



Sports Management in Schools: Training Manual for Physical Education Teachers and School Teachers

Khyber Pakhtunkhwa

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Introduction

Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa (KP) has developed a Schools Sports Strategy. The Situation Analysis study for the development of the sports strategy highlighted a number of gaps and limitations for the revival of sports in schools across the province. The findings prompted the initiation of a comprehensive training needs assessment for Physical Educators (PEs) across the province. This TNA highlighted and emphasizing a number of areas calling for professional development on a range of skills for the PEs.

Over the past few years, the Elementary and Secondary Education Department (E&SED) has implemented several initiatives aimed at fortifying the sports management framework within schools. The effectiveness of these endeavours' hinges upon the presence of proficiently trained Physical Educators. Aligned with the objectives of the KP Schools Sports Strategy and guided by the outcomes of the Training Needs Assessment (TNA), this manual has been meticulously crafted to support Physical Education Trainers, Teachers, and faculty members responsible for overseeing sports activities in schools. It furnishes comprehensive guidance on the significance of physical education at the school level while advocating for the involvement of parent teacher councils, sports icons, and alumni to amplify student engagement in sports-related endeavours.

Furthermore, this module explores the methodologies and strategies for curating school sports teams and the identifying sporting talent. It also offers an extensive discourse on sports injuries and emergency protocols. By equipping Physical Educators with essential knowledge in sports management, the manual aims to refine their abilities in orchestrating various types of sports competitions, encompassing on-ground coordination, decision-making, officiating, and post-match ceremonies organization.



Objectives of the Training



- | **01** ➤ The objective of this training manual is to capacitate PEs and other subject teachers to address the challenges around shortage of PEs in public sector schools;
- | **02** ➤ Enable participants to learn the techniques to maintain sports facilities and equipment in schools;
- | **03** ➤ Facilitate training participants to prepare schedule of locally popular sports activities and events in collaboration with school alumni, local sports heroes and members of parent teachers' councils;
- | **04** ➤ Improving management skills to arrange different sports events at school, tehsil and district level;
- | **05** ➤ Enhance the capacity of the PEs to coordinate with line departments at district level to ensure that sports events are organized in collaboration with district and tehsil sports officers;
- | **06** ➤ Sharing the experiences and learnings by the school alumni and local sports heroes to inspire young players in schools;
- | **07** ➤ Enhance the role of other subject teachers in managing sports activities;
- | **08** ➤ Efficient allocation of the sports funds for schools to manage sports equipment and other facilities required to play different sports;
- | **09** ➤ Engaging private sector entities for promoting public-private partnership to manage sports activities at school level.

Purpose and Scope

This manual is crafted with the aim of enhancing the competencies, expertise, and capabilities of sports managers and educators in arranging sports events within school settings. By providing comprehensive guidance, this manual aids the education department in sourcing appropriate sports coaches for organizing these events. Participants will gain insights into diverse techniques and methodologies essential for effectively managing sports competitions, maintaining sports facilities, and grasping the nuances of sports psychology. Additionally, it acquaints participants with the pivotal role played by sports heroes from alumni cohorts in fostering a culture of sporting excellence within the institution.



Target Audience of the Training

The manual is primarily developed for training of sports teachers and Physical Educators from public sector schools. Initially the participants will be selected from 10 districts of Khyber Pakhtunkhwa namely, Lower Dir, Malakand, Mansehra, Abbotabad, Peshawar, Khyber, Mowshehra, Charsadda, Kohat and Hangu. In this phase PEs, district and tehsil level sports focal persons, other teachers volunteering as PEs and selected school alumni will be provided with a training to manage sports in their respective districts. The total number of trainees will be 200 PEs from the ten districts mentioned above. This training will indirectly benefit physical education teachers from selected districts.



Summary of the Manual

The trainer's manual is designed for training facilitators who will conduct this training for public sector sports teachers and sports managers. The structure of this manual is as follows:

Registration /Introduction

It contains the activities to formally initiate the training. It includes registration and attendance, recitation of Quran, welcome note, opening of training programme, introduction of participants, expectations of participants from the training, setting up rules for training, discussions on training objectives etc.

Aim

To introduce the participants to each other and to the course programme

Outcomes of the session

By the end of this session participants will have:



Been welcomed and introduced



Reviewed the training objectives and the programme



Discussed norms and logistics for the training



Discussed their expectations

Session overview

Step	Time	Activity/method	Content	Resources Needed
1	15min	Individual	Registration	
2	15min	Participants Introduction	Introduction	Icebreaker
3	05min	Individual	Expectations	Index cards
4	10 min	Facilitator Presentation	Objectives and agenda of training program	PowerPoint presentation
6	10min	Facilitator Presentation	Training overview	Training Manual
7	5 min	Brainstorm	Ground rules	Flip charts

Icebreaker Activity: Introduction of Participants

- | **01** ▶ Trainer shall welcome the participants of the training workshop and introduce himself/herself to them.
- | **02** ▶ The trainer shall ask each participant to introduce his/her name by simply adding an adjective before their name that begins with the same letter as their name. They would be doing this before sharing their designation and the name of their organization.
- | **03** ▶ The trainer shall begin by introducing himself/herself.

- | **04** ▶ For example: “I am brilliant Babar. I work in “School” as a PE or Subject Teacher.” “I am Intellectual Intizar Hussain. I work in “School” as EST.”
- | **05** ▶ This can be done while the participants remain seated, however it becomes more fun and interactive if the participants gather in a circle. Each participant moves into the circle while introducing himself/herself.



▶ SESSION I

Physical Education in Educational Institutions



Aim:

At the end of the session, participants will be able to understand and explain the importance of the physical education as a subject as well as the role of physical education teachers in an overall development of students during their academic years.

Outcomes of the Session

By the end of the session participants will be able to:

- ◆ Explain the importance of physical education.
- ◆ Prepare and enlist physical education activities in schools.
- ◆ Describe and explain the process of formation of a morning assembly
- ◆ Plan and organize aerobic exercises (PT)
- ◆ Develop Physical Fitness plan for secondary school level students.
- ◆ Chalk out community engagement plan with a focus on involving sports heroes as coaches

Session overview

1 hours

Step	Time	Activity/method	Content	Resources Needed
1	20 min	Presentation and facilitated discussion	Brief discussion on Physical Education (PE) its importance and need of PE in schools. Characteristics of Quality PE program Reasons why PE is important in schools Games and Sports and co-curricular activities in schools. Conducting the morning assembly and flag hoisting	Training manual Handout -
2	15 min	Group work	Group Work Sheet -1	Flip charts, cards and markers
3	20 min	Presentations and facilitated discussion	Roles of PEs	Training Manual
	20 min		Role of PEs in daily school activities (Job Description)	

4	40 min	Presentations and facilitated discussion	Engaging Communities / Sports heroes and players Formation of school sports programme by engaging sports heroes and communities /PTCs Presentation of school sports programme by training participants	Training manual
5	5 min	Synthesis of session	Questions & Answers	

The trainer will open the session by defining education in general and then discussing importance as well as the need of physical education in schools. He/she would also be sharing power point presentations.

1.1. Education

Education can be defined as; An on-going process that occurs throughout our lifespan.

1.2. Physical Education

An educational process that uses physical activity as means to help people acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being.

Physical Education (PE) is considered a type of education that contributes to the development of the whole person. No other area or specialty of education helps children maintain an active lifestyle. Physical education emphasizes on the physical side of life and ultimately helps all children succeed regardless of ability or skill level.

Physical education instils a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and disciplined.

Physical education plays an important role in:

- ◆ Enhancing an individual's ability to concentrate and maintain focus.
- ◆ To learn and develop fundamental movement skills.
- ◆ To become physically fit to participate regularly in physical activities.
- ◆ To learn the benefits of physical engagement.
- ◆ To appreciate the value of physical activity and its contribution to a healthy lifestyle

The major role of PE is to rehabilitate the students for the next academic course, as they usually feel fatigued after classroom teaching processes.

