The ability to develop the Self with Others in the environment; through the conscious use of behaviors: competitive - collaborative - cooperative always oriented to achieve the common good.

Schooling, Training, Educational.

The learning-teaching process.Irrespective of the matter of the pedagogical project, a helpful method is needed to achieve the objective.

Over the centuries, educators have developed different teaching methods; now, UPKL proposes a task that calls for a series of reflections to allow the elaboration of your method.

Let us go by order:
1) Do we know the learner?
2) Do we know the Teacher?

A similar situation to reflect on the matter.

The tailors before making a dress take the customer's measurements, this leads to thinking about the needs of the student, his motivations to learning, his desire to live the emotions of discovery, of confrontation, of the joy he feels in gaining awareness of his means and in seeing his sense of self-esteem grow.

A good researcher must know how to investigate in every direction, so we try to imagine that he is the tailor who has to make a suit for a very demanding customer. Himself!

I am not a tailor and cannot certainties to expose, but I can use the ability to ask selves some questions and check if the answers are consistent with the matter I have to face.

1) We have the correct technical information about the capacity:- to take measures- to develop the "sixth" model- to cut the fabric- to sew the fabric- to choose and match lining, padding, and accessories- to plan work- to carry out individual operations- to have an overview of the design of the packaging of the dress- have a view of the details of the make-up - to choose the tools correctly and usefully for the purpose - to be able to communicate correctly with the customer and suppliers of raw materials
2) We have the correct information about:- use of the dress- how long it should be used- in which environment the garment will be used- age of the User and his emotional and functional expectations - the image that the customer will want to transmit wearing the dress - with which personality profiles the dress will relate when the customer wears it.
4) What are my emotions about the work of making clothes
5) What are my emotions regarding the relationship with the Client and how theyinteract/influence my work as a tailor.
If the questions asked, for example, are, except for the discipline details, applicable to your project pedagogical, we have identified what we can call:
FIRST LEARNING THEOREME ach teaching/learning method is unique for the couple TEACHER/LEARNER.

- with which personality profiles the dress will relate when the customer wears it

4) What are the emotions about making clothes
    - joy
    - serenity/happiness
    - pain / rabies

5) What emotions move about the relationship with the customer and how they interact/ affect the tailor's work.

- empathy / complicity
- detachment / superficiality
- impatience/annoyance

If the questions asked, for example, are, except for the discipline details, applicable to the pedagogical project, we have identified what we can call.

FIRST LEARNING THEOREM
Each teaching/learning method isunique and bidirectional for the pair:
TEACHING STAFF / STUDENT BODY.

From knowledge engineering to knowledge

Over the centuries, man's dwellings have become more refined, from the caves where our ancestors find refuge and shelter from the dangers of nature to the villas of Palladio to get to the living landscapes that form the skyline of modern metropolises.

What makes the Royal Palace of Caserta unique, evocative and exciting, distinguishing it from the destruction of the Sails of Scampia?
The architectural choices because they produce different emotions, from the consternation of the ugly to the joy and happiness of beauty.
Architecture is the discipline that has the organization of space at any scale, but mainly the one in which the human being lives.
Science has no positive or negative value, and it is simply a valuable tool for the design and construction of a building or built environment. Technical and artistic aspects compete in it.
Ever since humanity had the cognitive capacity to organize itself into civilization, architecture has existed. It was born first of all to satisfy man's biological needs, such as protection from atmospheric agents, and for this reason, it is one of the disciplines most present in all civilizations.

Only later, with the development of the organization of labor in society, the secondary functions of the architecture were added to the primary function.

With the appearance of aesthetic characters, there was the birth of architecture also as visual art but equipped with its peculiar characteristics.

It would be reductive to speak only of aesthetic values because good architecture is mainly the result of ethical values and an anthropological study that tends to enhance the evolution of the species.

Why the reflection on architecture?

