
TEACHERS' CONCEPTIONS ABOUT APPROACHES OF ACTIVITIES IN NATURE IN THE PHYSICAL EDUCATION CLASSROOM**CONCEPÇÕES DOS PROFESSORES SOBRE A ABORDAGEM DAS ATIVIDADES NA NATUREZA NA AULA DE EDUCAÇÃO FÍSICA****Alejandro Almonacid-Fierro¹, Franklin Castillo-Retamal¹, Ricardo Souza de Carvalho¹, Rodrigo Vargas-Vitoria¹ and Rodrigo Arellano¹**¹Universidad Católica del Maule, Talca, Chile.**RESUMO**

O objetivo é compreender as concepções que os professores de Educação Física têm sobre as Atividades em Contato com a Natureza (ACN) que ocorrem no contexto escolar. A pesquisa se baseia no paradigma interpretativo com metodologia qualitativa, em que foi aplicada uma entrevista semiestruturada a 12 professores de Educação Física do ensino médio da cidade de Talca-Chile. Os resultados indicam que essas atividades, entre outras coisas, contribuem para uma maior consciência ambiental por parte dos alunos, possibilitando a realização de diferentes práticas corporais no ambiente natural. Conclui-se que os professores necessitam de maior formação na área, visto que as ACN tornam-se uma estratégia pedagógica que privilegia a autonomia, a reflexão e o desenvolvimento de valores, questões fundamentais para o desenvolvimento integral de jovens e adolescentes.

Palavras-chave: Professores. Educação Física. Ensino. Contato com a natureza. Escola.

ABSTRACT

The objective is to understand the conceptions that Physical Education teachers have about Activities in Nature (ACN) that occur in the school context. The research is based on the interpretive paradigm with qualitative methodology, in which a semi-structured interview was applied to 12 high school Physical Education teachers in the city of Talca-Chile. The results indicate that these activities, among other things, contribute to a greater environmental awareness on the part of students, enabling the realization of different bodily practices in the natural environment. It is concluded that teachers need more training in the area, as the ACN become a pedagogical strategy that privileges autonomy, reflection and the development of values, fundamental issues for the integral development of young people and adolescents.

Keywords: Teachers. Physical Education. Teaching. Contact with nature. School.

Introduction

Activities in nature (ACN) and its various manifestations have evolved as a cultural phenomenon in various communities, with great emphasis on leisure and tourism, becoming a reality in society. Associated with the interests of today's society, environmental education and adventure activities have gained prominence in the scientific community, which to some extent accompanies the growth of the practice of physical activity^{1,2,3}. Therefore, the demand for professionals trained in the development of the practice of these activities in open spaces has grown, since forest parks, planned spaces and interior spaces require professionals with certain knowledge and skills for intervention^{4,5}. The above, since the Physical Education teacher is directly linked to this demand and it corresponds to him to promote these manifestations in the school and other spaces, understanding that they are excellent contexts for the expansion of this sport practice among other things⁶. In the perspective of Lander⁷; Gallo⁸; Bailey⁹, Physical Education classes focus on the procedural dimension, giving priority to sports techniques. However, the Physical Education teacher must provide the student with multiple practices, in addition to traditional sports, in their intervention in the school environment, overcoming the predominance of traditional sports classes in the school context, as exposed in studies of Almonacid-Fierro et al.¹⁰ and Castillo et al.¹¹

In this sense, the ACN are associated with adventure, according to Dias¹², present three very different fields of action: the tourist-recreational, in which individuals seek

adventure in order to live their moments of leisure and free time; the performatic-competitive, in which the practitioners compete in different modalities, in order to defeat their opponents and, finally, the educational-pedagogical. In relation to the latter, these experiences constitute activities capable of providing children and adolescents with situations of great pedagogical importance. Due to the possibility of efficient transmission of values, attitudes, and norms; the learning of integrated concepts in different fields of knowledge, and the realization of various motor experiences with great emotional impact, among other aspects and benefits that this field can provide to students^{13,14,15}. In this line, it is relevant to reflect on some educational possibilities that can contribute to the teacher's didactic-pedagogical action on the use of content related to adventure, and thus allow students to experience this bodily practice within the area of Physical Education.

