

Appendix

The teaching questionnaire is attached as it was sent to the schools.

Physical activity in the natural environment (PANE) is part of the Physical Education curriculum in Secondary Education. The decree of each community refers to "Activities of adaptation to the environment and the natural environment". However, there is no information on the training and knowledge of the teachers in order to carry out the programming of this block.

SECONDARY PHYSICAL EDUCATION TEACHERS ONLY

The aim of this questionnaire is to obtain relevant information in relation to the training and knowledge of Secondary Physical Education teachers about Adventure Education (AE) programming.

Dear colleagues, we ask you to fill in the questionnaire as honestly as possible, and we guarantee the absolute anonymity of your answers.

Put an X next to the answer.

We thank you in advance for your support.
Many thanks.

We will begin with a first section on socio-demographic questions

1. What is your gender?

2. How old are you?

3. What academic qualifications do you have in Physical Education? (select all that apply)

- a) Diploma
- b) Degree
- c) Bachelor's degree
- d) Other qualifications
- e) Doctorate, Master's Degree...

4. Could you tell us what activities in the natural environment you do in your free time?

	3 or more times per week	1 or 2 times a week	Less frequently	Only at weekends	Only during holidays
Camping					
Survival					
Raids / quests					
Horse riding					
Orienteering					
Mountaineering/trekking					
Mountain/trail running					
Mountain biking (MTB)					

Climbing					
Mountaineering					
Abseiling					
Caving					
Zipline					
Bungee jumping, goming					
Via ferrata					
Rope constructions (Tibetan bridges)					
Canyoning					
Rafting, kayaking					
Surfing, sailing, kitesurfing					
Others:					

Next, we include a section related to your teaching experience

5. What type of ownership does the school have?

- a) Public
- b) State-funded
- c) Private

6. How many years have you been teaching Physical Education?

7. What is your employment status?

Public school	Temporary replacement	
	Temporary with vacancy	
	Temporary staff	
	Permanent staff	
	Indefinite	
State-funded/private school	Substitution	
	Temporary employment	
	Indefinite	

8. Where is your centre located on the peninsula? (tick all that apply)

- a) Northern Spain
- b) Central Spain
- c) Southern Spain
- d) Coastal zone
- e) Mountain zone

9. Which area is your centre in?

- a) Rural
- b) Urban

10. Indicate what spaces and facilities you have available for the performance of activities in the natural environment, during school hours.

	None	Sometimes	Normally	Very often	Always
Indoor sports facility belonging to the school (sports hall, gymnasium...)					
Indoor sports facility not belonging to the school (sports hall, gymnasium...)					
Outdoor sports facilities belonging to the school (multi-sports courts, football pitch, etc.).					
Outdoor sports facility not belonging to the school (multi-sports courts, football pitch, etc.).					
Communal areas belonging to the centre					
Recreational open spaces outside the centre (parks, squares, gardens...)					
Classrooms or other enclosed non-sports spaces					
Peri-urban parks close to the city centre or town centre					
Natural parks near the city					
Forests or beaches					
Other (specify):					

We will continue with a section on the knowledge you have about outdoor activities and what you apply in the centres

11. Is the teaching of PANE part of your classroom programme?

- a) Yes (if yes, go to question 13)
- b) No

12. What are the reasons why you do not work on these contents in Physical Education? (only answer in the negative case in question 11) (Please tick those that apply, max. 3)

- a) I don't like them
- b) I don't know them well
- c) I see no use or benefits
- d) I do not have adequate materials and facilities, nor any nearby
- e) Due to safety and risk concerns
- f) I consider other content more important
- g) Other reasons (specify)

13. How are activities in the natural environment valued in the Physical Education department?

	Strongly disagreed with	Slightly agreed with	Agreed with	Strongly agreed with	Totally agreed with
They are part of the JEP					
The same as the rest of the content blocks					
They are used as a complement to programmes, without assessment					
Working in complementary and extracurricular activities is interesting					
Occasionally as novel content to round out the term					
Other (specify):					

14. How important is it to you to carry out PANE within the school?

Not at all	
A little	
Quite	
Very	

15. How do you organise PANE within your programme? (tick all that apply)

I don't include them		
They are present in the Annual General Programme and in the Centre's Educational Project to be worked on in a transversal way in the school and especially in PE.		
Organisation	Through my own initiative	
	Jointly with the whole department	
	Jointly with other departments	
Educational planning	Through didactic units (DU)	
	In centre activities, as a complementary activity	
	In school activities, such as extracurricular activities	
	Others (specify):	