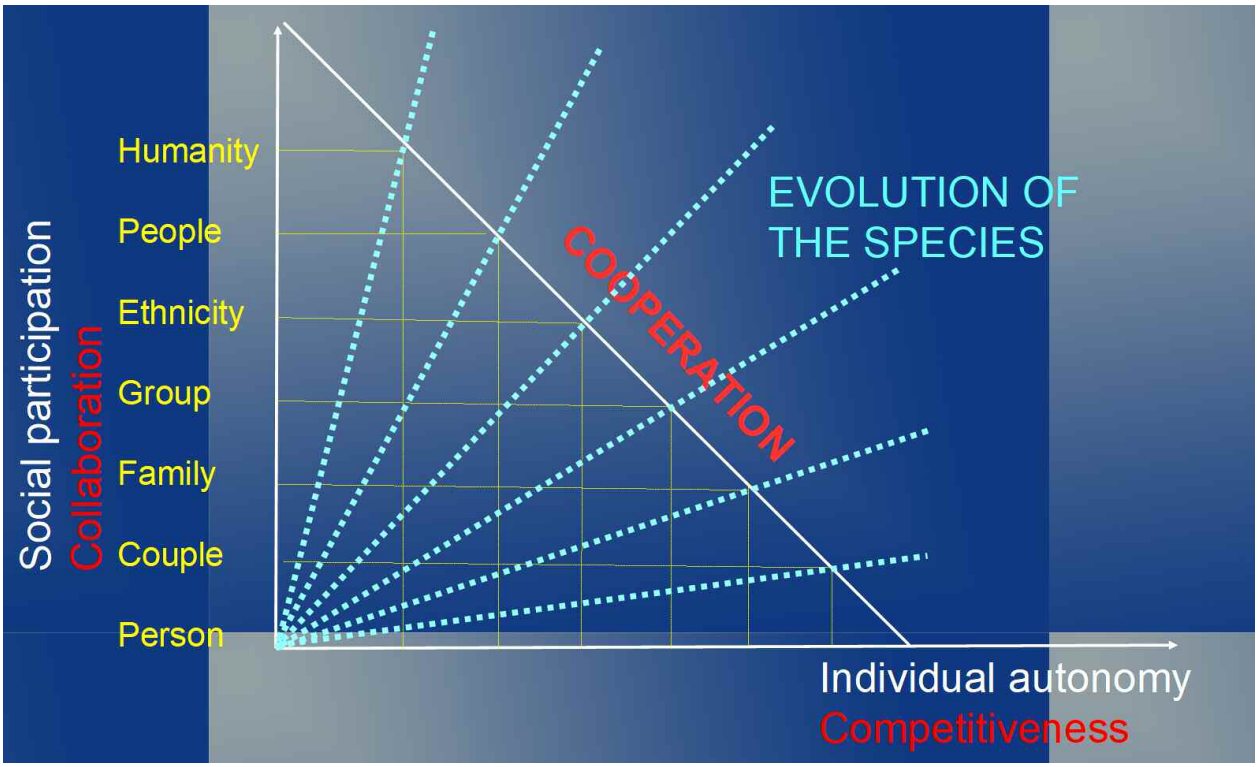
As well as the introduction of aesthetic characteristics and ethical values, the architecture allows distinguishing the evaluation of the unit/ housing complex from havoc linked to a single residence.

It is suggestive and exciting at the same time to observe in the teaching process/ learning the introduction of ethical values and anthropologically evolved behavioral models that distinguish the qualit.

.** The Greek-language heuristic ε ρίσκω, literally "I discover" or "I find" is a part of epistemology and the scientific method.It is the part of research whose task is to facilitate access to new theoretical developments of empirical discoveries. It defines, in fact, heuristic procedure, a method of approach to the solution of problems that do not follow a clear path but that relies on intuition and the temporary state of circumstances to generate new knowledge. It is opposed to the algorithmic process. In particular, the heuristic of a theory should indicate the ways and possibilities to be explored to make a progressive theory that can guarantee an empirical development, such as to foresee new facts unknown at the time of the elaboration of the theory's core.

SECOND LEARNING THEOREM

Each teaching/learning method is a set of technical details united by ethical values.For more details, the precision of realization and ethical values correspond to higher quality of knowledge.



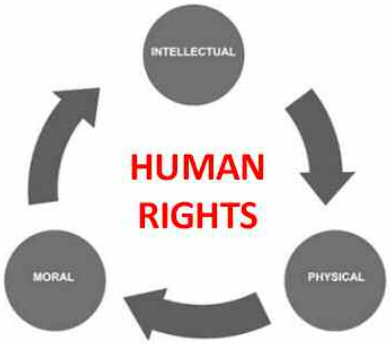
The principles of educational culture proposed by UPKL

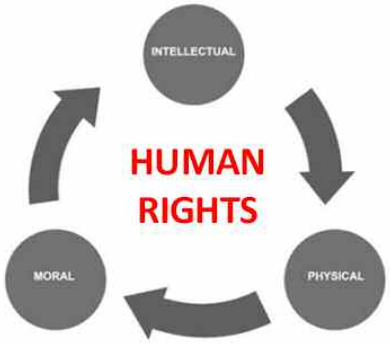
Identity (It is me; I am; I am the one who is')
We discover the dual identities and mechanisms that regulate the time of action through perception, movement, and work. The journey contemplates the knowledge of any being human selective, immanent, pulsating, and alive.

Reason
The person is in action with maximum effectiveness to achieve the goal.Thought is already action.
That is, the time of decision-making is irrelevant.
The infinite is the space between the thought and the person's action.
Skill is a conquest of learning and knowledge.