ACN associated with adventure are understood within the framework of Physical Education as a curricular component that must deal with the study of the set of systematized body practices that are linked to the field of leisure, body care and health promotion¹⁶. The rapid changes and transformations of today's society make Physical Education teachers rethink the ways of contextualizing the contents of this area among students, trying to offer enjoyable and diverse classes in relation to experiences. The authors understand that adventurous bodily practices in natural spaces are a reality in our days, occupying considerable space in the media and that such insertion in the school environment can be a good way. To address the issue of environment in Physical Education classes, in addition to reflecting and experiencing some adventure modalities as a topic of extreme relevance in the daily life of school Physical Education^{1,13,17}. The potential of these practices in educational initiatives focuses on increasing self-image and self-confidence, developing leadership skills and teamwork, improving relationships between human beings and nature, promoting environmental ethics, expanding the appreciation of natural, cultural and historical heritage, increasing levels of cooperation and social cohesion, among others. More than knowing the natural environment, it is about reflecting on the transformations of the way of being, where the values related to cooperation, care, limitations and coexistence with personal differences may be present as a facilitator of the development of a conscience critical³.

In the case of the challenges linked to the insertion of activities in nature associated with adventure as content to be highlighted in Physical Education classes in schools, perhaps the greatest of them is related to the predominance and historical hegemony of traditional team sports like soccer, futsal, basketball, volleyball or handball. Such modalities are a hegemonic content in most of the school institutions in Chile¹⁸. In addition, there are other obstacles, such as the precariousness and lack of physical and material resources in many schools, in addition to the lack of a higher professional qualification and the interest in finding new educational content for students. It is understood that some schools will have more or less conditions related to the physical infrastructure, the material and the teachers trained and committed to effectively inserting these practices as content to be treated in the Physical Education classes of the school. Therefore, the educational nature of activities in nature stands out here, that is, it is also possible to educate through them. Consequently, the purpose of the research is related to understand the perception of Physical Education teachers about ACN and the pedagogical strategies that they develop in the classroom context.

Methods

The study adopts the qualitative methodology as an option¹⁹, since the research referring to the perception of teachers, regards to the pedagogical strategies deployed by Physical Education teachers to approach ACN. It aims to approach subjective understanding that the subjects have in relation to this situation or theme, how they mean, represent and in

some ways give meaning to their pedagogical practices. In this case, the selected group corresponds to 12 Physical Education teachers from different schools at the province of Talca, Maule region, Chile (Table 1).

Table 1. Sample Characterization

N°	Gender	Age	Professional Training / ACN Specific training	Years of teaching	ACN years of experience
1	Male	46	Physical Education Teacher /no	16	10
2	Male	34	Physical Education Teacher/yes	8	8
3	Male	30	Physical Education Teacher/yes	7	7
4	Female	32	Physical Education Teacher /no	7	5
5	Male	29	Physical Education Teacher /no	4	2
6	Male	26	Physical Education Teacher/yes	5	5
7	Female	25	Physical Education Teacher/yes	5	5
8	Female	41	Physical Education Teacher/yes	15	15
9	Male	30	Physical Education Teacher /no	6	2
10	Male	32	Physical Education Teacher/yes	6	6
11	Female	29	Physical Education Teacher /no	6	3
12	Female	27	Physical Education Teacher /no	4	2
13	Male	26	Physical Education Teacher/yes	4	4
14	Male	30	Physical Education Teacher/yes	6	6

