

## Training of PE Teachers

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### Overview of the Training

Training Dates:	9-11 June 2015
Training Venue:	School, Mazar-e-Sharif, Balkh Province
Trainees:	20 Teachers (Background: 4 with PE background, 3 with some PE experience, 13 with no PE background) 3 Staff members of the Provincial PE Department (Total 19 female; 4 male)
Trainers:	4 Master Trainers (2 male; 2 female) 1 Supervisor from Directorate of Physical Education, Ministry of Education (MoE)
Support Team:	GIZ Sport for Development (S4D) team (2 persons)

### Objective of the Training

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The objectives of the two rounds of training program were to develop, introduce, and teach....

1. exercises and materials in accordance with the PE Teacher Guides for grades 4-9.
2. exercises that are games-based, child-centered and easily implementable.
3. practical sport lessons adapted to the different prevailing conditions (e.g. classroom, schoolyard, sports ground etc.), age group, and resources such as sports equipment.
4. skills and competencies of the teachers to implement child-centered, inclusive games and physical activities for girls in grades 4-9.
5. volleyball and basketball skills, techniques, as well as umpire rules, in accordance with the PE Teacher Guides for grades 10-12.

### Content of the Training

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The content of the 1<sup>st</sup> round of the training included the following:

- Importance of PE and sport for kids, particularly for girls and young women.
- Child-centered approaches
- Competencies of a good PE teacher
- Role-play
- Model PE Lesson
- New games and adapting the games
- Difference between sport and PE
- Planning and implementing a PE Lesson

### How the Training Begin?

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The first day of the training was commenced by the remarks from Person A, Director of Education Directorate of Balkh Province. Person A, who is a religious scholar, referred to a verse of the Holy Quran and emphasized the importance of sport and physical education from the religious point of view. Thanking GIZ S4D, Person A said:

*“Non PE teachers can become professionals receiving such training, and using opportunities provided by GIZ.” “I hope after this training when you go to your schools you share the knowledge with other teachers and do things differently.”*

It is worth mentioning that the remarks of Person A were broadcasted on National TV of Afghanistan, both in Mazr-e-Sharif and Kabul.

## **What Went Well?**

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### **Leadership by DPE, MoE**

The MTs, though one of them was not feeling well, were well prepared to conduct the training. They demonstrated their motivation and commitment. They took the lead in both practical and theoretical portions of the training, including the feedback and distribution of the questionnaires.

### **Full Engagement of the Teachers into the Training**

Despite the hot weather, all the teachers were fully engaged in the training sessions. There were lots of discussions and debates. They all expressed their interest and enthusiasm in learning new skills, particularly the games.

### **Positive Change and Transformation of the Teachers**

At the initial stage of the practical sessions, some of the teachers believed that the games could not be practiced without proper equipment. Further they believed the games were only applicable for lower grades and that higher grades students would not show interest in the games. However, by the end of the training they realized the games could be adopted and practiced with even with no or little equipment, and they understood how they could adapt games to different grades and age groups.

Participant A, one of the PE teachers, who has a BA in Dari Literature and no PE background but experience said, *“Now I realized that with little simple equipment and in a small confined place, I can practice games.”* She added, *“I can adopt and change games relevant to different age groups and grades, and apply them in such a way to make all the students move.”*

Participant B, a PE teacher of High School ABC, with a PE background, said, *“I learned that even 12<sup>th</sup> grade students enjoy the games. Sport is not just volleyball.”*

Participant C who has no PE background and is a social science graduate said, *“I did not know about the games before the seminar. Now I learned the games and am able to perform them even inside the class.”*

### **Comments Made by the Teachers**

On day three, participants were asked a question about what they would do differently when they return to their schools. In response to the question, some teachers made commitments; below is the summary of their commitments:

- *I will train all the teachers of grades 1-3 how to perform the games that I learned from this seminar.*
- *I will help/assist teachers of grades 1-6 to perform the games. I will cover the classes which are not even in my schedule.*
- *I will pass the knowledge I got from the trainers. I will also pass on the message about the availability of PE Teacher's Guide.*
- *I will perform the games inside the class having all students engaged.*
- *I will work on the PE lesson plan and share it with other teachers.*
- *I will communicate and advocate that PE is one of the important and core subjects of school and should be weighted same as other subjects.*

### **Things to improve**

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As there is always room for improvement and learning, the following points need to be improved.