Spirit of the feeling
The strength to service does the common good.
The power of reason at the service of identity is pulsating and alive.To recognize and welcome life in all forms, dimensions, and substances.
Life is the continuous transformation that renews and expands the person's soul and builds the personality identities.

Who is the educational path!Let each human being remember the existence of opposites and free will. Good intentions must guide the choices.

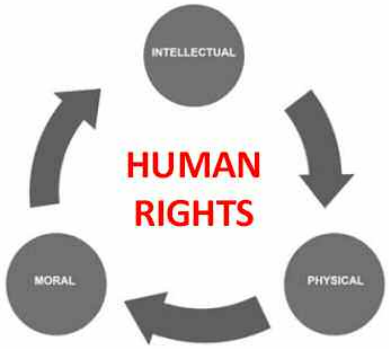
Evolutionary Age 8-10 years		Characters of the evolutionary age
	*Motor Development*	To teach to combine more motor schemes.
	Bodily Image	To personalize the movement to structure the bodily image.
	Space	To make to mentally displace the Itself to the place of the Others and the Objects.
	Time	To educate to understand the concept of time and space that can be varying independent.
	Social affective development	The thought becomes reversing. To educate to make to check and to reduce the egocentrism.
	Cognitive development	To socially educate to the useful action reducing the marked propensity to the least terms to the competitive comparison of the individual. In this phase to use the motricity type reflexive - creative.

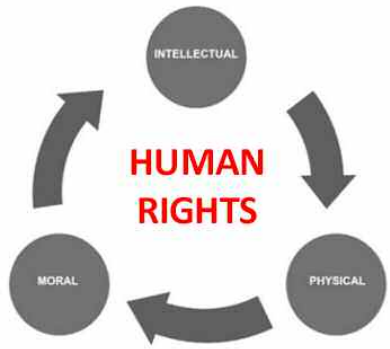
Evolutionary Age 10-11 years		Characters of the evolutionary age
	*Motor Development*	To complete to the best the motor abilities is the phase in which the ability of learning is in phase of improvement.
	Bodily Image	The movement is interpreted in key of volumetric perspective and has to perceive in the different spatial relationships. To educate to improve the personal identity in defined way.
	Space	To teach to copy all the forms according to demanded spatial orientations. To have spatial (Euclidean) whole to build.
	Time	To teach to correctly interpret the spatial dimensions and storms.
	Social affective development	The individual is identified sexually. To educate to develop the specific socio centric phase. To act for producing solid interactions with the Other contemporaries.
	Cognitive development	To educate to effect abstract and formal operations. To sustain the development of the reasoning is inductive and to enrich it of moral contents

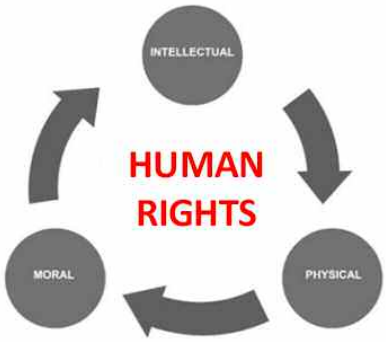
Training needs in the ages of development

Evolutionary Age 5 years		Characters of the evolutionary age
	*Motor Development*	To reach the static equilibrium.
	Bodily Image	To begin to structure the bodily image. The learning is regulated by experience.
	Space	To seek situations to experiment the equilibrium.
	Time	To make to begin elaborating the concept of time, now, morning, afternoon, evening.
	Social affective development	To act in order to motivate through amusing games, before individual then with the companion.
	Cognitive development	To act for making to acquire the sense of the importance of the Others. To favor the development of the concept Forms and color. To begin the elaboration of the concept of strategy finalized to the behavior. To make to prevail the synthesis and the game in collaboration with simple rules.

Evolutionary Age 6-8 years		Characters of the evolutionary age
	*Motor Development*	To begin making bossing the dynamic equilibrium.
	Bodily Image	To do recognizes and to differentiate the right from the left.
	Space	To teach to orient in the spaces that it conquers.
	Time	To improve the concept of time, now, morning, afternoon, evening.
	Social affective development	Phase of latency for the organization of the self. To educate to define relationships specifications.
	Cognitive development	To develop the abilities of classification. The motricity has impulsive character; it can begin the phase of the finalized operations.