16. What PANE content do you currently include in your programme? (tick all that apply)

	1st CSE	2nd CSE	3rd CSE	4th CSE	1st BACH
Knotting					
Rucksack packing					
Tent pitching					
First aid					
Camping					
Survival					
Games in nature					
Raids					
Orienteering					
Mountaineering/trekking					
Mountain/trail running					
MTB					
Climbing					
Mountaineering					
Abseiling					
Caving					
Zipline					
Bungee jumping, goming					
Via ferrata					
Rope constructions					
Canyoning					
Rafting/kayaking					
Surfing, sailing, kite surfing					
Others					

17. Including all the levels you teach, how many PANE teaching units do you carry out in your PE programme? (Indicate the number of didactic units (DU))

	DU
Knotting	
Rucksack packing	
Tent pitching	
First aid	
Camping	
Survival	
Games in nature	
Raids/quests Horse riding routes	
Orienteering	
Mountaineering/trekking	
Mountain/trail running	
MTB	
Climbing	
Mountaineering	
Abseiling	
Caving	
Zipline	
Bungee jumping	
Via ferrata	
Rope constructions	
Canyoning	
Rafting/kayaking	
Surfing, sailing, kitesurfing	
Others (specify)	

18. If you include theoretical content in your PANE sessions, how do you do it?

Separate theory and practical elements	
Theory integrated into practical elements	
Work in small groups, with theoretical and practical presentation by the students	
Small projects to be carried out over the course of a term, supervised by the teacher	
Service Learning	
Shared use of ICT	
Nature classrooms	
Project-based learning	
Others (specify):	

19. Where did you learn this content in order to work on it in the classroom? (tick the appropriate ones)

During university studies	
Sport technicians training courses	
In Teacher and Resource Centre activities	
At other courses, conferences and congresses	
With associations and friends	
On your own account	
Others (specify)	

20. Which professionals deliver PANE during the PE sessions in your school? (please tick all that apply)

Adventure company monitor	
Specialised sports technician/guide	
PE teacher	
Corresponding Federation	
Associations or clubs	
Others (specify):	

21. What kind of adventure sport facilities do you have in or around the centre that you can use freely?

Climbing wall	
Zipline	
Rope constructions (bridges...)	
Cycle paths	
Bikes parks	
Permanent, signposted orienteering circuits	
Others (specify)	

22. Do you have at school and/or do you use any kind of material for PANE in PE, how many? (tick all that apply)

	School equipment	Own material
Tent		
Sleeping bag and insulation mattress		
Mountain equipment (rucksack, boots...)		
Climbing equipment (harness, rope, carabiners, climbing shoes...)		
Mountain/road bicycle		
Caving equipment		
Head torch		
Static ropes		
Coordinates		
Others (specify):		

Finally, a section of five questions to explore the educational models you are familiar with.

23. How did you learn and how do you teach during your PE sessions? (tick all that apply)

		Training	Teaching
Traditional approaches	Direct involvement		
	Assigning tasks		
Individualised approaches	Group work		
	Individual work		
Participatory approaches	Reciprocal teaching		
	Small groups		
	Microteaching		
Cognitive approaches	Guided discovery		
	Problem solving		
Creative approaches			
Socialisation approaches			

24. What models of adventure and education programmes are you familiar with, and do you apply any of them? (tick all that apply)

	I know	I apply
Experiential learning		
Adventure learning		
Adventure education		
Outdoor education		
Outdoor learning		
High ropes courses		
Others (specify)		
I don't know any		

25. How did you learn about these adventure and education programme models?

Research and education papers	
Training through the Teachers' and Resources Centre	
University training	
Others (specify)	
I don't know any	

26. Are you willing to train in adventure and education programme models?☐

Yes

☐

No

If yes, what would be the ideal format?

University Expert Course on activities in the natural environment	
Master's Degree in activities in the natural environment	
Course organised by the Teachers Centre with a sufficient number of hours to guarantee adequate training.	
Intensive weekend courses	
Other (specify):	

27. Are you familiar with Baena's (2011) adventure teaching model for working with an Adventure Education programme?

<https://www.researchgate.net/publication/277275059> Programas didacticos para Educacion Fisica a traves de la educacion de aventura

Yes, I know it, but I have not applied it	
Yes, I know it and I have applied it	
I don't know it	