- Capturing the discussions and points raised on flipcharts and/or cards to summarize and report on the training. Moreover, MTs should receive support in taking notes during the sessions.
- Time management was a concern for MTs and the GIZ S4D team. MTs need to work on how to manage their time well. However, by the last day of the seminar time management improved.
- MTs need to be expertise or highly knowledgeable on the training content so they may clearly portray concepts about each topic. For example, MTs had unclear understanding on what competencies and success criteria mean. GIZ S4D provided some hints, however the MTs still had difficulty.

## **Annex A: Summary of classroom discussions with teachers<sup>1</sup>**

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### **The importance of PE and sport for students, particularly the girls**

- PE is very important for students particularly girls because:
- Strengthens their body (physical improvement)
- Improves their cognitive skills
- Help them learn better
- Girls don't have the opportunity and facility to do sport out of school time, therefore, PE
- class is a good opportunity
- They will be tired sitting in the class, they need to move
- Sport motivate students and enhance their skills
- Improves their health
- Will be mentally prepared
- Boost their self-confidence
- Enhances the friendship and team spirit amongst the students

### **What is child centred approach and why it is important**

- Students should work more
- Full participation of the students in the entire class
- Giving the lead to the students to perform the games
- Evaluation of the performance of the game by the students
- Will encourage and motivate the students

### **A good PE teacher should be/have**

- Good understanding and knowledge of the PE
- Ability to motivate the students
- Work without any discrimination
- Have self-confidence
- Good behaviour and attitude
- Sense of cooperation
- Proper planning
- Control over the class
- Is punctual and have a good time management

### **Comments and feedbacks on the performance of the game**

- Good team work
- Good coordination of the moves
- Participation of the entire class/group
- Good control over the students

### **Points to be improved:**

- Time management

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<sup>1</sup> Summary captured from the flipcharts produced during the feedback sessions, which followed the group work and practical sessions

- Communication/ explanation of the game
- Voice control
- Advance preparation of the teacher

**A good PE plan should have/be:**

- Proper time slot
- introduction
- Main theme
- Closure
- Goal and objectives
- Linked with the previous and new lesson
- According to the level of the students

**Annex B: Sample PE plan**

The image shows a handwritten PE plan on a green sheet of paper. At the top, it is titled 'پلان یک جلسه درسی مخصوص تربیت بدنی' (One-session PE plan). Below the title, there are handwritten notes in Pashto: 'اسم معلم: محمد سالم عباس' (Teacher's name: Muhammad Saleem Abbas), 'صنفت: پنجم الف' (Class: 5th Alif), 'تعداد دانش آموزان: 35 نفر' (Number of students: 35), and 'موضوع: بازیچه (توپ و حلقه و طناب)' (Topic: Toy (ball, ring, and rope)).

The main part of the plan is a table with two columns: 'محتویات' (Contents) and 'وقت' (Time). The table lists various activities and their durations:

محتویات	وقت
ضبط اول - آواز گوی	5
چرخش در جهت عقربه‌های ساعت	6
تمرین کلاس اولی - حرکت گلوله	6
نشار بازی	30
انواع ورزش	30
حرکت گردن خارجا	15
حرکت شانه بعدانی	15
حرکت آرنج	15
حرکت مچ دست	15
حرکت سینه دراز دست	15
حرکت کمر	15
حرکت زانو	15
حرکت مچ پا	15
قسمت اساسی	25
اجرای بازیچه و تشویق آن و تمثیل	25
قسمت خاتمه درس	5
مسرتاوسه بدن	5
دادن کار خانگی	5