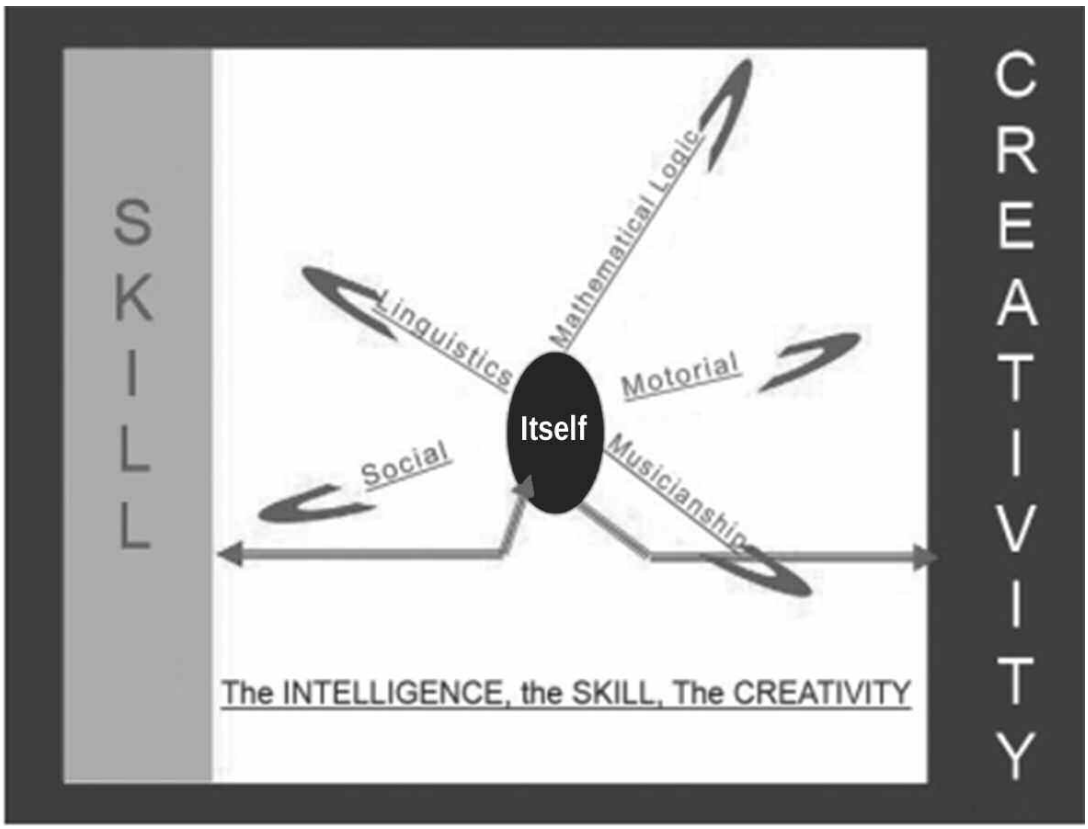
Evolutionary Age 11-14 years		Characters of the evolutionary age
	*Motor Development*	Teach to acquit complex motor functions and you direct to the objective.
	Bodily Image	The acquisition of the bodily scheme enters transitory crisis because of the difficulty to imagine the new body that suffers the changes of the puberty. Activity must favour and give into the change.
	Space	Activity must oppose the worsening of the ability of control of the space because of the mutation of the bodily image.
	Time	Facilitate the phase of the restructuring of the coordinate abilities among which the orientation space-storm and the rhythm.
	Social affective development	To favour the begin of the phase of the separation from the family nucleus and the search of his own position in the tribe.
	Cognitive development	To begin through the practice to boss the use of the Logical thought and of that Side. To facilitate the development of the abilities problem solving.

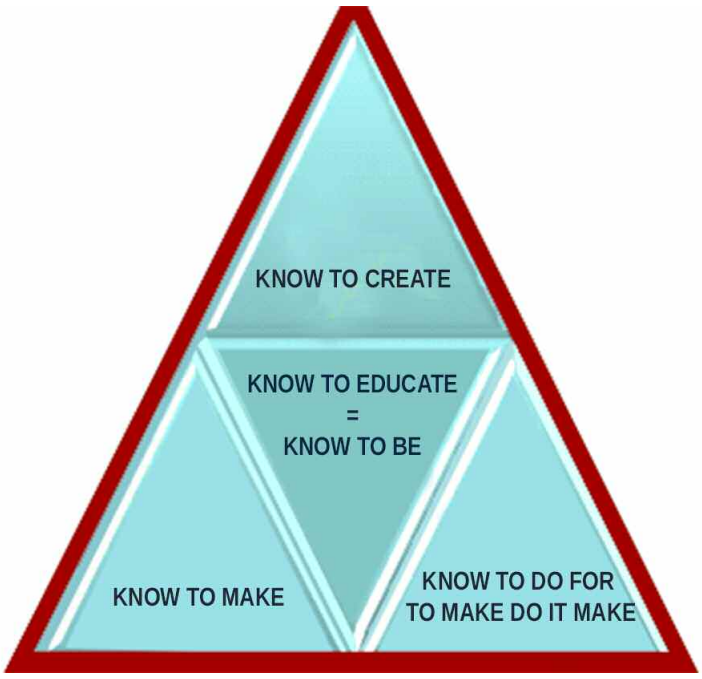
Evolutionary Age 15-18 years		Characters of the evolutionary age
	*Motor Development*	The motor abilities are developed ready to be strengthened. The execution allows to interpret movements motor complexes finalized to objective specific.
	Bodily Image	The bodily scheme is acquired and it is completed in this period the transition of the image elaborated again in the pubertal age to identify that adult.
	Space	The ability of space time orientation curtains to progressively reach the peak. They progressively improve the coordinate abilities.
	Time	It is the phase in which the expression of the movement is strengthened on the temporal ampleness. It is increasing the speed of coordinated executions.
	Social affective development	Experiences report them, cooperation, collaboration, comparison, passion they characterize the choices of interaction of the Itself with the Others. The phase of development of the sense of responsibility and utility continues to the others as to if same.
	Cognitive development	From now on he phase of exploration of the spirituality it will accompany the individual in every age.

