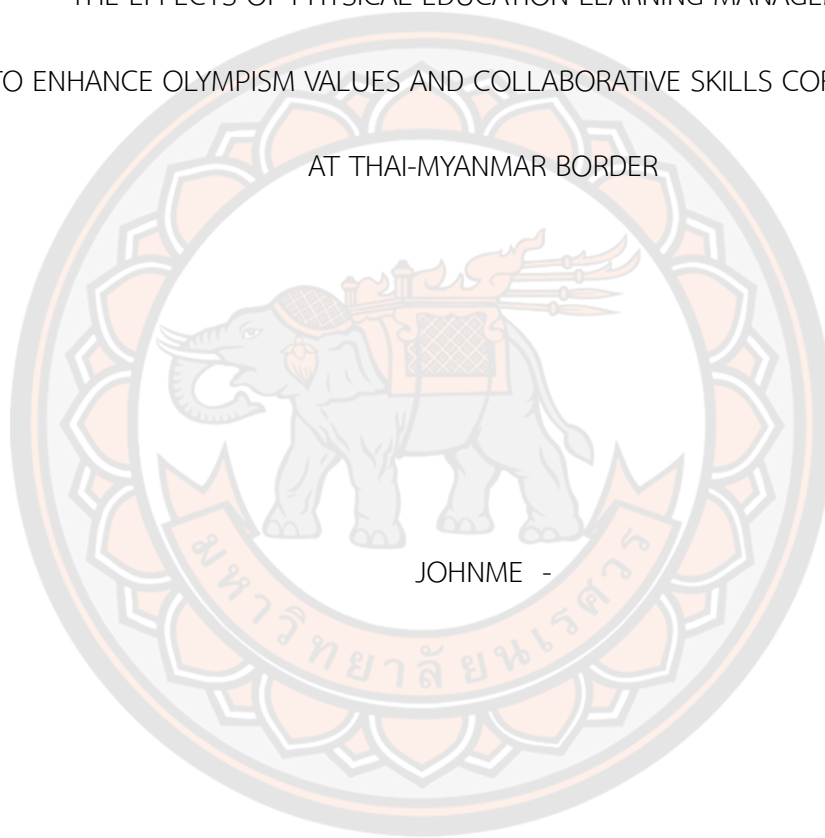




THE EFFECTS OF PHYSICAL EDUCATION LEARNING MANAGEMENT
TO ENHANCE OLYMPISM VALUES AND COLLABORATIVE SKILLS FOR STUDENTS
AT THAI-MYANMAR BORDER