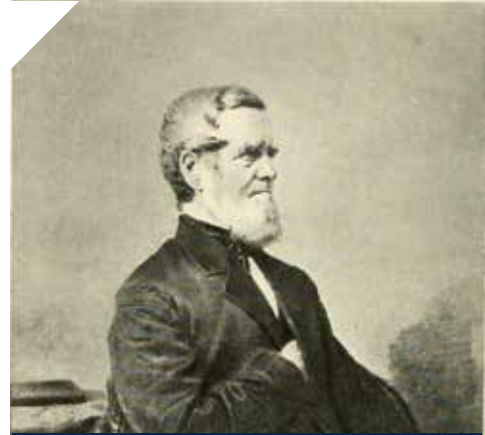
¹Adopted from lecture of Dr.Muhammad Zafar Iqbal Butt (Chairman Department of Sports Sciences &PE) PU LHR

The Beginning / Origin of Physical Education



Johann Bernhard Basedow 1723-1790

He was the first to recognize the importance of exercise and physical education. He prescribes that PE requires a specific uniform for his students to allow unrestricted movement. He offered a camp for 2 months during summers for the children.



Charles Beck 1798-1866

A friend and follower of Johann was hired to teach Latin and Physical Education in the form of German gymnastics. He became the first official Physical Education teacher in America.



Diocletian (Dio) Lewis 1823-1866

Did more to promote physical education than any other single individual. He opened the Normal Institute of Physical Education in Boston. He is the inventor of bean bags and wooden dumbbells. He also employed music to enhance the impact of physical exercises/activities.



1.3 Physical Education and Sports

Game or sport is a proper (official or legitimate) physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. In order to engage students in physical activities various modes/ co-curricular activities have been introduced in schools. In human history following were few of the games/sports which were introduced at educational institutes.

1.4 Modern Physical Education

In 1893—Thomas Wood—"The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make the physical contribute its full share to the life of the individual, in environment, training, and culture."

1.5 The Changing Face of Physical Education

Old PE

- ◆ Large groups, limited equipment
- ◆ Athletes are leaders
- ◆ Teacher directed
- ◆ Emphasis on competition
- ◆ Grades based on attendance, dress, skill, level, fitness scores

New PE

- ◆ Small groups; adequate equipment for active participation
- ◆ All students have opportunities for success
- ◆ Health related
- ◆ Emphasis on cooperation
- ◆ Grades based on self-improvement, self-evaluation; peer assessment, skill rubrics

1.6. The Need for Physical Education in Schools²

Schools and education institutions need a robust PE programme to maintain physical and mental health of the students. We need to have a quality PE programme that is needed to;

- ◆ Increase physical activity
- ◆ 30 minutes of PE can offer 1,200–2,000 steps of moderate physical activity
- ◆ Positive experiences in PE encourage children to be active as adults
- ◆ Overweight children grow into overweight adults
- ◆ A quality PE programme educates students physically and can contribute to academic learning
- ◆ Equip students with the skills necessary to be active adults
- ◆ Physical activity provides immediate and short-term benefits
- ◆ Active children are more likely to be active adults

1.7 Characteristics of a Quality Physical Education Program

- ◆ Organized around content standards that are directly related to instruction and evaluation.
- ◆ Customised to match the developmental level, characteristics, and interests of students, ensuring it aligns with their individual needs and preferences.
- ◆ Physical activity and motor-skill development is core of programme.
- ◆ Teach management skills and self-discipline.
- ◆ Emphasize inclusion of all students.
- ◆ Instruction focused on process of learning skills rather than outcome of performance.
- ◆ Teaches activities that promote lifetime activity, health, and wellness.
- ◆ Teaches cooperation and responsibility while fostering sensitivity to diversity/variety peace and tolerance among students.

² Adopted from lecture of Dr. Muhammad Zafar Iqbal Butt (Chairman Department of Sports Sciences & PE) PU LHR reasons why Physical Education is so important in schools by Chester College International School (C.C.I.S.)



A quality PE education programme should include the following three things

- Opportunities for students to learn (time, equipment)
- Meaningful Content (variety, understanding)
- Appropriate Instruction (inclusion, practice, assessment)

1.8 Reasons why Physical Education is so important in schools³

- 01** ▶ Students who play sports are better able to concentrate and maintain focus, which has a positive impact on their academic life. This can lead to improved attainment in all other academic subjects.
- 02** ▶ Regular exercise is vital in the fight against child obesity. We all know the many health problems that are associated with obesity and how important it is to lead a healthy, active lifestyle. Positive exercise habits that are implemented in childhood and adolescence will likely continue into adulthood.
- 03** ▶ Students who exercise regularly have a better quality of sleep. They are therefore more alert in classrooms and have higher levels of concentration.
- 04** ▶ Physical exercise helps children relieve stress and anxiety. Young people today are arguably under more pressure than ever, so it is vital for them to have an outlet for this stress.
- 05** ▶ Playing sports in groups help young people to improve their teamwork and leadership skills. It also helps to form stronger bonds between peers and promotes a healthy class dynamic.
- 06** ▶ Physical activity promotes positive body image in teenagers, especially amongst women and girls. In this age of social media and societal pressure to look a certain way, this is of utmost importance.

³ Retrieved at <https://www.chestercollege.org/blog/10-reasons-why-physical-education-is-so-important-in-schools/>

- | 07 ▶ Sports teaches children an improved self-discipline. They can implement this self-control in all aspects of their life, resulting in a better control over their emotions and greater level of motivation in their studies.
- | 08 ▶ PE helps children develop confidence. This can positively impact various of their lives, such as their personal relationships and ability to integrate quickly and make friends easily as well as thinking about their future goals.

- | 09 ▶ Sport helps children develop their motor skills and strengthen their muscles. When fine motor skills are developed, children will be more adept at handwriting or playing a musical instrument.
- | 10 ▶ Children who play regular sports have improved behaviour in school.

1.9 Games and Sports activities in schools from 1900-20s

- Midnight
- Roll Ball
- Puss in the Circle
- Spider
- Huntsman
- Brownies and Fairies
- Frog in the Sea
- The Lost Child
- Run for Your Supper
- Crows and Cranes



In Pakistani Perspective some of the old traditional games in schools are

- ◆ Volleyball
- ◆ Football
- ◆ Kushti, Malakhra (Local Wrestling)
- ◆ Kabaddi
- ◆ Rassa Kashi (Tug of War)
- ◆ Hockey

Besides these games there are few other co-curricular activities in schools such as conduction of morning assembly, PT shows Flag Hosting, etc.

1.10. How to Conduct School Assembly / Flag hoisting

Morning school assembly is a unique way to teach moral and disciplinary values to the students. This activity helps in personality grooming of the students as well as a source of attitude building and enhancement of presentation skills. School students learn about 70 % of rules and regulations from this activity. If a school conduct Daily School Assembly it means the Rules and regulation condition of that school is 50% better those who do not conduct daily morning assembly. This activity may take 20-30 minutes of school staff and students. There are certain rules and regulations that needed to be followed. Here are some basic rules to need for applying in your school in order to organize better school assembly on daily bases.

- | 01 ➤ First bell will ring at AM.
- | 02 ➤ All students will move to their respective classes.
- | 03 ➤ Class teacher will lead his/her line from the class to selected assembly area.
- | 04 ➤ Students will line up one by one (keeping the standard distance) from their seats to the corridor wall, of their class rooms.
- | 05 ➤ The teachers will decide line structure height wise or roll number wise etc.
- | 06 ➤ Students must be trained to walk smartly, quietly and maintaining line discipline.
- | 07 ➤ Line will move on the left side of the corridor or path ways.
- | 08 ➤ Students must be lined up as per the space allotted by sports teacher or class teacher at AM.
- | 09 ➤ Monitors / Prefects will march from the place allotted to national flag post.
- | 10 ➤ Chief Prefect (senior most) will unfold the flag.
- | 11 ➤ Principal/in-charge Head teacher or PET will open the assembly then.
- | 12 ➤ Class whose presentation is must stands close to assembly stage.
- | 13 ➤ Presentation must include;
 - a. Recitation from the Holy Quran (verses must be specially selected)
 - b. Translation in Urdu, Pushto
 - c. Translation in English (if deem necessary).
 - d. Brief speech or skit.
 - e. Thought of the day.
 - f. Announcement by Principal (if any)
 - g. National Anthem.