Source: authors

Sample

To establish the sample, the following inclusion and exclusion criteria were settled: a) Physical Education teachers who are working in the school system (public schools and private schools); b) teachers who work in the province of Talca; c) a certified teacher with at least three years of experience in the school environment; d) teachers who approach ACNs as content in the Physical Education classroom. e) Teachers working in secondary education. As exclusion criteria, recently graduated teachers or with less than three years of school experience, teachers who work at the primary level of education. The semi-structured interview was chosen as a methodological resource due to its flexible characteristics. In the understanding that the technique is an interactive process between the researcher and the interviewee, with the aim of gathering information about a specific topic, the subjects feeling free to open other possibilities of inquiry from a previously established script^{20,21}. The interview script was prepared by the team of researchers and validated by a panel of five expert judges.

The interviews were applied between the months of August and October 2019 and questions such as the following were asked: How do you understand and conceive the teaching of ACN in the school environment?; What are the actions from the didactic-methodological point of view that you carry out to address ACN in the physical education classroom?; What would be the main obstacles and facilitators for the teaching of ACN in

the school?; What is your opinion regarding the curriculum of the area expressed in the curricular bases?; What type of ACN do you develop in the classroom and what is the experience of the students?. Each participant of the research were interviewed in their own working place (schools), with an average duration of 60 minutes. Three authors of the study conducted the interviews (4 interviews each), and were recorded on smartphones. Then the interviews were transcribed, with an average length of eight pages.

Procedures

Prior to data collection, the researchers obtained written informed consent to ensure the confidentiality of people's names, taking privacy into account and emphasizing voluntary participation. The participants were informed about the purposes of the research and their authorization was requested to record the interview, in order to safeguard the ethical aspects of the study according to the Declaration of Helsinki. After carrying out the data collection process, the interviews were categorized. The categorization process began with the review of the theoretical framework, since it is from these references that the previous categories were raised, later, the coding process began, as presented by Coffey²² when they point out that the codes link different segments or examples present in the data. These chunks of data are brought in, and we put them together to create categories that are defined based on some property. Subsequently, the previous categories were branched by means of a selective coding allowing the birth of the primary categories, a question that is explored in the results chapter.

Analysis

After conducting the interviews, the transcription of said instruments, categorization of the information, systematization, analysis, and reduction of the data were carried out, following the recommendations from Miles²³. The information reduction process was carried out using the content analysis technique through the coding of the data obtained, to later build the systematization matrix. The extracted data are organized in the matrix (see table 1), which accounts for the categories that emerge from the systematization process. The data from the primary sources, that is, interviews, were analyzed inductively with constant analysis and comparisons, which allows organizing and categorizing them through content analysis. Following the guidelines of the content analysis, the transcripts of the interviews were read to find the units of meaning, in terms of codes, inductively by two researchers. Two different researchers repeated this work, in order to verify that the codes that shared similar or close meanings were grouped together and evaluated in the same category. The foregoing in order to guarantee the interpretative quality of the data.

In this sense, we have structured the analysis under a logic in which at first it defines the primary category, some accounts from the primary documents are exposed and then it is connected in the discussion with theoretical references through critical reflection. For the data treatment, a content analysis has been chosen^{24,25} comprising three streams of activity: data condensation, data presentation, and drawing/verifying conclusions. Subsequently, the previous categories are grouped through open coding, an issue that allows the emergence of primary categories, giving way from a first descriptive moment, to an instance of an interpretive nature.

Results

Table 2 "Matrix of systematization", gives an account of the process of formulating categories, in accordance with the aforementioned. The most significant categories of the study are presented, already defined as the mega category; the coding of the other categories begins. The previous categories are formulated from the group of primary categories, which in different domains or small dimensions allow ordering the data and giving them a theoretical sense. This process is called open coding according to Coffey²² & Atkinson (1996). The data were processed with the Nvivo 10 program, which allows the data to be organized into resources, in this case, the interview transcripts. The program allows to extract from the data analysis several visual syntheses: percentages, matrices, graphs, diagrams, which facilitate the communication and understanding of the information. Table 2 shows the most significant categories of the study. This selection was made through the frequency percentage of the totality of the characteristics that emerged by previous category. The exclusion criterion of this table corresponds to all those characteristics with a representation of less than 3.75%.

