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**Teachers' practices and conceptions of outdoor activities in PE in France**  
Between Ecological Immersion and Anthropocentric safety

**1 BACKGROUND**

**1.1 CONTEXT**  
Environmental education  
Growing attention from school (2016, 2018)

**1.2 A TENSION IN FRANCE**  
PE qualifies between an anthropocentric approach and an ecological approach (Bouvier & Saut, 2019)

**2 RESEARCH QUESTION**  
How are outdoor and adventure activities taught in French Physical Education?  
How do teachers' personal and professional trajectories influence the way they design and deliver these learning experiences?

**3 METHODOLOGY**

**3.1 QUANTITATIVE SURVEY**  
Online questionnaire  
N = 337 PE teachers (France, Belgium, Italy, Spain, Greece, Portugal, Switzerland) for outdoor activities.

**3.2 QUALITATIVE SURVEY**  
4 biographical interviews  
4 semi-structured interviews  
Personal and professional trajectories, teaching goals, etc.

**4 KEY RESULTS**

**4.1 FINDINGS FROM THE SURVEY (n=337)**

92.4%	32.6%	12%	64.5%
Teachers are interested in the environment	Chose their environment (Forest, park, schoolyard, etc.) for outdoor activities	Only 12% of teachers used a 100% outdoor approach	64.5% of teachers used an anthropocentric approach

**4.2 TWO TEACHERS - USE NATURE IN DIFFERENT WAYS**

**4.3 CONCLUSION**  
Outdoor PE is shaped by a dichotomy rather than a binary opposition.  
There is a need to design PE as a practice for learning, between ecological immersion, safety, performance and teacher education.  
We should advocate for ecological and respectful outdoor activities in the school world.

**5 DISCUSSION**  
PE Teachers should go beyond risk management to foster and experiment in outdoor environments.  
They should promote an outdoor PE with nature as a teacher, building ecological, autonomy and ecological citizenship.

**6 REFERENCES**

**7 CONTACT**  
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