- | 14▶ Students of each grade will move to their respective class rooms.
- | 15▶ From assembly to class the teachers taking first period will take students in the queue to their class rooms. Principal/PETs will develop route for different classes for the assembly.
- | 16▶ Presentation rules: -
Proper routine (scheduled) will be developed for the whole school, e.g.
 - a. Monday ” Grade 6th
 - b. Tuesday ” Grade 7th
 - c. Wednesday ” Grade 8th
 - d. Thursday ” Grade 9th
 - e. Friday ” Grade 10th
 - f. Saturday ” Combine(It can be made date wise instead of days)
- | 17▶ Class teacher will make routine for the students to participate.
- | 18▶ Every student must participate.
- | 19▶ 100% equal chances to every student of the class.
- | 20▶ Class teacher will ensure correct pronunciation and selection of the text (preparation of students to make presentation in morning assembly).
- | 21▶ No controversial topics should be selected.
- | 22▶ Religious values must be honoured.
- | 23▶ Language selection should be decent and should be in accordance with the local cultural values norms and ethics.
- | 24▶ Principal’s prior approval for presentation material is a must.
- | 25▶ National Anthem Rules:
 - a. Must be sung with spirit
 - b. Loud and harmonized
 - c. With correct accent
 - d. Students must stand straight
 - e. Feet fingers slightly close in the form of fist
 - f. Heels joined
 - g. Toes a little apart.
 - h. Eyes straight
- | 26▶ Teachers must ensure discipline and quality.
- | 27▶ PE or the responsible Teacher of the Day (TOD) will ensure complete discipline.
- | 28▶ Mike and music for national anthem must be arranged well before assembly time or in accordance with the Nature of Activities of the School assembly.

1.11. Group Work Sheet -1

Group: 1

Roles & Responsibilities or Job Description of Physical Educators (PETS & SPETs)

Group: 2

Roles & Responsibilities or Job Description of ADEO Sports (The person Responsible for making arrangements and preparation of sports team as there is no Sanctioned post for ADEO sports on Women Side)

Group: 3

What should be taught to newly selected Physical Educators during Induction Training?

Group: 4

How PEs Day look like in schools?



1.12. Job description of Physical Education Teacher (PETs)

Appointment rules of Physical Education Teacher BA/B.Sc. with Junior Diploma In Physical Education BPS-15.

JOB:

- ◆ To organise morning assembly at school.
- ◆ To promote physical, mental, social, emotional and spiritual growth of children through health and physical education program.
- ◆ To highlight the importance of personal health.
- ◆ To help children and acquire basic and essential knowledge about food and nutrition for observing cleanliness and developing good habits.
- ◆ To encourage the concept of health and physical education.
- ◆ To explore and encourage the talented students in sports.
- ◆ To arrange sports competition in schools and prepare students for sports competitions in district level and provincial level.
- ◆ To check the cleanness of students on daily basis with cooperation with class teacher.
- ◆ To help with school Principal for maintain discipline in the schools.
- ◆ To arrange scout activities.

1.13. Job description of Assistant District Education Officer (ADEO) Sports

Position Summary

The Assistant District Education Officer (Sports) shall work under the control and supervision of the District Education Officer through the Deputy DEO.

Job Responsibilities

- ◆ Accompany the DEO/Deputy DEO for Inspection of schools, inspect the work of PETs and DPEs and submit written report to the DEO/DDEO.
- ◆ Arrange competitions/hold camps with the help of PETs and OPEs in connection with Scout/Shaheen/Girl Guides and attend Jamborees.
- ◆ Consolidate scout/girl guides funds received from schools, check these funds and its accounts in schools and maintain proper record.
- ◆ Arrange celebrations of National Sports and other important days at the district level.
- ◆ Coordinate and support celebrations of National, Sports and other important days at the school level.
- ◆ Arrange and coordinate tree plantation campaign in schools and prepare report for submission to the DEO.
- ◆ Facilitate arrangements for annual district sports tournaments.
- ◆ Assist in selection of the district team for private sector tournaments.
- ◆ Act as a focal person for civil defense. consolidate lists of nominees and submit to the DEO for approval/further action.
- ◆ Ensure collection and distribution of text books to all the government middle/ high and higher secondary schools in the districts.
- ◆ Maintain proper record of all the books collected and distributed.
- ◆ Prepare demand of free text books annually for the schools in the district and submit it to the DDEO for further action.
- ◆ Any other duty assigned by the competent authority.



1.13. Engaging communities (PTC) and Sports Heroes

The involvement of community in school affairs not only guarantees sustainability of initiatives taken but also help in managing resources required by schools. Owing to its importance, E&SED has established Parents Teachers' councils (PTCs) to ensure community participation in schools. Efficient engagement of PTCs shall be enhanced to ensure maximum participation of community. The PTCs will be instrumental in identifying relevant sports person, engage private individuals, formerly active athletes and sports' inclined community groups to establish adequate facilities. Active collaboration and involvement of local communities especially PTC will help engage experienced coaches to run these sports facilities. The councils can be a great support as they frame the criteria for enlistment of privately owned sporting facilities in the community which can be utilized for school sports. PTCs can be very helpful in engaging the community to acquire access to locally available facilities for sports activities at school.

1.14. Engaging Sports Alumni and Heroes

One of the key features of the PEs job is to design and implement sports competition for the students keeping in view the local cultural values and traditions of the school and the town. The sports teachers or a teacher's assigned sports responsibilities in schools should have an updated information on school alumni and heroes. Parents and local community is a resource rich with such information. Owing to their first-hand lifelong experiences they can provide technical knowledge to schools' sports staff and act as a source of inspiration for students. The participation of children in schools' sports activities can be enhanced by using the services of alumni and heroes. Active involvement of parent teacher councils in identification and working with alumni, sports heroes/sports mentors from the community will ensure to flourish the culture of sports at schools. The head teacher and teachers assigned sports responsibilities to manage sports shall invite alumni and local sports heroes for inspirational talks, school visits etc. to share their experience and knowledge with the students.

Some the key tasks where communities and PTCs can be engaged are as under;

Objectives	Task	Activities	Expected Outcomes	Responsibility
Transforming Schools into Functional, Enabling and Vibrant Centers of Learning and Sports	Engaging and Working with Parents Teachers' Councils and Communities	1. Enlistment of privately owned sporting facilities in the community which can be utilized for school sports. 2. Engagement of private individuals, ex-sportspersons and sport loving community organizations to establish fully equipped sports facilities and engagement of experienced coaches to better use of sports facilities	1. Enhanced role of PTCs to maximize the participation of the community 2. The engagement of the community through negotiations of PTCs	School Head PEs and Teachers Assigned Tasks for sports

1.15. Formation of School Sports plans

Physical Educators will be assigned to prepare their school sports plan keeping in view the locally and culturally appropriate games of the area. Following key points will help in making the sports plan for schools

- ◆ Prepare a list of local/cultural appropriate games
- ◆ Chalk out roles and responsibilities to plan and engage parents/school councils to facilitate sport competitions at school level.
- ◆ Identification and contact with prominent players from the community to engage with schools
- ◆ Celebration of sports heroes/champions at school and community level

▶ **SESSION II**

**Selection of Students for
Sports Talent Hunt and
Talent Identification**



Aim

At the end of the session participants will be able to understand the concept of talent hunting as well as fair and equitable selection of players for the school sports teams. Participants will understand the importance and techniques of engaging parent and community in selection of school teams. The participants will understand ways of identifying, selecting players and adopting suitable selection policy in their respective schools

Outcomes of the Session

By the end of the session participants will be able to:

- ◆ Explain the purpose and process of players' selection.
- ◆ Prepare an inclusive and equitable selection plan of finalizing players for school teams.

Session overview

01 hours

Step	Time	Activity/method	Content	Resources Needed
1	40 min	Presentation and facilitated discussion	Discussion on Talent Hunt or Talent Identification. Concepts, Objectives, challenges and policy consideration of Talent Identification in schools Sports period in daily schedule/routine of schools Physical Activities/ Games and Sports at different levels of school	Training manual Handout-
2	10 min	Large group discussion	Formation of teams keeping in view categories of games; Small Area Games, Traditional Games Regular Sports events Athletics Role PEs and Sports coaches	Flip charts, cards and markers
5	10 min	Synthesis of session	Questions Answers	

2. Talent Hunt or Talent Identification

Talent hunt programmes hold a great importance in selecting players for different sports at schools' level. The process should be fair and more participatory to identify the players with raw talent in sports. Schools in collaboration with PTCs and local communities need to conduct annual talent hunt programmes which will provide a pool of talent for school to participate in school sports events. Similarly, the inter school sports competitions in a district will help in identifying the talented players at district level. This group of talented players can be a part of the talent pool representing their district in inter district sports competitions. To ensure that the appropriate players are being selected, selectors should ideally be trained to ensure that they are evaluating based on the right qualities and attributes, and to ensure consistency in the selection process. It is important that parents understand how selection is related to the development process, and there is need to involve PTCs to see that the selection is done fairly and equitably. This requires an understanding of player identification and the adoption of a suitable selection policy.

