SAVOIRS EN SCIENCES DU SPORT

Shared Open Access Publishing Platform

Future Matters: Reimagining Physical Education for a Changing World

A Zine

Salchow MacArthur, Kelly

Keywords: Zine, Physical Education, Sustainability, Design Thinking, Future Scenarios

ABSTRACT

This document presents the zine created by Professor Kelly Salchow MacArthur as a post-seminar deliverable from the AIESEP Specialist Seminar 'Future Matters: Reimagining Physical Education for a Changing World,' held in Lausanne, Switzerland, on 5-6 February 2026. The two-day hackathon brought together 41 participants from 18 countries across 5 continents to explore how Physical Education can promote sustainable lifestyles and contribute to a healthier, greener future. Using a Design Thinking methodology structured around four ADEME future scenarios, participants empathized with user personas, ideated, prototyped, and pitched tangible solutions. The zine captures the event's keynote speakers, working groups, design process, and the spectrum of prototyped interventions that emerged — spanning pedagogical innovation, systemic change, and the development of concrete tools. It stands as a creative and accessible record of a shared conviction: that the future of Physical Education lies in its capacity to evolve toward a more systemic, collective, and ecological role.

INTRODUCTION

The following pages reproduce the zine developed by Professor Kelly Salchow MacArthur as a deliverable from the AIESEP Specialist Seminar 'Future Matters,' held in Lausanne, Switzerland, on 5-6 February 2026. Zines–self-published, small-circulation works–have long served as vehicles for grassroots knowledge-sharing and creative expression. In this context, the zine functions as a concise, visually engaging record of an intensive international event dedicated to reimagining the future of Physical Education in the face of global sustainability challenges. It documents the event's structure, participants, methodology, and outcomes, offering readers an accessible entry point into the ideas and prototypes generated during the seminar. The zine is presented here in its original form, as a testament to the collaborative and creative spirit of the 'Future Matters' community of practice.

THE ZINE

Overview

Future Matters: Reimagining Physical Education for a Changing World
A two-day hackathon exploring how Physical Education can promote sustainable lifestyles and contribute to a healthier, greener future.

https://aiesep-givnzd.manus.space

IGNITE Talks

DAY 1: Framing the Challenges
Marco Rieckman
Helen Kopnina
Paquito Bernard

Day 1: Collaborative Synthesis
Lombe Mwambwa
Cheryl Miller Houser

Day 2: Inspiration for Solutions
Julian Bleecker
Lucy Mills

UNESCO Chairs as Special Guests

Professor Catherine Carty
UNESCO Chair in Transforming the Lives of Persons with Disabilities in Education, Sport, Recreation, and Fitness (Munster Technological University)

Professor Tegwen Gadais
UNESCO Chair in Sport for Development, Peace and Environment (UQAM, Canada)

Dr. Ivan Müller
UNESCO Chair in Physical Activity and Health in Educational Settings(University of Basel)

Professor Marco Rieckmann
UNESCO Chair in Physical Education and Sport Pedagogy for Sustainable Development (University of Limerick, Ireland)

Dr. Rachel Sandford
UNESCO Chair in Sport, Physical Activity and Education for Development (Loughborough University, UK)

Future Matters participants
41 participants from 18 countries across 5 continents

ORGANIZING COMMITTEE:
Prof. Fiona Chambers
Prof. Christophe Schnitzler
Assoc. Prof. Lisa Lefévre
Dr Laura Cashman
Prof. Kelly Salchow MacArthur

Photo: Filigrane

Working Groups

Each of the 4 working groups analyzed a distinct future scenario developed by ADEME (French Agency for Ecological Transition)

Scenario 1. Frugal Generation: A world defined by sobriety and low-tech solutions.
Design Thinking Allies: Thomasson Claire & Valerian Cece / Supervisor: Lisa Lefévre
Group A
Paquito Bernard
Tegwen Gadais
Kelly Ohara
Karine Sjödin
Christina Stuhr
Group B
Oliver Farrel
Suzanne Lundvall
Laura Scott
Menno Slingerland
Josie Traberg
Kim-Tamsin Williams