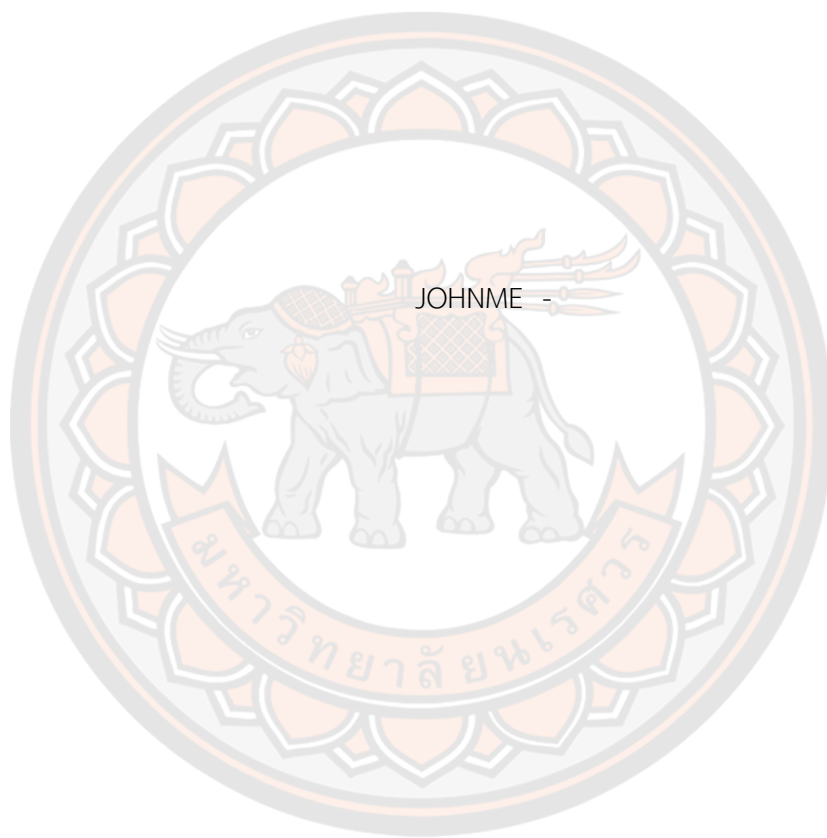


A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in Physical Education and Exercise Science - (Type A2)

2024

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Thesis entitled "The Effects of physical Education Learning Management
to enhance olympism values and Collaborative Skills cor Students
at thai-Myanmar Border"

By Johnme -

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Education in Physical Education and Exercise Science - (Type A2) of Naresuan University

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ABSTRACT

This research was conducted using a descriptive research method, the objectives of this research were 1) to study the effect of Physical Education learning management of Olympism values and Collaborative skills at Thai-Myanmar Border. 2) To compare collaborative skills to students through sport in the Olympism values, which requires mutual understanding with a spirit of Excellence, Respect and friendships with the spirit of better understanding between each other, and helping to build a better and more peaceful world.

The sample group was 20 students in grade eight, between 14-16 years old who attend ThooMwehKhee learning center, the educational year 2023 by purposive sampling method. The research instruments included lesson plans, a student questionnaire, interview questions, and pre-test and post-tests of collaborative skills.

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I am also grateful to my classmates and cohort members, especially my office mates, for their editing help, late-night feedback sessions, and moral support. Thanks should also go to the librarians, and study participants from the university, who impacted and inspired me.

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Johnme -

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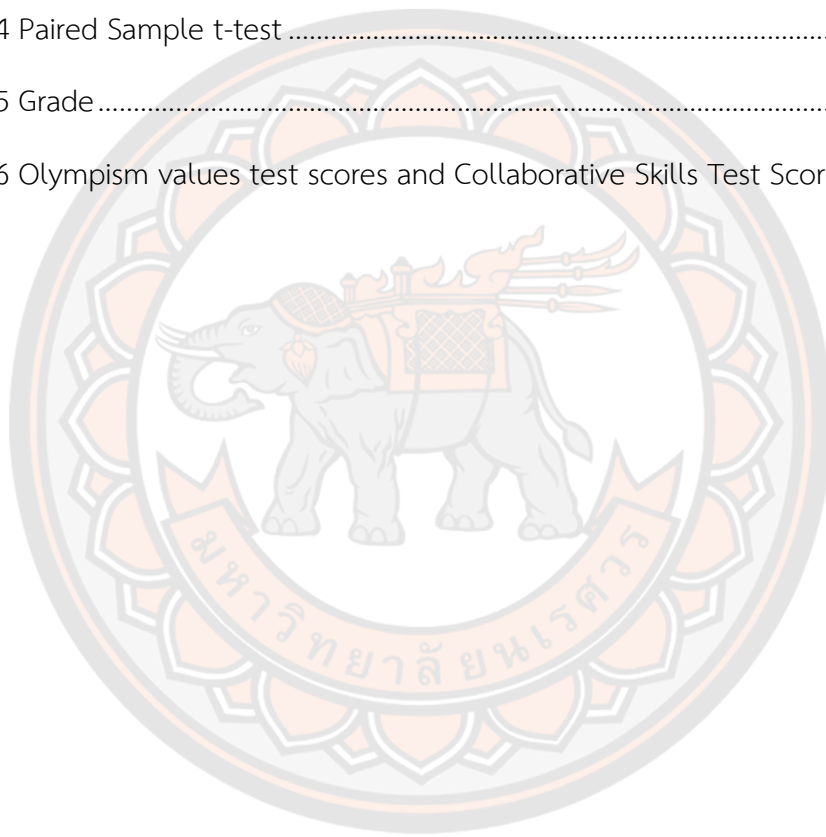
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Chapter 1

Research Background

Introduction

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good examples and respect for universal fundamental ethical principles. Binder confirms that “this is a values education mandate”, where some of the values referred in these principles include respect for a balanced human character between the aspects of body, mind and spirit, the indulgence of joy in effort, peace and respect (Hajji., 2019). Throughout the knowledge of collaborative skills in Olympism, A universal philosophy by definition sees itself as relevant to everyone, regardless of nation, race, gender, social class, religion or ideology, and so the Olympic movement has worked for a coherent universal representation of itself - a concept of Olympism which identifies a range of values to which each nation can sincerely commit itself whilst at the same time finding for the general idea a form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future (Parry, J., 2003).