Table 2. Matrix of Systematization

Mega category	Previous Categories	Primary Categories	% total of references
Teachers' perception of ACNs	Nacional Curriculum	Curricular Bases	11.25%
		Planning	3.75%
		Pedagogical Strategies	17.5%
		Suggestions	6,5%
	Natural environment	Environmental awareness	12.5%
		Students' experience	15%
		Kinds of ACN	7.5%

Source: author's.

The interviews were conducted inductively, allowing the data to be organized and categorized through an analysis matrix. The analysis and discussion have been formed from the sample of the most significant reports of the primary categories. The identity of the interviewed subjects has been protected in order to protect the identity of the interviewees, consequently, their names and work characteristics are kept anonymous. Next, the primary categories that arise from the coding and categorization work of the 12 semi-structured interviews carried out are presented. Each story presented has a code that expresses the following nomenclature: E (interview); N° (number from 1 to 12) and pp. (page number).

Previous category. National Curriculum

Primary category. Curricular Bases

This category has a frequency percentage of 11.25% of the entire sample. In it, the interviewed teachers reveal what is established in the current Curricular Bases, regarding the scope of the ACN and how they interpret and display those contents:

“There is an important variety in the current curricular bases where some generic activities are established, such as some work proposals, but one always ends up adapting to what there is, that is, each one of those proposals one approaches them and takes them depending on the context” (E, N° 2; pp.5).

“In the curricular bases everything appears, the unit that has to be worked on as outdoor activities appears and they point out the suggestions of what is the field trip, going out to trails, then the teachers have options, for example, do an activity other than in a gym, but maybe in a square” (E, N° 8; pp. 3).

The Curricular Bases established by the Ministry of Education in Chile, propose generic activities for the realization of ACN, as a kind of guide for the Physical Education teacher, but this can decide on its use during the course of the school year, which will depend on the establishment. In this sense, the Bases propose to the teacher an organization of the learning objectives (LO) in relation to the time available within the school year. They also provide guidance on how to sequence your goals, how to combine them, and how much time to spend on each one.

Previous category. National Curriculum
Primary category. Planning

This category has a frequency percentage of 3.75% of the total sample of Physical Education Teachers interviewed. In it, the data reveals at what time of the year ACNs are addressed

“At the school where I work, the ACN content is worked up on the last unit, we call it the poor unit, because it was the one we developed the last month or the last two months of classes, I understand that it was where we had fewer materials and fewer possibilities to address the content” (E, N° 1; pp.2).

"In general, these issues are addressed at the end of the year, in the month of November, due to the weather, because entering March and April we have are colder weather, in autumn and winter we have chances of rain, roads in bad conditions, as well that in general these activities are tackled almost at the end of the school year” (E, N° 11; pp.4).

According to what was reported by the teachers, it is carried out at the end of the year by the last unit referred to ACN, given the material demands that its completion requires due to logistics issues, such as the corresponding permits, since the students are minors. The geographical environment where the educational establishment is located is of the utmost importance, since it will favor or hinder the realization of ACN, if there is a nearby mountainous terrain, learning on the subject will be expanded, not if this establishment is located in the center of a big city.

Previous category. National Curriculum

Primary category. Pedagogical strategies

This category has a frequency percentage of 17.5% of all the teachers interviewed. They refer to learning or didactic strategies in the area of Physical Education and their intervention as teachers when taking these strategies to the natural environment.

“Particularly it was the unit in which you could develop self-regulation in one way or another, because in the end the pedagogical perspective that I gave it was that, it was to seek to generate a different atmosphere. Now, from the technical point of view, it was not difficult to implement it, but the time was short, then I felt that I was left behind, with just a brushstroke from ACN” (E, N°4; pp. 6).