Some of the information below can help organizations in developing these fair practices and policies.

2.1 Talent Identification Concepts

Player's selection for different school level sports can be divided into four stages:⁴

Detection

- ◆ Identification
- ◆ Selection
- ◆ Development

Talent detection involves identifying players that have potential and capabilities to play a game but are not provided with opportunities at schools. Talent identification is the process of recognizing current players that have the potential to excel. Talent identification involves an attempt to predict the future capacity of

performance of an individual player. Talent identification is usually based on a number of areas, including physical attributes, physiological skills, technical skills, psychological skills, cognitive skills and social skills. A distinction is to be drawn between giftedness and talent. Talent is identified as a superior mastery of systematically developed abilities, which places a player in the top 10% for their age. Giftedness by contrast is described as the possession of high levels of natural abilities in at least one of four ability domains, these being intellectual, creative, socio-affective and sensory-motor. Giftedness can be recognized by the rate of

Inclusive and Equitable Approach towards Sports- Sports for All Students

School needs to ensure equal opportunities for sports and recreation. The schools should encourage participation of not only the talented players but also those who are not much enthusiastic about sports. Every student should have easy access to playing facility and equipment at school level. PEs and sports teachers at school hold an important role in order to identify suitable talent for school sports.

⁴ Adopted from training manual of National Taekwondo Coaching Enrichment Certification Program level-1

learning rather than the level of ability, with the development process being designed to transform giftedness into talent. This has implications for selection in a development programme, as talent identification involves determining if a player has the potential to benefit from a systematic programme of support and training.

Facilitating Sports Students for Sports Excellence

The performing students in sports at school level shall be facilitated by providing proper coaching and systematic training sports programmes. PEs at schools can work as coaches. DEO officers (E&SED) shall may involve DSOs and sports heroes for coaching and technical expertise for the students.

2.2 Objectives of Talent Identification;

The first stage of talent identification is to determine why you are identifying and selecting players. Many of the player selection programmes are linked with some large-scale competitions that can be zonal tournaments, district level tournaments, inter-districts sports competitions, provincial level sports tournaments and national competitions, with the result that winning becomes a greater focus than development teams and players. A sports selection or development programme should be designed to provide an opportunity for students to develop their potential, and prepare them to play at higher levels of sports. Therefore, it is important that the programme has a clear focus that places emphasis on identifying players with abilities and potential rather than current, tournament winning ability.

2.3 Issues of Engaging Students in Sports

Sports in public sector schools are faced with a number of challenges such as inconsistency and short-term approach in selection sports players, capacity and training of coaches or selectors, weak infrastructure, inadequate time to select sports players by conducting open trials. The evidence from the field reveals several areas of continuing concern regarding sports at school level. Subsequently, these basic issues have confronted the school sports officials with the following challenges.

a. Purpose of selection players, a number of issues are raised when looking at identifying players at schools, which need to be understood and addressed. It is important that we constantly need to have a look at the overall purpose of the selection process: to identify players with long-term potential. A common problem with player selection is that coaches and selectors identify players based on their potential to help them to win games rather than focusing on engaging students in sports activities and select players with a long-term development focus.

PEs and sports teachers at the schools should be creating opportunities for engaging students in multiple sports and should assessing students based on development potential, as opposed to inclusion in the competitive schools' squads. By doing this, all the appropriate players will be included in the school sports teams, and exposed to the training required for their development, regardless of whether they are likely to

make the tournament squad. This requires selectors to focus on the capacity of individuals to develop and opportunities available for all students, rather than their performance at school sports trials.

b. Shortage of Certified and Trained PEs, Physical Educators (PEs) plays a central role in system of sports management at school level. Selection of players, coaching and training of the players and organizing school level sports events are some of the key tasks performed by PEs at school level. The unavailability of PE in a school is a serious concern in schools to design and execute policies and plans providing equal opportunities for all the students to participate in school sports.

c. Selection or Electing Variables

As discussed earlier, there are various aspects of performance and player characteristics that can be assessed in order to male selection determinants. An issue is that players are merely rejected on the basis of a “weakness” or physical presence, body type, height or speed. Some of these weaknesses may be balanced out through training and coaching. There are chances that some players can compensate the weakness through modifying their playing skills. The risk is that we exclude players who may possess a potential to develop further. Coaches and selectors should provide fair and equal chance to students to participate in school sports trials. Selectors and sports coaches need to look beyond the immediate success and characteristics and look at the aspects which have better predictive power and engaging all the students in recreational activities for their better physical and mental growth. Due to the effect of better physical and mental growth as well as training physical and physiological are not recommended as selection criteria. Other aspects that may be considered can be relevant expertise like in football it includes speed, ball control, dribbling, using different surfaces and anticipating play. An important theme can be the payers should be relevant to the game and should not assessed through isolated tests/ characteristics that were not incorporated to the games. Physical and physiological aspects should not be used to screen players. Selectors need to be informed that what to look for, how to observe it and how much weight give to each attribute when determining which student is to go for which game in terms of their competency, interest and skills.

2.4. Policy Considerations

It's important that selection policies and plans are developed and put in place, which are then communicated to students, parents and other school teachers who are engaged in selecting sports teams. The school should have a written selection policy for each game that provides an overview of selecting players, minimum criteria on which the students will be elected or selected and process by which the selection will be decided. They should explain the basic skills, qualities and standards for selecting school sports teams. It's important that parents and students should be informed of how trials will proceed so that they may have enough time to properly prepare them for trials. The selection criteria that are contained in the policy should conform to the following requirements:

- ◆ Minimum level of competencies required by the player
- ◆ The selection criteria in priority order
- ◆ Impartial and non-discriminatory
- ◆ Identifies the methods of selection
- ◆ Regularly updated and communicated to all concerned persons.



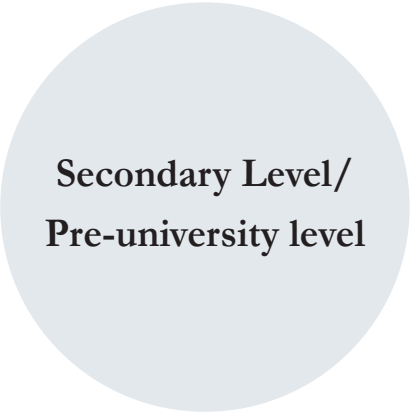
2.5. Sports period in daily schedule/routine of schools

One of the major reasons behind a decline in participation of students when it comes to sports related activities is the fact that playing games in schools is not given priority. It has not been made mandatory by allocating dedicated time slot for sports period in the routine timetables. This might explain why the mental and physical growth of children is adversely affected in present times. Moreover, the lack of sports periods is also contributing to the decline of sports culture and co-curricular skills of the children are depreciating. Keeping in view the fact that participation and interest of students in games has declined, there is a need to have specific time for sports with a focus on playing traditional games. Students should be provided with the opportunities to play individual games that might require a small area as well as the regular sports championships. Games, physical activities will be slightly different with respect to the age of the students.

2.6. Physical Activity at Different levels of School;

Primary School Level

- 01 ▶ Lower Primary Level (K-1 to K-5) (fundamental movements, educational gymnastics and PT Display)
- 02 ▶ Middle School Level (K-6 to K-8)
 - ◆ Fundamental movements
 - ◆ Educational gymnastics
 - ◆ Games (Territorial, Net/Wall, Striking & Fielding)
 - ◆ Health & fitness management
 - ◆ Athletics
 - ◆ Swimming



**Secondary Level/
Pre-university level**

| **01** ▶ Games (Territorial, Net/Wall, Striking & Fielding)

| **02** ▶ Health & fitness management

| **03** ▶ Swimming

The Physical Educators Schedule should perform following main responsibilities as their daily work routine.

- ◆ Managing sports periods as per school time table
- ◆ Lesson Plans / Exercise (Variation)
- ◆ Substitute Sports plan keeping in view the interest and age of the students
- ◆ Facilitated Leadership for Classroom Teacher

▶ SESSION III

Sports Injuries & First Aid



Aim

At the end of the session, participants will be able to understand the concept and types of sports injuries, efficiently use rehabilitation techniques to provide first aid at sports grounds.