Collaborative Learning (CL) is teaching and learning that involves a group of learners working together. The study aims to assess collaborative learning effects in the 21st-century teaching-learning landscape, particularly on the students' cognitive, affective and psychomotor dimensions. The need to think together and work together on critical issues has increased, causing stress from individual attempts to team work and from autonomy to community (Laal & Ghodsi, 2011).

The importance of collaborative learning skills in 21 Century describes Collaboration as a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respecting the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual

group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions according to (Marjan L., & Seyed M. G., 2011). Collaborative learning is clearly a process that can not only promote professional learning but can also provide the vehicle for the learning to be embedded into practice and consequently has a better chance of improving learning for pupils. It is possible then to identify common features within the literature through which to explore collaborative learning experiences. They are: relationships between participants are supportive and not supervisory and members hold each other in mutual respect; individuals are motivated and committed to learning and collaboration; activity takes place in a culture in which professional dialogue is possible and where participants seek feedback and constructive criticism; and participants engage in reflective practice, (Keay., 2006).

Background and Significance of the Study

ThooMwehKhee School (TMK) was officially a migrant learning center opened on 15 August 2002 and Located between Thailand and Myanmar border. Since that time, each year numbers of students have increased, as has an extra grade each year. TMK provides a safe and secure environment for the education of children from the Thai/Burma border. We inspire the next generation of children by enabling them to reach their potential and promoting the importance of leadership to recognize the value of life through collaborative skills of Olympism. TMK aspires to be a reputable educational institution recognized by both Thai and Burmese governments.

We empower children to stand up and be leaders by equipping them with knowledge to help develop their communities, (Thoo Mweh Khee Migrant Learning Center, 2021). TMK has never been teaching and never done research in the school and the students have never learned collaborative skills according to the concept of Olympism. The most important ideas of the Olympic spirit For TMK in lessons of different subjects, they will better realize the significance of the Olympic ideas and the necessity of their implementation. Thus, educators, parents, the parliament of pupils, and the total school community can contribute to the implementation and

development of the integrated Olympic education by rendering Olympic ideals and nurturing moral values (Daiva M., Saulius Š., & Aušra L., 2018). “Physical education is an essential dimension of education and culture, and must develop the abilities, will-power and self-discipline of every human being as a fully integrated member of the society.” Physical Education also enriches social relations and develops fair play, which is essential not only to sports itself but to life in society as well. According to the International Charter of Physical Education and Sport, everyone is free to develop physical, intellectual and moral powers, through physical education, which will improve the quality of life of human beings at national and international levels. Recalling that Physical Education and sport seek to promote communication between people with solidarity, mutual respect and understanding, and also contributes to the full and well balanced development of the human being as a whole, without forgetting the importance of peace, friendship and cooperation between the individuals, (Saleh H., 2019).

Research Objectives

1) To Compare the Effects of Physical Education learning management to enhance Olympism values for students at Thai-Myanmar Border between before and after experimental.

2) To Compare the Effects of Physical Education learning management to enhance Collaborative skills for students at Thai-Myanmar Border between before and after experimental.

Research Statement of the Problem

TMK school physical education has not been taught to motivate pupils to become physically active and practice sport and while world-wide research exists on in-school physical education, even out-of-school physical education has not received the same level of interest. TMK School addresses various issues related to participation in sport, gender equality/equity, cultural barriers, empowerment through sport, media coverage, women in leadership positions, changes in policies etc. In the concept of Olympism values and collaborative skills TMK must upswing in

demand by staff, students and employers for students to graduate with good interpersonal skills, knowledge of group dynamics, the flexibility to work in teams, the ability to lead, to problem-solve and to communicate effectively (Ingleton, Doube, & Rogers., 2000).