"Adult" Evolutionary age		Characters of the evolutionary age
	Motor Development	The motor abilities in order to maintain acquired conditions must regularly have trained. The execution of movements complex motors for the attainment of specific objectives various from subject to subject.
	*Bodily Image*	The bodily scheme consolidates the awareness of the bodily image in relationship to the Physical condition.
	Space	The ability of time space orientation is stable and subjective. The coordinate ability maintains him efficient with the regular training.
	Time	The expression of the movement on the temporal ampleness progressively varies with to increase some age as the speed of coordinated executions.
	Social affective development	The experiences matured in the social-emotional relationships have the tendency to stabilize the emotional equilibrium. (made traumas excepted and situations critical object of clinical intervention). It matures the sense of responsibility and utility to the others as to if same it reaches.
	Cognitive development	The Itself is fully elaborate. The run toward the exploration of the spirituality progressively reduces is the egocentric expectations that partner-centred.

"Third Age" Evolutionary age		Characters of the evolutionary age
	Motor Development	The motor abilities progressively have the tendency to be reduced.
	Bodily Image	The image of the bodily scheme is dilated it curtains, because of the schemes lived through the experiences, to suffer the effect memory rather than to conform to the new reality.
	*Space*	The ability of time space orientation reduce him, the phenomenon is connected to the revised of the bodily image.
	Time	The coordinate and space-time abilities reduce them.
	Social affective development	Progressively curtains to be reduced the sphere of the partner-affective relationships.
	Cognitive development	the cognitive involution is a phenomenon in progressive increase with to advance some age.