Additional handwritten notes on the left side of the table include: 'شماره بازیچه در یک صف ایستاده در خارج کلاس' (Number of toys in a line standing outside the class), 'حرکت پیش رو - حرکت چپ و راست' (Forward movement - left and right movement), 'دانش آموزان را در دو صف جداگانه و در جهت مخالف یکدیگر' (Students in two separate rows facing opposite directions), 'حرکت گردن بعدانی' (Neck movement), 'حرکت شانه' (Shoulder movement), 'حرکت آرنج' (Elbow movement), 'حرکت مچ دست' (Wrist movement), 'حرکت سینه دراز دست' (Chest movement), 'حرکت کمر' (Back movement), 'حرکت زانو' (Knee movement), 'حرکت مچ پا' (Ankle movement), 'قسمت خاتمه درس' (End of lesson), 'مسرتاوسه بدن' (Body relaxation), and 'دادن کار خانگی' (Homework).

## Annex-C. Training Content/ Plan Continued

Time	Content/themes
<b>Day One</b>	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کننده
0830-0900	Greeting and introduction of the training contents, facilitators and trainees خوش آمدید و معرفی اجزای برنامه آموزشی، معرفی ماستر ترینران و معلمین تربیت بدنی
0900-0930	Pre-training questionnaires (with tea break) پرسشنامه قبل از آموزش و وقفه چای
0930-1000	Group discussion on the importance of PE and sport for students particularly girls بحث گروهی در مورد اهمیت تربیت بدنی و ورزش برای شاگردان و بخصوص دختران
1000-1100	Group discussion on child centred approaches بحث گروهی در مورد روش شاگرد محوری
1100-1200	"Show me what you got": Assessing the games already known by the teachers "نشان بدهید که چه چیزی را یاد دارید": بررسی بازی های که معلمین قبلاً آموخته اند
1200-1230	Feedback on performance and management of the games ارایه نظریات در مورد اجرا و مدیریت بازی ها
1230-1330	Lunch Break, prayers وقفه نان و نماز
1330-1400	Model PE lesson درس نمونه تربیت بدنی
1400-1415	Feedback on model PE lesson ارایه نظریات در مورد درس نمونه تربیت بدنی
1415-1430	Agree on success criteria/competencies توافق روی معیارهای موفقیت/ شایستگی ها
1430-1445	Wrap up of the day نتیجه گیری و ختم روز اول
1445-1515	Facilitation team meeting جلسه تیم تسهیل کننده

Day Two	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کننده
0830-0845	Quick review of day one and introduction of day two مرور مختصر روز اول و معرفی روز دوم
0845-0915	Brief orientation/information on TGs (with tea break) آشنائی و معلومات مختصر در مورد کتاب رهنمای معلم
0915-0945	Quick review of TG for grades 4-6 and identification of games مرور مختصر کتاب رهنما صنوف اول الی ششم با توجه به بازی ها
0945-1100	Playing and developing/adapting games in line with TGs #1 اجرای و توسعه/تغییر بازی ها در مطابقت با کتاب رهنمای اول
1100-1200	Feedback on performance and management of the games ارایه نظریات در مورد اجرا و مدیریت بازیها
1200-1300	Lunch Break, prayers وقفه نان و نماز
1300-1415	Planning a PE class (Part 1) پلان و برنامه ریزی برای یک صنف تربیت بدنی بخش اول
1415-1430	Wrap up of the day نتیجه گیری و ختم روز اول
1430-1500	Facilitation team meeting جلسه تیم تسهیل کننده

Day Three	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کننده
0830-0845	Quick review of day two and introduction of day three مرور مختصر روز دوم و معرفی روز سوم
0845-0900	Tea Break وقفه چای

0900-1000	Planning a PE class (Part 2) پلان و برنامه ریزی برای یک صنف تربیت بدنی بخش دوم
1000-1215	Practical demonstration of PE class (25 mins/group) اجرای عملی صنف تربیت بدنی ( 25 دقیقه برای هر گروپ)
1215-1315	Lunch Break, prayers وقفه نان و نماز
1315-1415	Next steps: Action plan گام های بعدی: پلان کاری یا عملی
1415-1430	Post-training questionnaires پرسشنامه بعد از آموزش
1430-1445	Closing and distribution of certificates خاتمه و توزیع تصدیق نامه ها
1445-1515	Facilitation team meeting جلسه تیم تسهیل کننده