TMK was a very good school and have many challenges that School have not develop and have not been applied, such as Equity and equality in society and sport; facilities; School and junior sport; Developing participation; High performance sport; Leadership in sport; Olympism Education, training and development; Sports information and research; Resources; and Domestic and international cooperation. TMK School has not had direct involvement in the pursuit of achievement in sport, without Collaborative learning skills throughout the promotion of Olympic Education, the construction of teaching curricula, syllabus, teaching materials and other materials of Physical education. In the education of Olympism, the learner actively constructs knowledge by formulating ideas into words, and these ideas are built upon through reactions and responses of others. In other words, learning is not only active but also interactive, (Starr R H., Nancy C., Naomi R., & Murray T., n.d). The very importance of Olympism values for TMK school is, Excellence is about the opportunity for all to achieve, Respect is about having dignity for self and others, and Friendship is about participation for all Grade eight students and for all TMK school Students in Thai-Myanmar border (UNESCO, 2019).

Scope of the Research

The study will be carried out in an online research article, Journal, and ThooMwehKhee School, where the researcher is based. However documents to be analyzed will be the effect of Olympism values and collaborative skills.

Research Area:Thoo Mweh Khee Learning Center, at Phop Phra District, Tak Province, Thailand.

Research population and Samples: Grade eight students (14-16 years old) at ThooMwehKhee Learning Center, Thailand.

Research Content: Physical Education Learning managements to enhance Olympism values and collaborative skills.

Research Hypotheses

After using Physical education learning management of the Olympism values and collaborative skills will be better than before environmental at .05 levels.

Research Framework

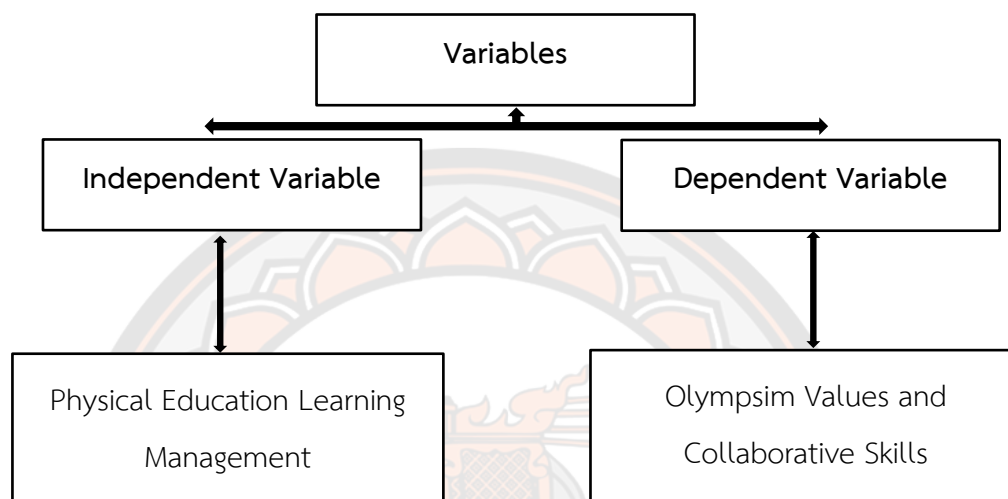


Figure 1 Research Framework

The PE Learning managements that students must face and allows students to enhance their knowledge from practice, knowledge of sports, tactical problem solving, declarative knowledge, enjoyment, motivation and developing their Olympism values and Collaborative skills inside and outside the Classroom. Learning activities include speaking and listening, play, writing activities, discussion and debate, creative activities such as art, drama and music and physical movement through activities like sport, dance and physical education.

Students will understand the olympism Values of the Sports and use collaborative skills to bring and showed everyone that collaborative skill bring everybody together with peace.

Research Definitions

Physical Education (PE)- Physical Education is instruction in physical exercise and games, especially in schools.

Olympism Values- The three values of Olympism are excellence, Respect and Friendships. The same words evaluation by the Olympism values test.

Collaborative skills- are the skills you use when working with others to produce or create something or achieve a common goal. The same words will evaluate by the collaboration test.

Teaching managements- The process and principle of applying management science and teaching theory, giving full play to management functions such as planning, organization, coordination and control, coordinating the various elements of the teaching process, making it run in an orderly manner, and improving efficiency.

