

The adventure of queering physical education – Intersections between queer pedagogies and outdoor pedagogies

Bart Bloem Herraiz

*University of Vic – Central University of Catalunya (UVic-UCC)
Research Group GETLIHC, University of Vic
Research Group Motiva2, University Pablo de Olavide*

Celia Velo Camacho

Research Group Motiva2, University Pablo de Olavide

We understand schools as key spaces for socialization that play a fundamental role in the formation of subjectivities. However, classrooms remain as a closed space, loaded with norms and expectations where, in addition, cisheteronormativity and gender roles are reproduced. Thus, knowledge, curriculum, pedagogies, and spaces are being normalized, and critical and experiential learnings for building knowledges are being set aside. This is especially visible in physical education classes, where masculine hegemony and gender binarism still prevail. However, physical education is one of the few school spaces in which students express and expose themselves fully to others, and to themselves. Queer pedagogies and outdoor pedagogies escape, from different angles, from these normativities. Hence, we present a situated approach to the intersections that we glimpse between both pedagogical proposals and present the possibilities and potentialities to build and interweave links between queer pedagogies and outdoor pedagogies in physical education.

We approach this chapter from a feminist and queer methodology lens, from which our position and gaze influence and condition the knowledge we create. Firstly, we will define both pedagogies methodologies we are working with. Subsequently, we will make a brief review of how physical education has been approached by queer pedagogies and gender studies and, on the other hand, how outdoor pedagogies have influenced physical education. Lastly, we will address the links and connections between queer pedagogies, outdoor pedagogies, and physical education, presenting specific aspects from which to work for a physical education “in which all bodies matter” (Britzman, 2016, p. 30).

Keywords: queer pedagogy, outdoor pedagogy, physical education.

Bio Bart Bloem Herraiz: Bachelor's Degree in Physical Activity and Sport Sciences and Master's in Management of Adventure Tourism Activities by the University Pablo de Olavide (Spain), and Master in Gendering Practices by the University of Gothenburg (Sweden). I am a Ph.D. student at the Interuniversity Program of Gender Studies: Culture, Society and Policies (University of Vic, Spain), and a member of the research group Motiva2: Sport, Organization and Security at the University Pablo de Olavide. Further research interests are trans people's experiences in adventure activities, and the intersections between queer and outdoor methodologies. I love traveling by bike, outdoor sports, and my vegetable garden.

Contact: bart.bloem@uvic.cat

Bio Celia Velo Camacho: Bachelor's Degree in Physical Activity and Sport Sciences, Master's in Management of Adventure Tourism Activities and Master in Sport Performance by the University Pablo de Olavide (Spain). Mountaineering guide. Their first steps in academia were in the outdoor education field. Later, their personal experiences draw them into also researching in the gender studies field. They are a member of the research group Motiva2: Sport, Organization and Security at the University Pablo de Olavide. They grew up surrounded by sports: athletics, basketball, and soccer in their village's square. I'm an avid bike-tourist, climber, and hiker; I love cooking and my vegetable garden.

Contact: celivecam@gmail.com