Outcomes of the Session

By the end of the session participants will be able to:

- ◆ Learn about the common types of sports injuries and take care of the first aid
- ◆ To follow and practice emergency procedures in school sports activities, if needed.
- ◆ Identify ways of treatment and prevention strategies if minor or serious injuries occur.

Session Overview

01 hours

Step	Time	Activity/method	Content	Resources Needed
1	30 min	Presentation and facilitated discussion	Discussion on Sports injuries. Types of Sports injuries First Aid for sports injuries Prevention Strategies and rehabilitation techniques	Training manual Handout-
2	10 min	Role play	If a player injured having Ankle sprain , How to rehabilitate	Participants selected for role play
5	10 min	Synthesis of session	Questions & Answers	

3. Sports injuries

PEs and Sports teachers have a crucial responsibility for safety of students participating in schools' sports activities. It should be a major consideration of a PEs or sports teacher to know how to reduce the risk of injury and illness as well as handle an accident if it occurs.

Sports injuries are caused by overuse, direct impact, or the application of force that is greater than the body part can structurally withstand. Common injuries include bruises, sprains, strains, joint injuries and nose bleeds. Treatment depends on the type and severity of the injury.

Sports injuries are commonly caused by overuse, direct impact, or the application of force that is greater than the body part can structurally withstand. An injury that happens suddenly, such as a sprained ankle caused by an awkward footfall, is known as an acute injury.

Chronic injuries are caused by overusing the same muscle groups or joints. Poor technique and structural abnormalities can also contribute to the development of chronic injuries. Medical investigation of any sports injury is important, because you may be hurt more severely than you think. For example, what seems like an ankle sprain may actually be a bone fracture.

3.1. Common types of sports injuries⁵

Some of the more common sports injuries include:

- ◆ **Ankle sprain** – symptoms include pain, swelling and stiffness.
- ◆ **Bruises** – a blow can cause small bleeds into the skin.
- ◆ **Concussion** – mild reversible brain injury from a blow to the head, which may be associated with loss of consciousness. Symptoms include headache, dizziness and short-term memory loss.
- ◆ **Cuts and abrasions** – are usually caused by falls. The knees and hands are particularly prone.
- ◆ **Dehydration** – losing too much fluid can lead to heat exhaustion and heat stroke.
- ◆ **Dental damage** – a blow to the jaw can crack, break or dislodge teeth.
- ◆ **Groin strain** – symptoms include pain and swelling
- ◆ **Hamstring strain** – symptoms include pain, swelling and bruising.
- ◆ **Knee joint injuries** – symptoms include pain, swelling and stiffness. The ligaments, tendons or cartilage can be affected.
- ◆ **Nose injuries** – either blood nose or broken nose, are caused by a direct blow.
- ◆ **Stress fractures** – particularly in the lower limbs. The impact of repeated jumping or running on hard surfaces eventually stresses and cracks the bone.

3.2. First aid

Sports teachers and sports coaches need to be familiar with the basic first aid techniques and procedures required in sports grounds. Moreover, the physical activity instructors should have a knowledge of where to find the nearest first aid worker and, if possible, maintain a first aid kit in the school.

⁵ Jag, J. H. (2015-2016). Sports Medicine -MA Physical Education. Government College Qilla Didar Singh Gujranwala : Jag Publications Urdu Bazar Lhr .

If the sports teachers do not have access to a first aid kit, they may use clean water and clean materials (preferably cotton) instead to clean any wounds in the event of an injury, you should 'STOP':

- ◆ Stop the activity and stay calm
- ◆ Talk to the injured student; reassure the student, ask what happened and whether or where he or she feels pain
- ◆ Observe the student while speaking; is his or her behaviour normal or confused? Is any part of the body swollen? If you feel the need, you must avail external help
- ◆ Prevent further injury and decide if the injury is severe use your emergency action plan (follow Emergency procedures) for
 - ◆ Minor injuries
 - ◆ For very minor (a bruise or bump) advise the student to continue the activity carefully.

3.3. Emergency procedures

In case of emergencies, there must always be a plan of action. As each school is different, you must draw up your own plan. Make sure you do the following:

- ◆ Assess the situation well and see if the injury is serious
- ◆ Know how to contact a first aid worker or other medical help
- ◆ Know where you might get transport
- ◆ Keep a note of the events, for example how the injury happened, when, what you saw and heard, for your own records and so you can pass on accurate information
- ◆ Contact friends and family if necessary, and tell them the situation clearly and calmly.

Minor injuries

Most injuries in sports do not require an emergency treatment. They need time and a sensible course of action for a full recovery. It is important for injuries to be dealt with immediately so as to prevent further damage and to start the healing process. Here are some guidelines that might help in this regard:

Cuts and grazes

Wash your hands, then wash the wound with running water if available and cover with a suitable dressing.

Bruises

Cool with ice or cold water, raise and support in a comfortable position.

Muscles, ligaments and tendons

Cool with ice or cold water, rest and support the injury. Wrap the injured part (with a bandage or some cloth) tightly and raise. This will help to reduce any swelling.

Please note do not use heat or massage with any of the above injuries,

For minor injuries, remember ‘RICE’:

- ◆ Rest Stop the activity immediately
- ◆ Ice Apply ice or cold water (see bruises above) to the injured area; you can protect skin from ice burns with a thin layer of cloth
- ◆ Compress Wrap the injured area tightly with a bandage or some cloth
- ◆ Elevate Raise the injured limb

Volunteers and colleagues suggest the following alternative if ice is not available: keep a plastic container filled with cold water and wrap it in a thick, wet cloth; as the water on the cloth evaporates, it cools the water in the container.

You should also help to prevent your students suffering from dehydration or heat exhaustion/exposure by encouraging them to:

- ◆ Drink plenty fluids before, during and after exercise
- ◆ Eat sensibly
- ◆ Wear cool, breathable clothes, for example cotton T-shirts
- ◆ Wear light-coloured clothing because dark colours retain more heat
- ◆ Keep the sun off their heads and faces by wearing caps or similar items
- ◆ Stay in the shade as much as possible.

It is important to remember that children cannot readily control their body temperature and tend to heat up and cool down more quickly than adults.

3.4. Prevention Strategies

You can reduce your risk of sports injuries if you:

- ◆ Warm up thoroughly by gently going through the motions of your sport and performing slow, sustained stretches.
- ◆ Wear appropriate footwear.
- ◆ Tape or strap vulnerable joints, if necessary.
- ◆ Use the appropriate safety equipment, such as mouth guards, helmets and pads.
- ◆ Drink plenty of fluids before, during and after the game.
- ◆ Try to avoid exercising in the hottest part of the day, between 11am and 3pm.
- ◆ Maintain a good level of overall fitness.
- ◆ Cross-train with other sports to ensure overall fitness and muscle strength.
- ◆ Don't exert yourself beyond your level of fitness.
- ◆ Use good form and technique.
- ◆ Cool down after playing with gentle, sustained stretches.
- ◆ Allow adequate recovery time between sessions.
- ◆ Have regular medical checkups.

School Sports teacher or PE must be very much familiar with the vicinity and should have we prepared emergency plans explaining, “Where to get help”. Following are some of the key requirements for a good emergency plan with PETs in their respective schools.

- ◆ Detail of nearest medical facility or doctor
- ◆ Information about Sports medicine clinic
- ◆ Liaison and contact with Physiotherapist available in the area
- ◆ Contact details of hospital emergency department
- ◆ Emergency response team numbers

3.5. Medication

Some doctors may recommend the use of a non-steroid anti-inflammatory such as ibuprofen throughout the duration of the injury. (Check with your physician).

3.6. Heat Treatment

Causes delay in healing if applied too soon after an injury

- ◆ Wait at least 72 hours (3 days)
- ◆ Wait until swelling is gone
- ◆ Some experts recommend going back and forth between cold and heat treatments.

3.7. Management of Inflammation

- ◆ Decrease healing time
- ◆ Decrease scare tissue formation
- ◆ Decrease chances of pre-injury

3.8. Group Activity

Three to four volunteers will be selected for rehabilitation role play.