Teaching managements- A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

Summary

Olympism was given shape in the late 19th century by Baron Pierre de Coubertin and retains its sense of relevance in the 21st century (Hadjistephanou, Pigozzi, & Mcnamee., 2012). This paper aims to critically present ideas and practices in the implementation of Olympism values and the collaborative skills at Thoomwehkhee (TMK) school. This paper was designed to assist students to increase their awareness of Olympism values and collaborative skills as a means not only to develop into top level athletes, but also to become good citizens and women and men of peace. Consistent with the aim of Olympic Education programme to promote collaborative skills with the exercise and expansion of activities and capabilities, this paper argues that there is a demonstrable need to design and develop such courses as can be implemented for grade eight students. We conclude that efforts to implement “Olympism concepts” programme at a tertiary level may be beneficial in the dissemination of the Olympism values and the harmonious, balanced and all-round development of students through collaborative skills learning.

Chapter 2

Literature Reviews

Introduction to Olympism Concepts

The purpose of this literature review is to systematically analyze the study of the values of Olympism with collaborative skills. Examining the definitions of Olympism and the possibilities of collaborative skills in the classroom for Grade eight Students at ThooMwehKhee School Thai-Myanmar border. The literature reviews will even provide the significance of Olympism values that have matched with the Karen Community teachers and students. Knowledge of Olympism, Olympic education, and collaborative skills will gain the best attitude of Students and teachers in ThooMwehKhee school through Olympism that links to Karen People and worldwide education; Such as teaching Olympism through practical sport and physical education contexts; consideration of pedagogical approaches for teaching and learning about Olympism; pedagogies for Olympism teaching and learning from the field of values education must include with socio-cultural student learning and Olympism in the wider lives of contemporary students (Thorn., 2010).

Objectives of Olympism

The main Objective of the Olympism is to develop Olympism education, collaborative skills, respect, quality, team work, international friendship and peace. The paper will gain the Knowledge for the students in ThooMwehKhee to see the Olympism movement that has its objective the construction of a better and more peaceful world by educating ThooMwehKhee Students through sport without discrimination of any kind and with the understanding of the Olympism values and collaborative skills.

The definition of Olympism

Olympism is a philosophy of life which places sport at the service of humanity. This philosophy is based on the interaction of the qualities of the body, will and mind. Olympism is expressed through actions which link sport to culture and education.

This philosophy is an essential element of the Olympic Movement and the celebration of the Games. It is also what makes them unique. The pursuit of this ideal and the other “fundamental principles of Olympism” [set out in the Olympic Charter] gives rise to a series of values, which are applicable both on the field of play and in everyday life. The IOC has identified the following three Olympic values: Excellence In the Olympic ideal, this value refers to giving one’s best, on the field of play or in life, without measuring oneself with others, but above all aiming at reaching one’s personal objectives with determination in the effort. It is not only about winning, but mainly about participating, making progress against personal goals, striving to be and to do our best in our daily lives and benefiting from the combination of a strong body, will and mind. Friendship Men and women are at the center of the Olympic Movement’s focus encouraging the links and mutual understanding between people. This value broadly refers to building a peaceful and better world through solidarity, team spirit, joy and optimism in sport. The Olympic Games inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences. The athletes express this value by forming life-long bonds with their team-mates, as well as their opponents. Respect In the Olympic ideal, this value represents the ethical principle that should inspire all who participate in the Olympic programme. It includes respect for oneself and one’s body, respect for one another, for rules and for the environment. It thus refers to the fair play that each athlete has to display in sport, as well as avoiding doping (IOC., 2021).

As we’ve seen, education plays a very important role in Olympism. Pierre de Coubertin, an educator himself, believed that the Olympic Games values could be a great tool for young people’s education. Olympic ideals could shape people’s personalities and build a better future for girls and boys all over the world. The Olympic values are taught to children everywhere on the globe, while Olympic education is sometimes part of the school curriculum.

Olympism is much more than an umbrella-term for all the matters related to the Olympic Games and the Olympic Games Values. It is a philosophy of life. The concept of Olympism was created by the founder of the modern Olympic Games,

the French Pierre de Coubertin. When Coubertin revived the Olympic Games in the late 19th Century, he had a dream: to change the world through sport. The Olympic Values were the key (The Hellenic Olympic Committee., 2022).

