Training of PE Teachers

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

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

The content of the 1st 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?

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?

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 12th 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

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

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

---

1 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**
<table>
<thead>
<tr>
<th>Time</th>
<th>Content/themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One</td>
<td></td>
</tr>
<tr>
<td>0800-0830</td>
<td>Facilitation team meeting</td>
</tr>
<tr>
<td>0830-0900</td>
<td>Greeting and introduction of the training contents, facilitators and trainees</td>
</tr>
<tr>
<td>0900-0930</td>
<td>Pre-training questionnaires (with tea break)</td>
</tr>
<tr>
<td>0930-1000</td>
<td>Group discussion on the importance of PE and sport for students particularly</td>
</tr>
<tr>
<td></td>
<td>girls</td>
</tr>
<tr>
<td>1000-1100</td>
<td>Group discussion on child centred approaches</td>
</tr>
<tr>
<td>1100-1200</td>
<td>“Show me what you got”: Assessing the games already known by the teachers</td>
</tr>
<tr>
<td>1200-1230</td>
<td>Feedback on performance and management of the games</td>
</tr>
<tr>
<td>1230-1330</td>
<td>Lunch Break, prayers</td>
</tr>
<tr>
<td>1330-1400</td>
<td>Model PE lesson</td>
</tr>
<tr>
<td>1400-1415</td>
<td>Feedback on model PE lesson</td>
</tr>
<tr>
<td>1415-1430</td>
<td>Agree on success criteria/competencies</td>
</tr>
<tr>
<td>1430-1445</td>
<td>Wrap up of the day</td>
</tr>
<tr>
<td>1445-1515</td>
<td>Facilitation team meeting</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>0800-0830</td>
<td>Facilitation team meeting</td>
</tr>
<tr>
<td>0830-0845</td>
<td>Quick review of day one and introduction of day two</td>
</tr>
<tr>
<td>0845-0915</td>
<td>Brief orientation/information on TGs (with tea break)</td>
</tr>
<tr>
<td>0915-0945</td>
<td>Quick review of TG for grades 4-6 and identification of games</td>
</tr>
<tr>
<td>0945-1100</td>
<td>Playing and developing/adapting games in line with TGs #1</td>
</tr>
<tr>
<td>1100-1200</td>
<td>Feedback on performance and management of the games</td>
</tr>
<tr>
<td>1200-1300</td>
<td>Lunch Break, prayers</td>
</tr>
<tr>
<td>1300-1415</td>
<td>Planning a PE class (Part 1)</td>
</tr>
<tr>
<td>1415-1430</td>
<td>Wrap up of the day</td>
</tr>
<tr>
<td>1430-1500</td>
<td>Facilitation team meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800-0830</td>
<td>Facilitation team meeting</td>
<td>جلسه تیم تسهیل کننده</td>
</tr>
<tr>
<td>0830-0845</td>
<td>Quick review of day two and introduction of day three</td>
<td>مرور مختصر روز دوم و معرفی روز سوم</td>
</tr>
<tr>
<td>0845-0900</td>
<td>Tea Break</td>
<td>وقفه چای</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>0900-1000</td>
<td>Planning a PE class (Part 2)</td>
<td>پلان و برنامه ریزی برای یک صنف تربیت بدنی بخش دوم</td>
</tr>
<tr>
<td>1000-1215</td>
<td>Practical demonstration of PE class (25 mins/group)</td>
<td>اجرای عملی صنف تربیت بدنی (25 دقیقه برای هر گروه)</td>
</tr>
<tr>
<td>1215-1315</td>
<td>Lunch Break, prayers</td>
<td>وقفه نان و نمای</td>
</tr>
<tr>
<td>1315-1415</td>
<td>Next steps: Action plan</td>
<td>گام های بعدی: پلان کاری یا عملی</td>
</tr>
<tr>
<td>1415-1430</td>
<td>Post-training questionnaires</td>
<td>پرسشنامه بعد از آموزش</td>
</tr>
<tr>
<td>1430-1445</td>
<td>Closing and distribution of certificates</td>
<td>خاتمه و توزیع تصدیق نامه ها</td>
</tr>
<tr>
<td>1445-1515</td>
<td>Facilitation team meeting</td>
<td>جلسه تیم تسهیل کننده</td>
</tr>
</tbody>
</table>