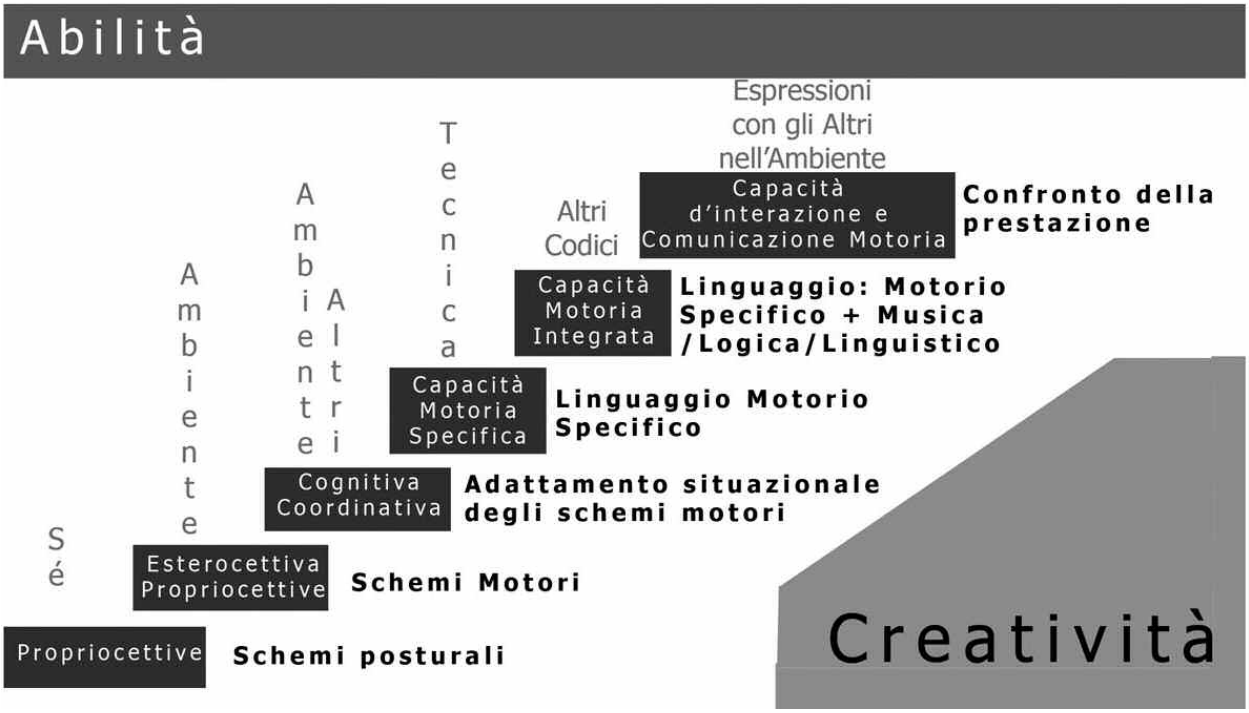
Intelligences, Skills and Creativity

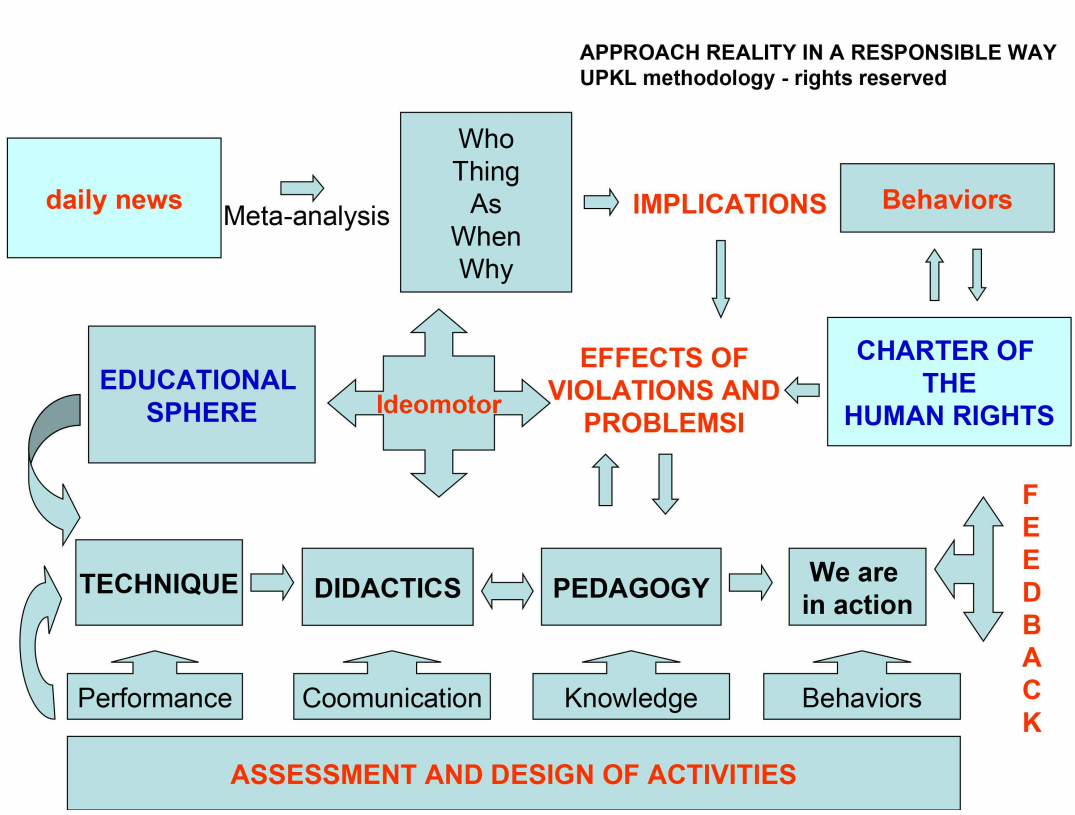




The manifestation of being human.

Survival, Development, Conservation and Communication





Appendix for the exercises

The chapter opens a window on the importance of the practice.

It illustrates the learning mechanisms regulated by experience and creativity.

It supports every teacher who has to place "his exercises."

The common denominator of the work:
- Assessment of entry
- Specific objectives for developmental age
- Selection of instruments and languages
- Didactics and ideomotor purpose
- Method of evaluation and control

The mechanisms of experience

I was a student many years ago, at a college in Brighton in the south of England, the English teacher asked the class to describe in a two-page letter the emotions and encounters of a walk in the woods of the familiar places.

It was there that I began to discover how the experiences, the environment in which we have matured them, the mood, the characters of our personality influence the exercise of practice.
Writing a two-page theme is a straightforward exercise, but the unevenness of the class made up of students little more than teenagers and adults like me then, provenience from countries and cultures far away, produced profoundly different results.