▶ SESSION IV

**Sports Management /
Inter School Sports**



Aim

At the end of the session participants will be able to learn how to manage and run simple sports events and competitions at schools. Sports teachers will be able to manage or run sports competitions efficiently and effectively

Outcomes of the Session

By the end of the session participants will be able to:

- ◆ Develop sports competitions between different classes in the school.
- ◆ Prepare different types of competition schedule for interschool tournaments.
- ◆ Explain difference between various types of sports competitions and factors that need to be considered, such as preparation and officiating for the event.
- ◆ Select appropriate sports competitions keeping in view resources, availability of grounds and time available for sports.

Session Overview

01 hours

Step	Time	Activity/method	Content	Resources Needed
1	40 min	Presentation and facilitated discussion	Discussion on Competitions and its types. Strengths and weakness of different type of sports competitions Sports management- on the day After sport event activities Officiating and umpiring	Training manual Handout-
2	10 min	Large group discussions	Experience sharing in managing sports competitions at schools. Role of sports heroes, School Alumni and PTCs in managing sports competitions.	Participants Selected for role play
5	10 min	Synthesis of session Close out of workshop	Questions Answers	



PEs and teachers responsible to manage sports competitions need to have a clear understanding about different type of sports competitions so that they will be able to manage school sports activities keeping in view the available resources, playing facility/spaces, time slots for the games keeping in view the interest of students and local cultural traditions of the community. Teachers coaches, referees, sports officials and sports managers make the major chunk of human resource which will be directly involved in organizing any sports event. One of the main hurdles in organizing district level school sports competitions is the unavailability of trained human resource not only to plan but also to execute and provide on ground support such as referees and jury etc.

Sports can't be enjoyed without the need to keep a score or have a winning side. Students are naturally inclined towards competition but if we offer them the challenges of winning, we can help them supplement their sporting side and add to the personal development. Competition prepares students to use their abilities in managing with different type of pressures such as keeping control during poor performance, sustaining motivation and coping with controversial decisions. These skills can not only be improved and used in sport, but also transferred and used in many other situations, such as getting on with others and joining in school activities.

Some students will respond more positively than others to competitive situations, for example some will fear losing more than others, and the coaches and mentors should encourage them accordingly. If a teacher responsible for sports is not very familiar with running competitions, he/she may wish to start with a small tournament or event for a group of students in the school. Whether you choose to run competitions or whether the teacher is ordered to do so, this session will be a great help to the teacher responsible for arranging a sports event.

4.1 Preparation of Sports Competitions

Every event needs groundwork and the success largely depend on the effort put into the preparation phase. There are many factors you need to consider when organizing sports events and the type you choose will depend on these.

- ◆ large or small numbers of participants
- ◆ Beginners, improvers or a mix of abilities
- ◆ Recreational or more serious competitors
- ◆ Groups of students of different ages
- ◆ Individuals or teams
- ◆ Limited access to playing facilities or equipment
- ◆ Limited financial resources.

For example, you might have;

There are other questions a sports manager should ask himself/herself before taking on the responsibility of organizing a competition.

For example:

- ◆ What is the minimum and maximum number of competitions for each student?
- ◆ Where can you hold the competition — is there enough space?
- ◆ Can everyone get to the venue?
- ◆ What equipment do you need?
- ◆ How important is it for teams/individuals to be evenly matched?
- ◆ Do you need helpers - if so, who will help you?
- ◆ What will be the rules for the competitions?
- ◆ How will you arrange the matches?

Whether you are organizing an event within the school or an open tournament you need to confirm your access to sites, equipment and helpers/officials. If you are recruiting helpers, make sure you explain exactly what they will need to do. Only then you will be able to judge if they are willing to participate. At this stage, you can decide what sort of competition is appropriate and start to plan. Plans will vary according to the type of event you are organizing. You will need to devise a results sheet to keep a record of scores during the game.



4.2. Types of Sports Event

Competitions may range from a simple friendly match between two teams within your group, to a multi-sports all-day competition for different age groups. Clear understanding about the nature of the different types of events and competitions will help you to decide which is the most appropriate. Generally, two major systems of tournaments or sports competitions are used in educational institutes.

- 01 ▶ Knock-out
- 02 ▶ Round –ribbon or League system

4.3. Knock-out Competitions

Many competitions fall in the knock-out format. One major disadvantage of this mode is that after one match 50 per cent of teams or players have to go out of the tournament. If you do run a competition of this nature, you might consider running a second knock-out competition for first round losers. This ensures every team/player has at least two matches.

You should structure the draw so the strongest teams/players do not play each other in the first round. This is called seeding. For example, the following teams are seeded 1-4 respectively:

Yellows, Greys, Blues and Greens. The other teams/players can then be drawn out of a hat to decide who they should play. In cases where numbers are uneven (those that are not 4, 8, 16, 32, and so on), you may have to give certain teams/players a bye, which means they go through to the next round without having to play. It is best to spread the byes evenly throughout the draw and give them in rank order to the seeded players. So the Yellows would have a bye into the second round. The order of the matches is referred to as the order of play, and is done according to the availability of players/ teams, umpires and equipment.

First round/ Quater-final	Semi-final	Final	Winner
Yellow (1) Bye	Yellow	Yellow	
Green (4) Reds	Reds		
Oranges Blues (3)	Blues		Yellows
Purples Greys(2)	Greys	Greys	

Step-by-step Organization

- 01 ➤ Count the number of teams/players.
- 02 ➤ Decide how many teams/players to seed.
- 03 ➤ Rank the seeds and place them in the draw.
- 04 ➤ Place byes in draw.
- 05 ➤ Draw the remaining teams/players and position them in the draw.
- 06 ➤ Draw up order of play.
- 07 ➤ Decide if you are running a competition for first round losers: If yes, go back to Step 1, if no, proceed to Step 8.
- 08 ➤ Organize the matches.

4.4. Strengths of Knock-Out System

- ◆ Competitions can be managed with limited financial resources
- ◆ Knock out system need low numbers of jury and sports officials
- ◆ Results of the competitions are easy to understand and involve minimum level of complexities
- ◆ Every match has tough competition among the competitors
- ◆ Whole tournament needs vey few days / time to get it completed

4.5. Shortcoming of Knock-Out System

- ◆ Each team gets only one chance to play in tournament
- ◆ A good team can be out of tournament just by playing one bad game.
- ◆ Players don't get any opportunity to improve their performance to be in a good form.
- ◆ Knock-out system provides less recreational opportunity for the audience.
- ◆ Any wrong decision can be a huge loss for the participating team to stay in tournament

4.6. Round-robin competitions

Most popular system in managing sports competition is league system which is also called Round-robin competitions. This system of sports competition is more popular because everyone (teams) can play an equal number of matches and no one is out in the first round. There can be a number of teams/players in a group, all of whom play each other. If there are many entries or you want to find an eventual winner of the event, you can put people into a number of groups or pools and then run a knock-out event for the winners of each group (and if time allows for those who finish second and third in their group). Alternatively, if there are two groups, the top two scorers in each group could go through to a semi-final; the winner of Group 1 plays the runner-up of Group 2, while the winner of Group 2 plays the runner-up of Group 1. The winners will then go through to the final, where they will compete for first and second place.

It is advisable if there is more than one group to seed the better teams/players so they are spread evenly among the groups (unless you are running an A and B event; the A for the better players and the B for the weaker ones). In the following example, the seeded teams are:

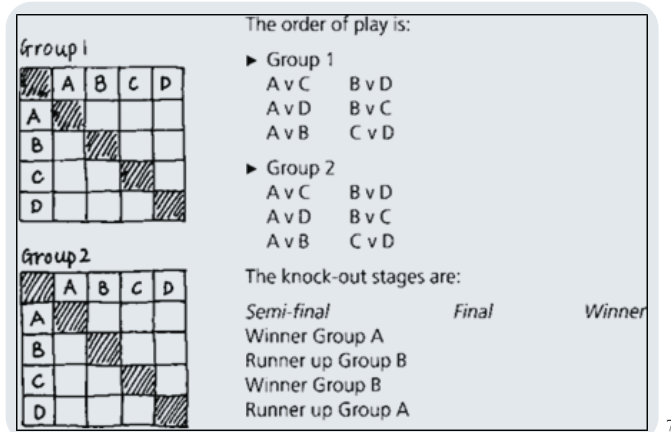
1. Team A Group 1

2. Team A Group 2

3. Team B Group 2

4. Team B Group 1

This helps to balance the groups in terms of standard and prevent a situation where good teams or players do not go through to further stages because all the best players are in their group. The following example shows how you might organize a round robin event for eight players or teams. You can set up a results card to fill in the scores.