“So that's why it is important to carry out these types of activities, what is the point of setting up a camp at school, if the children do not know what it is to impact the ground, for example, or to do a path other than the one established, or to learn that Animals cannot be given any other type of food, so for me the main thing is that the children have the experience of going out to the field” (E, N°7; pp.2).

In the didactic strategies or interventions carried out by the Physical Education teacher, multiple variables such as the complexity of the teaching-learning processes and the diversity of the situations in which the students develop and are put into play. The teacher is the main actor and responsible for the learning of the students. He must make use of didactic strategies that help in this process, and this is where the natural environment acts to be a participant in the educational processes.

Previous category. National curriculum

Primary category. Suggestions

This category has a frequency percentage of 6.5% of the entire sample of investigated subjects. Here, it can be observed in teachers' reports the importance of the resources that are possessed to achieve objectives when practicing ACN, as well as other resources that come from management, exit permits and mainly, the promotion of these activities.

“I think the weaknesses that could exist is that very few schools, or places linked to education have the infrastructure to be able to take a child to live such an experience. Since they learn through experience, and very few schools or institutions have green areas or wide areas where they can develop, and they have to take them normally to squares, parks, etc.” (E, N°5; pp.7).

“In a school, I had a hill practically inside of the institution where I worked here in Romeral, and there you could carry out activities from trekking to camping. Today it is very different because in the School where I work as director, we have very small spaces, but even so, activities are developed to implement the plans in the classroom and simulate camping situations” (E, N°12; pp. 3).

Through the previously exposed stories, the teachers interviewed recognize the importance of receiving support from managers to be in appropriate contexts, with the appropriate materials. The foregoing, although the intention of the teacher is to promote ACN, if he does not have the support of managers, it will be difficult for his students to have experiences in natural environments. On the other hand, there are Colleges that do take care of promoting ACNs and have optimal environments in their dependencies for the practice of this type of activities, which is where through experience they manage to learn.

Previous category. Natural environment

Primary Category. Environmental awareness

This category has a frequency percentage of 12.5% of the entire sample of Physical Education Teachers interviewed. In it, they reveal that by carrying out ACN they generate personal and social growth of the student, which, in turn, is reflected in the ability to generate environmental awareness according to the following stories.

“I think that it is in the school where the ecological and sustainable perspective is formed. It is the place where children learn to value their own environment, to value the place where we visit. Because you have to understand that the planet is borrowed, and it is here where you can develop an articulation with other subjects that have to do with this, such as science, biology or another subject such as technology” (E, N°10; pp. 6).

"I also find another strength, that the boys take contact and consider in relation to the crisis that is being lived, I mean the climate change, environmental pollution, that they begin to become aware and know how to deal with it, making the minimum impact towards nature” (E, N° 3; pp. 2).

The perception of the teachers is that the students begin to worry about the deterioration of the planet, in this way the contribution that ACN causes in the adolescents of the Maule region in terms of the knowledge and experience that these physical activities deliver is evident. According to the teachers' perception, it is relevant for students to reflect on the care of the space we inhabit and the consequences of their actions on it. In this line, it is possible to approach the educational process from a slightly broader perspective, where interdisciplinary work makes sense and essence since the systemic treatment of the phenomenon responds to the same nature of the human being as an inseparable unit and part of the ecosystem.

Previous category. Natural environment

Primary category. Students' experience

In this category, teachers express the experiences collected by their students in natural spaces and their importance for learning.

“At first, when the students are not used to it, they see it as an outlet, as something different, because normally all the activities are given to them and the children do not have the possibility to create, but in ACN it is a completely new environment, and they can have new experiences” (E, N°9, pp. 5).