Scenario 2. Regional Cooperation: A future built on territorial networks and collaboration.
Design Thinking Allies: Oceane Cochon-Drouet & Matisse Gudin / Supervisor: Laura Cashman
Group A
Dean Barker
Catherine Carty
Donna Duffy
Sally-Ann Jennifer Fischer
Jacqui Peters
Group B
Nigel Green
Seoin Heo
Alexandre Mouton
Elsa Salzedas

Scenario 3. Green Technologies: A society seeking a balance between technology and ecology.
Design Thinking Allies: Olivier Vors & Thomas Royet / Supervisor: Kelly Salchow MacArthur
Group A
Kristy Howells
Pim Koolwijk
Antonino Mulè
Ivan Müller
Sue Whatman
Group B
Nadja Černe
Kyriaki Makopoulou
Kwok Ng
Pelagia Petraki
Rachel Sandford
Nick Sore

Scenario 4. The Restoration Bet: A world relying on large-scale technology to repair a damaged climate.
Design Thinking Allies: Lisa Lefevre & Valentin Arnal / Supervisor: Christophe Schnitzler
Group A
Annica Caldeborg
SriPadmini Chennapragada
Nikolaos Digelidis
Oliver Hooper
Gaëlle Le Bot
Group B
Nicholas Margas
Nicholas Moreau
Raymond Reynolds
Matthew Ryan
Petter Wiklander

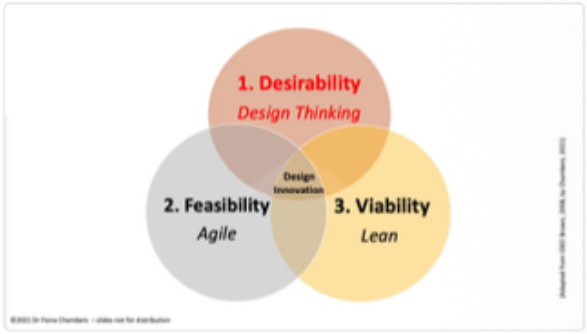
Design Thinking Process

How Might We...
Reimagine the future of physical education so that it fosters sustainability and sustainable lifestyle development for our citizens in global north and global south and planetary wellbeing.

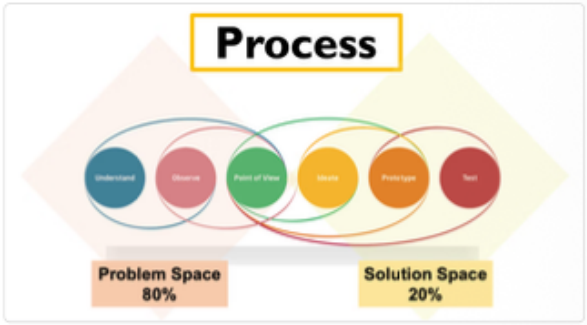
Photo: Aurore Petit Pierre

Using Design Thinking methodology,
groups deconstructed their scenario, empathized with a user persona, and ideated, prototyped, and pitched tangible solutions.

The Sweetspot of Innovation



Design Thinking is Our Superpower



Hasso Plattner Institute, 2018

Three Enabling Factors for the Design Team

© Dr. Fiona Chambers

We Pledge to...

Create a supportive environment, where everyone feels welcome, listened to and respected.

Trust the process, knowing that by following the tasks, we will reach an agreed solution (but we may fail along the way)

Keep things simple and clear, focusing on what matters most—solving our challenge and having fun while doing it.

Prepare and support one another, jointly completing agreed tasks and helping our teammates feel confident and ready.

Work collaboratively across languages, roles, and locations, valuing the strength of our diverse, global team of participants.

Day 1: Design Thinking Process

UNDERSTAND / OBSERVE / POINT OF VIEW

After being introduced to the theoretical framework and the ADEME scenarios, participants chose the scenario they wished to join. Each of the four scenarios had two design teams groups. The first task was to build empathy for the inhabitants of their assigned future. This was facilitated through semantic analysis of the broad challenge, community mapping and interviewing a persona - fictional characters representing key community members i.e., the PE teachera teacher). By stepping into the shoes of these personas, participants moved from abstract concepts to concrete human challenges and aspirations. Groups then worked to define a specific problem (Point of View) being faced by the PE teacher persona

Day 2: Design Thinking Process

IDEATE / PROTOTYPE / PITCH

The second day was dedicated to brainstorming solutions (ideation) and developing them into tangible concepts (prototyping). Once again teh persona and their actual problem was the focus. This practice of using fictional characters (personas) to explore possible futures is a form of design fiction (Bleecker, 2009), a creative tool that helps prototype not just products, but entire worlds. The prototypes were not expected to be polished products but rather concrete representations of an idea—a storyboard, a tool, a curriculum outline, a narrative. The process culminated in a "pitching" session, where each group had three minutes to present their prototype to the entire seminar. This final stage served as the "testing" phase, where ideas were shared and received feedback from peers.