The facts date back to the early nineties, immediately after the fall of the Berlin Wall, my bench mate, a young Russian teenager from a small village located on the edge of a forest of the Siberian tundra, described his walk in a forest of high conifers and penumbra, a solitary experience animated by the encounter with an elk. As an adult, you can imagine my amazement. I grew up in a small seaside town and frequented the noisy Ligurian woods frequented by mushroom experts and families on the Sunday trips, immersed in the lights and colors of lukewarm autumn.

Science helps us understand the mechanisms underlying the elaboration of motor patterns and emotional processes that structure our experiences and condition motor responses.

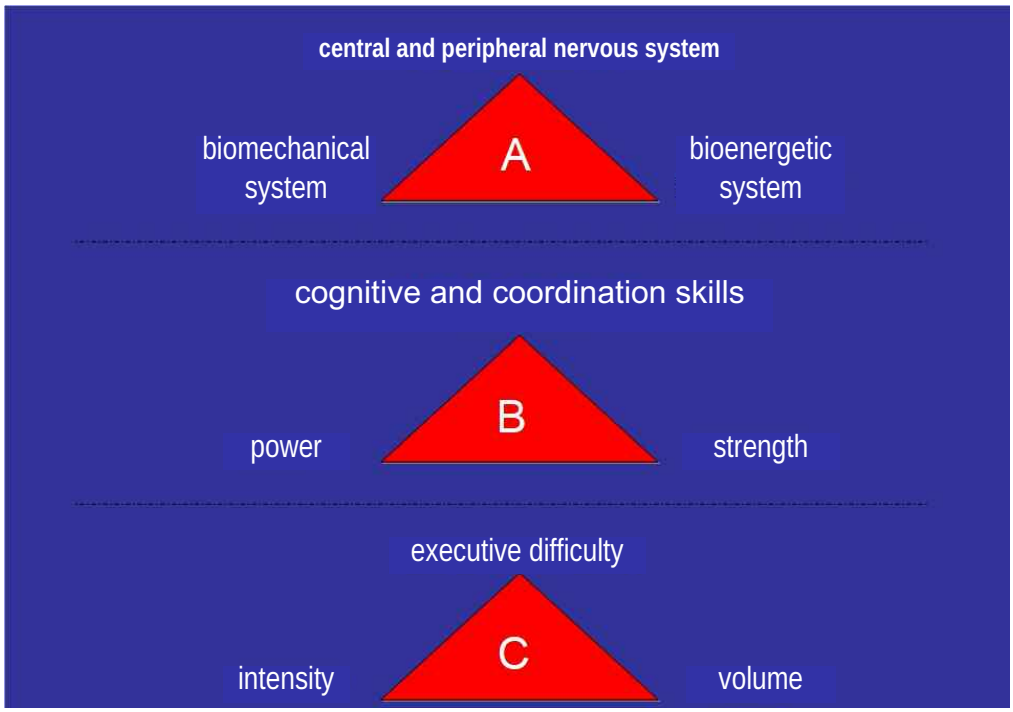
Another example

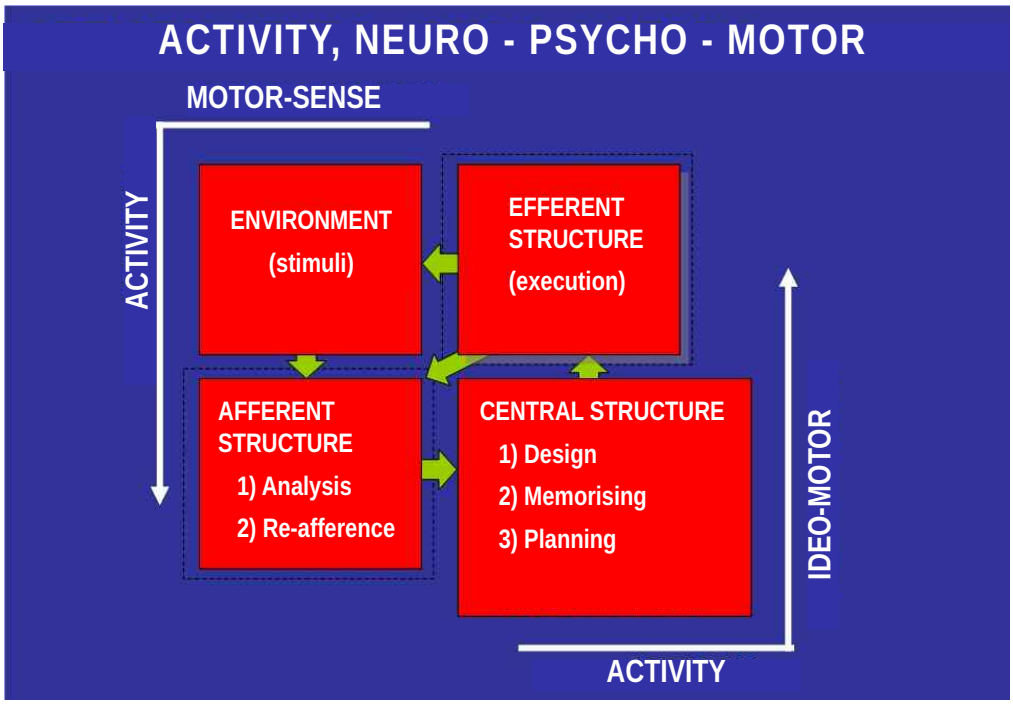
Who is ready to dip hand without hesitation in a pot full of water placed on a stove in the kitchen?