Sandra Thorn noted from (Binder (2001) contends that Olympic education has tended to focus on cross-curricular approaches to the history, structure and issues of the ancient and modern Olympic Games and the Olympic Movement itself, rather than the ideals, attitudes and values of Olympism that can be learned and demonstrated through the valued human practice of sport and physical activity. Binder notes that while for some scholars Olympic education is deemed to be ethical education, the pedagogies for teaching and learning fair play, values and ethical behavior in physical education and sport are rarely addressed in the literature. Moreover, there appears to be little focus on what physical educators understand about Olympism, how they go about explicitly teaching Olympism, and the personal and social meanings that students derive from putting Olympic ideals into action within, and outside of, physical education settings. Binder believes this may be because the concept of Olympism has been “too vague and too idealistic to form a basis for school physical education initiatives in an educational era of behavioral objectives” (Thorn., 2010).

The goal of the study is to place every sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity to Thoomwehkhee students.

Olympism Values

Excellence, Respect & Friendship, these three words are benchmarks of Olympic values which makes a common man a special one. A person having these traits experiences a third level heaven and a truth of life and so it is the duty of a teacher to make students feel this is worth living. Values are an indispensable part of one's life and without these there is no point of doing anything (Mehra., 2013). Excellence, Respect and Friendship are the three core values of Olympism;

Definition of Excellence

Excellence means to give your best self and try to improve day by day. In the Olympic Games, the most important thing is not to win, but to take part. An athlete should train hard to become better and better and achieve his or her goals, both in their professional as well as in their personal lives.

Excellence: This is about giving one's best, on the field of play or in your personal and professional life. It is about trying your hardest to win, but it's also about the joy of participating, achieving your personal goals, striving to be and to do your best in your daily lives and benefiting from the healthy combination of a strong body, mind and will.

One example of excellence is provided by the conservatoire model of higher education. Conservatoire education is focused on the development of high achieving, talented students, predominantly in the disciplines of music and drama. Entry into institutions is highly selective, based not only on previous academic performance but also on the audition of candidates. The purpose of the approach is to take the very best students and develop them to a level of professional performance that compares with international standards (WOA., 2015).

Definition of Respect

Athletes competing in the Olympic Games should respect the environment, the audience, their opponents, as well as their own selves. In the Olympic Games there should be no discrimination because of one's gender, religion, color, sexual orientation and disability. Athletes should also respect the rules of the sport. In fact, fair play is one of the most important aspects of the Olympic Games. Respect has many meanings in the context of the games. This value incorporates respect for oneself, one's body, for others, for the rules and regulations, for sport and the environment. Related to sport, respect stands for fair play and for the fight against doping and any other unethical behavior.

Definition of Friendships

Through sports, you can make friends for life! That is why friendship is one of the Olympic Games Values. In the Olympic Games, people from all over the world meet and create bonds which could last forever. These bonds are not only

between teammates, but also between people who are competing against each other in the sports fields.

The athletes that compete during the games are the most important part of the movement. By promoting the values of solidarity, team spirit, and love for sport, the games hope to inspire mutual understanding between people. This encourages us to consider sport as a tool to help foster greater mutual understanding among individuals and people from all over the world. The Olympic Games inspire people to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences (WOA., 2015).

Friendship can: Increase your feeling of belonging. A tight circle of friends can become a person's tribe or community that gives them a place to belong. Boost happiness. Close friends have the ability to bring joy in any context. Reduce stress. Knowing you have a loyal friend can help calm you as well as provide a non-judgemental sounding board to help brainstorm ideas. Provide support through challenges. Whether a person is going through a divorce, a family death, or a global pandemic, friends can provide support to each other in a variety of ways. Muller considers that one can only come to know and understand the values, ideals and attitudes of Olympism by actually participating in and learning through the sporting experience itself (OVEP., 2017).

The value of Olympism is to Develop a student's understanding of these values and help to implement them in their lives, encourage students to participate in sport and physical activity, strengthen the appreciation of effort in academic subjects, and promote positive behavior and build healthy relationships between young people and their community.