Results

A Spectrum of Prototyped Futures for Physical Education

The seminar produced a spectrum of creative interventions, reflecting the varied expertise and perspectives of the international participants. The outcomes can be broadly categorised into three overlapping areas of innovation:

1. Pedagogical and curricular transformation,

2. systemic and professional development, and

3. the development of tangible tools and methodologies.

One significant cluster of prototypes focused on **curricular and pedagogical innovation at the grassroots level**. These proposals often took the form of narrative case studies or project-based learning modules designed to be implemented directly by teachers. A common thread was the emphasis on shifting PE away from traditional, resource-intensive sports towards more sustainable, embodied, and locally relevant practices. Concepts included interdisciplinary projects that integrated skills like mechanics and sustainable transport, and curricula that leveraged community resources and knowledge to create a more inclusive and low-impact PE ecosystem. These prototypes championed a bottom-up approach, demonstrating how individual teachers and schools could enact meaningful change even in the face of systemic inertia.

A second category of prototypes addressed **systemic change through policy and professional development**. Recognising that grassroots efforts can be constrained by larger structures, these proposals targeted the systems that shape teacher practice. One powerful concept, presented through a compelling storytelling metaphor, argued for the necessity of disruptive, immersive professional development. It proposed a mandatory, long-term exchange program that would remove teachers from their familiar contexts, forcing them to confront their biases, develop intercultural empathy, and broaden their pedagogical horizons. Such proposals highlighted the need for institutional commitment to foster the deep, reflective, and adaptive capacity required of educators in a rapidly changing world.

Finally, several groups developed **tangible tools and methodologies designed to empower both teachers and students**. These prototypes were not abstract ideas but concrete instruments for navigating the complexities of their future scenarios. For instance, in response to a volatile and unpredictable future, one group designed a visual, collective decision-making tool to help students and teachers co-assess environmental conditions and adapt lesson content accordingly. Another group, tackling a future reliant on technology, proposed a framework for using accessible, low-cost tech (such as mobile phones and basic wearables) to enhance movement analysis and build climate-specific health literacy in heat-stressed environments. These tools exemplified a human-centred approach to innovation, where technology and methodology serve the primary goals of safety, agency, and learning.

Collectively, the eight prototypes demonstrated a remarkable capacity to translate abstract future scenarios into concrete, imaginative, and context-specific solutions. They moved the conversation from the problem of the planetary crisis to a diverse portfolio of possible responses, each grounded in the core values of sustainability, equity, and meaningful movement.

---

1. Nature as a Partner:
The "Frugal Generation" group proposed a paradigm shift, viewing nature not as a resource to be consumed but as a pedagogical partner. Their prototypes included low-impact activities like "nature biathlons" and responsible climbing, emphasizing direct, embodied experience.

---

2. The Teacher as a Network Weaver:
The "Regional Cooperation" group envisioned the PE teacher as a central actor in territorial cohesion, forging partnerships with local associations and municipalities to create integrated, place-based learning experiences.

---

3. Technology as a Pretext for Action:
The "Green Technologies" group cautiously embraced technology, prototyping a gamified mobile application that turns waste collection into a fun, competitive, and educational activity, demonstrating how technology can serve as a catalyst for real-world environmental engagement.

---

4. The Infrastructure Bet:
The "Restoration Bet" group transformed a high-tech scenario into a pragmatic call for investment in resilient educational infrastructure, prototyping a self-sufficient and climate-adapted school complex.

Post-Seminar Deliverables

Conclusion
The seminar demonstrated a shared conviction among international experts that PE's future lies in its capacity to evolve beyond individual performance toward a more systemic, collective, and ecological role. The event generated innovative ideas while fostering a global community of practice dedicated to designing a more sustainable and relevant Physical Education.