Step-by-step Organization

- 01 ➤ Count the numbers of teams/players.
- 02 ➤ Decide how many groups.
- 03 ➤ Decide how many teams/players to seed.
- 04 ➤ Rank seeds in the group (for example, Seed 1 in Group 1, Seed 2 in Group 2).
- 05 ➤ Draw the remaining teams/players to decide which group they are in, for example Group 1C.
- 06 ➤ Draw up the order of play.
- 07 ➤ Decide if there are further knock-out stages, for example winners of groups playing off.
- 08 ➤ Draw up the order of play for further stages.
- 09 ➤ Organize matches.
- 10 ➤ Draw up a checklist for equipment and make sure you have access to everything you will need.
- 11 ➤ Make sure you have access to first aid.
- 12 ➤ Distribute up-to-date rules of the competition to all the competitors or participating schools.

4.7. Strengths of Round-robin / League System

- ◆ Every team have chance to play against every team and manage to perform better in each game
- ◆ Players manage to get form ,if they could not perform in one game
- ◆ Tournament hold the interest of audience

4.8. Shortcoming of Round-robin / League System

- ◆ It takes too much time to conclude tournament
- ◆ It requires more financial and human resources comparatively more expensive than knock-out systems
- ◆ Audience may lose interest because of week's long schedule of the matches.

4.9. Sports event management - On the day

Most of the tasks for matches or competition can be done prior to the event. However, certain things need to be checked on the day of event or match. The following checklist shows you the sort of things you need to consider to help the event run smoothly. On the day of the competition, you should ensure:

Baron Pierre de Coubertin, founder of the modern Olympic Games, stated:

‘The important thing in sport is not to win but to take part; just as the important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.’

On the day of the competition, you should ensure:

- ◆ All the equipment is ready and in working order
- ◆ First aid support materials are ready and easily accessible
- ◆ PEs has displayed a timetable of matches so students and umpires/officials know when they are needed
- ◆ A captain is appointed for each team
- ◆ Captains/helpers hand in results immediately
- ◆ Results are displayed so everyone can follow the progress of the competition
- ◆ Treat all teams/competitors fairly, for example giving teams equal rest times, equal numbers of matches
- ◆ Teams can be identified, for example by colour of kit, shirts on/off
- ◆ Managers arrive in plenty of time to check the facilities are prepared and safe
- ◆ Students are met and told where to go
- ◆ Helpers know what to do and where to go
- ◆ Students and players know where they can get some water
- ◆ Any spectators are out of danger
- ◆ People know where to go if they need emergency help
- ◆ There are procedures in case of bad weather or teams failing to turn up
- ◆ Encourage the students to play fairly and to enjoy the taking part.

4.10. After the event

It is important for students to walk away from competitions feeling positive. Whether they win or lose, play well or badly, they should be encouraged to:

- ◆ Congratulate or thank the opposing team/player for the match
- ◆ Congratulate or support team mates
- ◆ Thank the official
- ◆ Think about what they have learned from the match and what can be improved
- ◆ Watch the remaining matches that are in action
- ◆ Help clear away any equipment
- ◆ Stay for a presentation or announcement of results
- ◆ Feel pleased with themselves if they tried hard
- ◆ Tell to sports teacher or someone in charge they are leaving, so the management know they have not just disappeared
- ◆ Change out of wet clothing
- ◆ Drink plenty of fluids and have some food to replace lost energy.

After the event you are responsible for ensuring any equipment or rubbish is cleared away, collecting results and making sure no one is left behind. While events are fresh in your mind, write down what went well and what you could do to organize things better next time. Remember to refer to these notes before you organize your next event.

4.11. Officiating

If a sports teacher is taking on the role of an official, then his/her aim is to ensure students play safely, fairly and compete within the rules of the game. This will help them to have positive experiences of competition. Sports officials need to keep control of situations, and be decisive and firm with their actions at all times. They are responsible for recording the result and telling competitors the final score. In addition, check sports official must have everything you need before they start, for example whistle, equipment, the teams, the rules, pencil and paper. The following general guidelines will help an individual play the umpire in a match.

4.12. Tips for umpiring⁸

- ◆ Try to have use of a whistle-you will need this to start the games, and to stop play for fouls or other reasons.
- ◆ Call all decisions loudly, clearly and with confidence.
- ◆ As a general rule, you should go through these stages when you interrupt a match.
- ◆ Blow the whistle; call the infringement.

⁸ Adopted from VSO Books (A Handbook of Teaching Sports)

▶SESSION V

**School Sports for
Tolerance and Peace**



Aim

By the end of the session, PETs should have a deeper understanding of how school sports can serve as a powerful tool for celebrating diversity and promoting peace and tolerance. The session will help identify practical strategies for integrating these principles into school, tehsil, district and provincial level sports activities.

Outcomes of the Session

By the end of the session participants will be able to:

- ◆ Understand the importance of school sports for promoting peace and tolerance among the students
- ◆ Discuss different practical strategies for integrating the principles of peace and tolerance into the sports structure at school level.

Session Overview

01 hour

Step	Time	Activity/method	Content	Resources Needed
1	20 min	Presentation and facilitated discussion	Introduction to the importance of school sports in promoting peace and tolerance in KP. Sharing experiences, challenges, and ideas related to promoting peace and tolerance through school sports	Training manual Handout-
2	10 min	Case Studies and Analysis	Analysing case studies of successful sports-based peace initiatives and their application in KP	Case study materials and training manual
2	20 min	Role play	The participants will be divided into two groups. Each group is given a scenario they will have to come up with solutions for integrating peace and tolerance promotion into school sports programmes	Participants selected for role play
5	10 min	Synthesis of session	Questions & Answers / Addressing questions, summarizing key points, and closing the session	

5. Promoting Peace and Tolerance through School Sports in KP

Khyber Pakhtunkhwa (KP), located in the northwest region of Pakistan, is a culturally diverse province with a rich history. It is basically a diverse/rich tapestry of cultures which is home to a number of different ethnic, sectarian and social groups. However, like many regions around the world, KP faces challenges related to social cohesion, ethnic tensions, and sectarian divides. For instance, Dera Ismail Khan, Chitral and Mansehra are faced with ethnic divides whereas Hangu and Parachinar are faced with sectarian rifts which often culminates into local conflicts. In such contexts, promoting peace and tolerance becomes imperative for fostering a harmonious society. One powerful avenue for achieving this goal is through sports in schools which has the potential to bring together students on one platform irrespective of their diverse backgrounds.

5.1 Understanding the Role of School Sports in promoting peace and tolerance:

School sports programmes play a multifaceted role in the lives of students. Beyond physical health benefits, sports offer opportunities for personal growth, development of life skills, and social interaction. In KP, where communities often have diverse backgrounds, school sports serve as a common ground for bringing students together, regardless of their diverse ethnic, religious and cultural backgrounds.

5.2 How Sports Can help Promoting Peace and Tolerance in Schools:

- a. Sports can provide the opportunity to break down barriers and unite individuals from different backgrounds. By participating in team sports, students learn to collaborate, communicate, and respect one another, fostering a sense of unity and understanding.
- b. By learning to compete with integrity and respect for opponents, students develop essential skills for resolving conflicts peacefully, both on and off the field.
- c. Sporting events in schools provide opportunities for students from different ethnic, religious and socio-economic backgrounds to participate and contribute towards achieving mutual goals. By promoting inclusivity and diversity, sports create environments where every student feels valued and supported.
- d. Sports events in schools often involve communities, Parents, local community leaders/elders such as Maliks and Khans, local district authorities and local organizations. By bringing these diverse stakeholders together, sports programmes strengthen community bonds and promote collective efforts towards peace and tolerance.

5.3. Challenges

While school sports offer immense potential for promoting peace and tolerance, several challenges must be addressed. These include:

- ❖ **Resource Constraints:** Many schools in KP face limitations in terms of facilities, equipment, and trained personnel for organizing sports activities.
- ❖ **Cultural Sensitivities:** In a diverse region like KP, cultural sensitivities must be considered when planning sports events to ensure inclusivity and respect for all participants.
- ❖ **Equity and Inclusion:** Efforts should be made to promote equity and inclusion in sports, ensuring equal opportunities for all students to participate and excel.