Why is Olympism Values important?

The aim of Olympism Values is to show how sport can make us all better citizens through the combination of mind, body and spirit. Its goal is to help foster better relationships between communities and nations, helping us to live in harmony with each other. Olympism tells us that sport is a universal human right and we all should be free to practice it. Olympism is a great way to show how everyone in the world can better themselves. Pierre de Coubertin said: "Olympism is not a system, it

is a state of mind. It can permeate a wide variety of modes of expression and no single race or era can claim to have the monopoly of it” (IOC., 2017). “The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity (Bach., 2016).”

In the summary, as stated above, we believe that the Olympism Guiding Principles are the logical reference point for clarifying the responsibility and developing a strategy to put this into action. Some of the specific positive values referred to in these principles include a respect for balance in the human character between aspects of mind, body and spirit, an understanding of the joy found in effort, an emphasis on peaceful behavior, and respect for others.

Olympism Values Teaching and Student Learning

Thorn had learnt from Coubertin claims that it is through educational participation in sport that one can learn and develop harmony (balanced development and joy in effort), moral character (through role modeling) and ethical behaviors (universal ethics) that can be transferred to the rest of life. Arnold (1997, 1999) proposes that there are two views that help to explain the educational value of sport. One is a sociological view that sport is an instrument which can be used in the quest to achieve external goals. He suggests that in school settings these might be goals such as status, socialization, and fitness or to deter bad behavior. Arnold’s second notion, and the one he believes Olympism to be, is a “practice view” in which participants commit to the pursuit of learning internal goals available through the valued human practice of sport conducted in a moral way. Such goals include personal and social well-being, justice, honesty, courage and living in harmony with others. These are then considered and learned appropriately and can then be applied elsewhere in life. These views imply a consistency with Olympism philosophy.

Thorn studied how Binder (2007) considers that using teaching strategies based on discussion, dilemmas, role plays, and small groups are appropriate methods for teaching Olympism. Many of these methods use co-operative group activities to develop relationship building, shared responsibility, productivity, and interrelated-

learning. Taking a humanist perspective, Huitt had considered that the range of pedagogies just outlined would show the benefits of students engaging in group activities, having a choice in the selection of tasks, and having opportunities to analyze and discuss value-laden situations in order to practice ethical personal and social connections. These may all be considered important for the teaching of Olympism. Thorn studied how “Huitt” defines the purpose of humanistic education as providing “a foundation for personal growth and development so that learning will continue throughout life in a self directed manner”. He also notes that, similarly with Olympism, a lack of development of explicit teaching methods for humanistic education may have impeded its development.

In 2004, studies carried out in Hong Kong were related to Binder’s (2000) Be a Champion in Life initiative which has a greater focus on Olympism values of unity of mind and body, self improvement through participation in sport, fair play, friendship, peace and international goodwill. A study found that instruction about Olympism may have had a stronger impact through practical activities when comparing gym and classroom based teaching, and the students in the gym group showed superior learning of moral reasoning and prosocial behaviors. However, while these student learning outcomes are interesting, the approaches taken to understanding the complexities of how and why students learn best are not explained, thus they provide little real guidance on how to go about enhancing student learning of Olympism. “knowledge of educational ends, purposes and values, and their philosophical and historical grounds” indicates that teachers need to have a view of the greater purposes of education, beyond the classroom. “Learning for life and lifelong learning” through Olympic education are promoted who believe that the variety of settings in which students live, learn, and play, especially outside of school, are all elements of the complex lives of contemporary youth. The phrase “Olympic learning” in relation to Olympic education which continues in a life-world environment (Thorn., 2010).

Important of Olympism values in Classroom activities

The important for the classroom activities to be applied and make students more actives; builds students’ confidence, optimism and self-belief, supports

students to identify strengths and areas for improvement, supports specific groups of students (e.g. English as an additional language, disabilities and additional needs) with appropriate resources to tailor support and modify learning goals, collaborates with students to identify appropriate goals to progress their learning, ensures assessment criteria are explicit, provides a range of strategies, tools and rubrics to support student self-evaluation and self-assessment, assists students to frame future learning goals based on strengths and areas for improvement, develops team building skills which enable students to collaborate, negotiate and contribute to shared tasks, supports specific groups of students with appropriate scaffolding and resourcing to effectively participate in collaboration activities, enables students to share roles, responsibilities and ownership of outcomes, provides opportunities for students to reflect on and evaluate the value of working together (State of Victoria., 2020).