“In the case of my school, I consider that the ACN have transcended. Because the children learned things that they did not know, then suddenly they tell us that they went camping, and there they are able to bring it to the classroom and comment on it. There we realize that, it has transcended, and there are things that they learned, things that later will not be forgotten” (E. N°2, pp.6).

The experience of students in a different environment may be understood as a learning environment opposite to that of the traditional school. The educational environment is not limited to the material conditions necessary for the implementation of the curriculum, whatever its conception, or to the basic interpersonal relationships between teachers and students. On the contrary, it is established in the dynamics that constitute the educational processes and that involve actions, experiences of each of the participants. Attitudes, material and socio-affective conditions, multiple relationships with the environment and the infrastructure necessary for the realization of cultural purposes that are explicit in any educational proposal that is based on the perspective of the ACN.

Previous category. Natural environment

Primary category. ACN types

This category has a percentage of 7.5% of the entire sample of Physical Education teachers interviewed. In it the teachers mentioned the types of sports linked to the ACN that they carry out in the schools.

“You can do many activities, you can do ecology work with the kids, you can do eco-brick work, reforestation of squares, and in the field of healthy lifestyle, you can manage many activities, bike trips, outdoors, walks or trekking” (E, N° 6; pp. 4).

“Maybe there are several, and they depend on the level, but we have the manual “don't leave traces” that we handle it with the children. We have the first aid that we work with the older ones, with the secondary education. Generally those, first aid and manual “don't leave traces”. Obviously doing activities outside, with the little ones, the treasure hunt, the issue of the keys ... those theoretical elements are what we have handled so far at ACN” (E, N° 11; pp. 3).

Sports in the nature try to develop respect for the environment and healthy lifestyles in general. The creation of playful and recreational activities in the school environment, especially in the ACN, is a fundamental help for the student and his training process, it is not an aid only in the content that needs to be implemented, but in his comprehensive training of values. Also, the use of playful activities not only enriches the students but also ourselves as teachers, which is gratifying to observe how students can learn in a fun and different way, as ACN breaks the routine of the class and traditional activities. in a playful and creative way.

Discussion

The relationship with nature is, in fact, the fundamental link that characterizes the practitioners of the ACN modalities, in a kind of imaginary return to nature, in the search for freedom and integration in and with nature¹³. These modalities establish relationships with

topics such as nature and ecology, because among practitioners and the public image, the idea arises of associating these practices with the preservation of nature and environmentalism, as presented by Bessy²⁶. In this line, and as a way of understanding the perception of Physical Education teachers about the development of ACNs, the previous category "National Curriculum" emerges. Teachers give an account of how the work of ACNs is approached in the Physical Education classroom, taking into consideration the Curricular Bases that constitute the pedagogical framework for addressing the learning objectives, and the consequent contents for each educational level in the Chilean school curriculum.

In this context, and according to the report of the subjects participating in the research, it is possible to teach ACN within Physical Education classes at school, with the understanding that these are bodily practices that are carried out far from urban centers, with controlled risk. With the aim of establishing another relationship with nature, and the commercial and technical logic of life, some bodily practices associated with adventure, which are currently considered urban in nature, were created in natural contexts^{2,27}. On the other hand, the national curriculum recognizes the ACN as content to be addressed in the annual planning, proposing an important range of possibilities of motor expression, as presented in the literature in the works of Pimentel²⁸ and Lira²⁹. On the other hand, the teachers considered in this study have highlighted some difficulties that teachers may encounter when working with the content of the ACN at school. The first of them refers to the scarce presence of adequate materials, the support of the management of educational establishments, the authorizations of parents and guardians and the economic resources that go out to natural spaces entails.