Despite these challenges, there are numerous opportunities for promoting peace and tolerance through school sports. Collaborative efforts involving schools, government agencies, NGOs, and community leaders can leverage existing resources and initiatives to maximize impact.



5.4 Analyzing case studies of successful sports-based peace initiatives and their application in KP

Following are the two case studies of successful sports-based peace initiatives from around the world, along with their potential application in Khyber Pakhtunkhwa (KP):



Case Study 1: Boxing for Peace - Colombia

Overview:

Boxing for Peace is a programme in Colombia that uses boxing as a tool for promoting peace, reconciliation, and youth development in conflict-affected areas. The programme targets communities affected by decades of armed conflict and violence, offering boxing training, mentorship, and educational support to young people.

Key Elements of the initiative:

- ◆ **Conflict Transformation:** Boxing for Peace provides a positive outlet for young people living in conflict-affected areas, offering them an alternative to violence and recruitment by armed groups. By channelling their energy into sports and personal development, participants develop resilience and self-discipline.
- ◆ **Mentorship and Support:** The programme pairs young boxers with experienced coaches and mentors who provide guidance, support, and positive role modelling. Through one-on-one interactions and group activities, participants receive encouragement and practical advice for overcoming challenges and pursuing their goals.
- ◆ **Community Engagement:** Boxing for Peace engages families, schools, and local authorities in its activities, promoting community ownership and support for youth development initiatives. By involving multiple stakeholders, the programme creates a supportive environment for young people to thrive and succeed.

- ◆ **Peacebuilding and Reconciliation:** Boxing for Peace uses sports as a platform for promoting peacebuilding and reconciliation in Colombia's conflict-affected regions. By bringing together youth from diverse backgrounds, the programme fosters understanding, empathy, and solidarity among participants.

Application in Khyber Pakhtunkhwa

The Boxing for Peace model could be adapted and implemented in KP to address the impacts of ethnic, sectarian, religious and socio-economic divide and violence on young people in the region. By establishing similar sports-based peace initiatives, KP could:

- ◆ Adopt Boxing for Peace model for different local sports such as Volley ball, Football, Cricket etc which are popular among the people living in different localities of the province.
- ◆ Provide positive outlets for youth living in conflict-affected areas, offering them opportunities for personal growth and development through sports.
- ◆ Pair young participants with experienced coaches and mentors who can provide guidance, support, and positive role modelling.
- ◆ Engage parents, local authorities, local community leaders/elders and other relevant stakeholders in community-based initiatives that promote youth development and peacebuilding.



Case Study 2: PeacePlayers International - South Africa

Overview:

PeacePlayers International (PPI) is a global nonprofit organization that uses basketball to bridge divides and promote peace and reconciliation in conflict-affected areas. In South Africa, PPI has successfully brought together youth from historically divided communities.

Key Elements:

- ◆ **Cross-Community Teams:** PPI forms basketball teams with players from diverse racial, ethnic, and socioeconomic backgrounds, deliberately mixing participants from historically divided communities. Through joint practices and games, participants learn to work together as teammates and overcome stereotypes and prejudices.
- ◆ **Community Events:** PPI organizes community events, such as basketball tournaments and youth forums, to promote dialogue, understanding, and social cohesion. These events bring together families, schools, and local leaders to support peace-building efforts and celebrate diversity.
- ◆ **Alumni Network:** PPI maintains an alumni network of former participants who continue to promote peace and reconciliation in their communities. Alumni serve as mentors and role models, inspiring the next generation of youth to embrace diversity and work towards a more inclusive society.

Application in Khyber Pakhtunkhwa

The PeacePlayers International model could be adapted to address ethnic and sectarian tensions in KP, particularly between students from different ethnic backgrounds. By implementing similar sports-based peace initiatives, KP could:

- ◆ Adopt PPI model for local popular sports to deliberately bring students from various backgrounds together and providing them with mutual objectives.
- ◆ Form cross-community sports teams comprising youth from diverse ethnic backgrounds (for instance in DI Khan, Chitral and Mansehra districts) and from diverse sectarian backgrounds especially from Parachinar and Hangu districts.
- ◆ Provide life skills training to participants, focusing on communication, conflict resolution, and leadership development, to empower them as agents of change and peacebuilders.
- ◆ Establish an alumni network of former participants to sustain peace-building efforts and inspire future generations to embrace diversity and work towards peace and tolerance.

Incorporating elements from successful sports-based peace initiatives like PeacePlayers International and Boxing for Peace can provide valuable insights and strategies for promoting peace and tolerance through sports programmes in public schools of Khyber Pakhtunkhwa.

5.5. Role Play – Activity for the Participants

To engage participants in a hands-on activity where they collaboratively develop strategies and action plans for promoting peace and tolerance through school sports programmes.

Duration: 20 minutes

Instructions: Divide participants into two groups, each consisting of equal members.

Explain the purpose of the role play:

- ◆ Each group will act as a committee tasked with developing a strategy and action plan for integrating peace and tolerance promotion into school sports programmes in Khyber Pakhtunkhwa.
- ◆ Provide each group with a scenario related to a specific school sports programme in KP. Scenarios should include details about the school, its student demographics, existing sports infrastructure, and any relevant challenges or opportunities.
- ◆ Allocate 10 minutes for groups to discuss the scenario, identify key objectives, and brainstorm strategies for promoting peace and tolerance through sports.
- ◆ After the discussion, each group will present their strategy and action plan to the rest of the participants. Encourage groups to be creative and innovative in their proposals.
- ◆ Allocate 5 minutes for questions and feedback from other participants after each presentation.
- ◆ Conclude the role play by summarizing key insights and discussing common themes and challenges identified across the different strategies.

Scenario Examples:

Scenario 1: Rural School with Limited Resources

School: A small rural school in KP with limited sports facilities and resources.

Student Demographics: Mostly Pashtun students from low-income families.

Challenges: Limited access to sports equipment, lack of trained coaches, and cultural barriers to female participation in sports.

Scenario 2: Urban School with Diverse Student Population

School: An urban school in a diverse neighbourhood in KP.

Student Demographics: A mix of Pashtun, Hindko and Afghan students from various socioeconomic backgrounds.

Challenges: Ethnic tensions among students, language barriers, and competition for limited sports resources.

Facilitator's Role:

- ◆ Facilitate the role play, providing guidance and support to groups as needed.
- ◆ Ensure that each group stays focused on developing realistic and feasible strategies within the given time frame.
- ◆ Encourage creativity and participation from all group members.
- ◆ Summarize key takeaways and insights from each presentation, highlighting common themes and areas for further exploration.

Benefits:

- ◆ Encourages active participation and collaboration among participants.
- ◆ Allows for the exchange of ideas and best practices among groups.
- ◆ Provides a hands-on learning experience in strategy development and action planning.
- ◆ Promotes creativity and innovation in addressing complex challenges related to promoting peace and tolerance through school sports programmes.

Brief Reading List

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- | 02 ➤ Celebonovic, V., Däppen, W., & Gough, D. (Eds.). (2004). Equation-of-State and Phase-Transition Issues in Models of Ordinary Astrophysical Matter: Lorentz Center, Leiden, the Netherlands, 2-11 June 2004 (No. 731). AIP Press.
- | 03 ➤ Siedentop, D. (1976). Developing teaching skills in physical education.
- | 04 ➤ Training module for Associate Coach Development Programme (level-1) by Pakistan Taekwondo Federation.
- | 05 ➤ Training Module for Coaching Beginner and Intermediate Players Course (CBI) Candidate Schedule by International Tennis Federation.
- | 06 ➤ Training Module on National Taekwondo Coaching Enrichment Certificate Programme (Level 1)
- | 07 ➤ Training Module and Student Handbook (provisional) compiled and adapted by Master Rafael Coutin, 2nd Dan Black Belt
- | 08 ➤ Training Manual for Official Programme of the International Tennis Federation Compiled and Adapted by; Master Rafael Coutin, 2nd Dan Black Belt
- | 09 ➤ Health and Fitness Module by Health Department Government of Punjab, July 2021
- | 10 ➤ Philosophy of Physical Education and Recreation by Prof. Jaffar Hussain Published by Oxford English Academy, Qila Diar Singh
- | 11 ➤ Elementary Physical Education Teacher 2016-2017 Syllabus Paul Soriano psoriano@asu.edu
- | 12 ➤ MOVE and LEARN a training Manual for Non-Formal Education through Sport and physical activities with young people by International Sport and Culture Association.