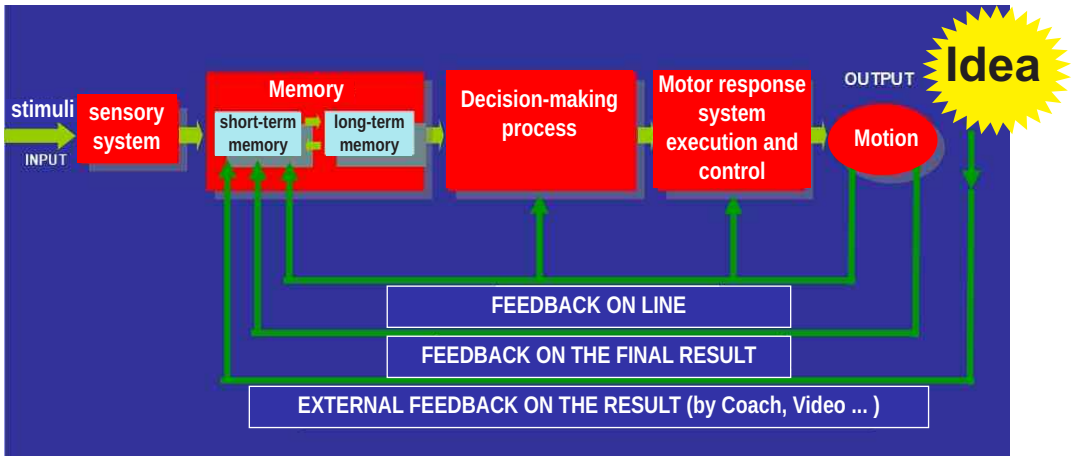
The students always are divided into two groups, the experimenters and the conservatives.
The first, always few, but ready to sacrifice to experimentation; I unfailingly remind them that the water is lukewarm (not very hot) and very sweet because I had melted a jar of honey.

The quickest and smart ones reassure me by saying that the hand immersed is that of their bench mate who rejoices for having avoided the sunburn, licking his fingers exquisitely sweet of honey.

In this example, I leave the conservatives to soak in regret of having remained prisoners of prejudice linked to the scheme:
Pot with water on the stove = Boiling water = Certainty of scalding of the fingers.







Source: works of the professors Saibene - Rossi - Aschieri

Elements of design	
Entry assessment	Cognitive tests Engine test Behavioral testing
Specific objectives for developmental age	Motor development Body image Space Time Emotional and social development Cognitive development
Selection of tools and languages	Technique aimed at the specific objectives of developmental age
Didactic and ideomotor functional to the purpose	Teaching to Creative Process Processo Emotivo Logical Process
Method of evaluation and control	a final evaluation and control tests Cognitive Motor Behavioral

Space for your notes

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EQF	Knowledge	Skill	
1	Basic general knowledge	Basic skills required to carry out simple tasks.	
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	
4	Factual and theoretical kno-wledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and prac-tical skills required to develop creative solutions to abstract problems.	
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and un-predictable problems in a specialised field of work or study.	
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	

	Responsibility and autonomy	Belt of Martial art or Technical grade of the sports discipline	Level of the ESSC	SKILLS of the ACTIVE CITIZENSHIP
	Work or study under direct supervision in a structured context.	YELLOW - ORANGE		Know to learn
	Work or study under supervision with some autonomy.	GREEN - BLUE		Know to communicate Know to collaborate and participate
	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems.	BROWN		Learning to linked Verify the information
	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	BLACK 1° DAN BLACK 2°- 3° DAN	FIRST LEVEL SECOND LEVEL	Act responsibly Learn to move
	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	BLACK 4°-5° DAN	THIRD LEVEL	Problem solving
	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.	BLACK 6° DAN	FOUTH LEVEL	Know to design
	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.	BLACK 7° DAN		
	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.	BLACK 8°- 9° DAN		

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More active citizens for a better society

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U.P.k:I: aisbl
4 rue de la presse
1000 Brussels (NBE)