The literature shows that ACN and adventure are part of the daily life of children and young people, and it is necessary to insert it in the school context. In addition, it offers young people the opportunity to develop other relationships with nature^{14,30,31,32}. With regard to Physical Education teachers, they are expected to design and develop units in a systematic way, without the exclusive use of suitable materials and without relying on mere technical reproduction⁶. On the other hand, in the positions of Zachor³³, Williams³⁴ and Silva³⁵, there is a clear tendency to value ACN and adventure as a potential source of well-being, fun, freedom and unpredictability. Characteristics that are different from those of competitive sport, since they address the emotional dimension, values and relations of children and young people. Consequently, it seems to us that the pedagogical strategies mentioned by the key informants to develop ACN and adventure in school, is possible to deploy sports activities that go beyond the practice of traditional sports taught in a mechanistic and instrumental way. It is a basic factor that other benefits derived from this situation are enhanced through this type of practice, as presented by Badau¹, Blanco³⁶, de Deus¹⁷ and Scrutton¹⁵, (2015), by highlighting the value of environmental awareness, collaborative work and the development of the values of school Physical Education.

The second previous category raises the notion of "Natural Environment", which is understood as direct contact with nature, as a form of rapprochement, between man and nature. In the sense of interaction, as a source of approximation, and interaction of the Man-Nature binomial. Consequently, it cannot be assumed that practice alone leads to respect for the natural environment³⁷. In this context, the literature indicates that adventure activities may be characterized by their unpredictability linked to vertigo and risk, but are differentiated according to the place in which they are practiced, since they can be carried out in natural or adapted environments, while the practices of urban adventure explore the environments of cities²⁶. The modalities of these practices are diverse, constituting enriching experiences for students such as: orientation, adventure race, rappelling, slackline, zip line, parkour, skateboarding, climbing, among others, that have been developed in the context of the school

with the objective to incorporate them into the practice and teaching of school Physical Education^{38,33}. In this sense, it can be pointed out that the problematic situations that emerged during the development of ACN pose a risk to the practitioner, thus improving both body awareness and autonomy, as well as innumerable motor skills, rescuing the relationship of the human being with nature^{35,31,29}.

Conclusion

The research made possible to know how Physical Education teachers understand and deploy ACN in the school context and how the content is approached pedagogically in accordance with the provisions of the Curricular Bases of the Ministry of Education in Chile. As a first reflection and in accordance with the stories delivered and shared by the teachers participating in this research project, it may be deduced that the experiences in the natural setting are limited by the spaces of the establishment, restricted to the practice of sports in terms of materials and sports space. From the perceptions investigated in the Physical Education teachers interviewed, their idea of activities in contact with nature, it is deduced that the meaning of leaving the classroom, where teaching or knowledge is normally acquired, is attractive since that educational activities are promoted in another area or context that is more appropriate and meaningful for children.

On the other hand, the teachers who participated in the study consider that training and preparation in this area is still incipient, despite the guidelines established in the national curriculum. The foregoing, since ACNs provide a certain possibility of comprehensive education insofar as it allows the complex conjunction of multiple dimensions, it is carried out in different spaces and natural contexts, generating learning environments that are mostly significant for children and young people. In this line, the teachers state that there are responsibilities in Initial Training and that it is necessary and appropriate to have training that encourages the better development of activities in contact with nature in the school and pedagogical context of the Physical Education classroom. In this sense, we can affirm that ACNs constitute a pedagogical strategy that favors autonomy, reflection and values, becoming a fundamental component in the teaching and learning processes deployed in the Physical Education classroom.

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ORCID number:Alejandro Almonacid-Fierro: <https://orcid.org/0000-0002-8328-017X>Franklin Castillo-Retamal: <https://orcid.org/0000-0001-9118-4340>Ricardo Souza de Carvalho: <https://orcid.org/0000-0003-1715-9213>Rodrigo Vargas-Vitoria: <https://orcid.org/0000-0002-7554-9589>Rodrigo Arellano-Saavedra: <https://orcid.org/0000-0001-8671-3623>

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Correspondence address: Franklin Castillo-Retamal. Av. San Miguel, 3605, Talca-Chile. E-mail: fcastillo@ucm.cl