You can promote your classroom activities through the concept of Olympism collaborative skills with treat each other with dignity and respect, Listen to each other's point of view, recognizing that there may be disagreement, Keep discussion and comments on the topic, and off the people, Do not use inflammatory or offensive language, sarcasm or raised voices, remind students that if they have a disability or impairment that might affect participation you can support them better if they let you know (UMass., 2016).

In the classroom you can create activities that make your students more effective in friendship. Do things together, Care about each other, Have fun doing silly things, Share, Make you feel good, Stand up for each other (Clara M., 2021).

Teachers can engage some classroom activities such as: Introducing the concept of Olympism, Listen to a lecture accompanied by a slide presentation, Watching a short video, Engaging in a whole-class discussion on key questions, Working in small groups on a clearly defined task, Writing about Olympism Values, Creating a performance which might include poetry, music or dance, and Performing or presenting to their peers (UNODC., 2018).

In summary, Classroom activities play a vital role in a student's life. It offers to teach through various tasks assigned in the classrooms. Every activity aims at providing students with opportunities to deepen their learning. It improves their high-

order thinking skills. They can learn the art of applying the concepts while articulating new knowledge and skills.

Evaluation

The Evaluation of Olympism values highlighted below describes how Olympic values are expressed to create positive social change: Non-Discrimination. The Olympic Movement strives to ensure that sport is practiced without any form of discrimination, Sustainability. The Olympic Movement organizes and delivers programme in a way that promotes sustainable economic, social and environmental development, Humanism. The Olympic Movement's activities place people at the center of its attention, ensuring that the practice of sport remains a human right, Universality. Sport belongs to everyone. In all its decisions and actions, the Olympic Movement takes into account the universal impact sport can have on individuals and society, Solidarity. The Olympic Movement is committed to developing programmes that, together, create a meaningful and comprehensive social response to issues it can help address, Alliance between sport, education and culture. The Olympic Movement is committed to promoting the spirit of Olympism – the point at which sport, culture and education converge (WOA., 2015).

The values of Excellence, Respect and Friendship are identified by the Olympic Movement as the essential values of Olympism. They are the desired outcomes of Collaborative participation by elite athletes in Olympic sport competitions. OVEP focuses on educational processes for experiencing values wherein five educational themes are highlighted in the learning methodology: experiencing joy of effort, living fair play, practicing respect, pursuit of excellence and learning balance between body, will and mind. These teaching themes stem from the Olympic Charter and the Fundamental Principles of Olympism and integrate the objectives of positive youth development in the learning curriculum.

Practicing respect; When young people who live in a multicultural world learn to accept and respect diversity and practice peaceful personal behavior, they promote peace and international understanding.

Pursuit of excellence; A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

Balance between body, will and mind; Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning.

The Benefits of Olympism and other physical activities in the classroom include: Improved educational performance; health promotion and disease prevention; promotion of gender equality; social inclusion and the development of social capital; peace building and conflict prevention/resolution; post-disaster/trauma relief and normalization of life; economic development; communication and social mobilization; development of life skills; and building self-esteem and self-efficacy (IOC., 2017).

Definition of Collaborative Skills

Collaboration is that style of working in which two or more professionals/ functionaries work together towards achieving the common aim. Together they share ideas, develop plans, implement plans and also evaluate the outcomes. True collaboration occurs when all members of a collaborating team feel equally valued, goals are clear to all, decision making is shared and each one is accepted for their share of work and style.

At the level of school, collaboration in implementing inclusive education would mean regular education teachers, special education teachers, educational administrators, students (both challenged as well as non-challenged), parents and para-professionals working as a team to achieve the common aim of providing quality education to the children (Bharti., 2009).

Collaborative learning, which generally refers to students working together in an attempt to create knowledge and achieve shared learning goals, has been identified by scholars as an especially promising instructional approach to higher education. This instructional approach possesses effective student outcomes such as increased academic achievement, improved abilities in transferring information from one setting to another and the ability to generate new ideas. Although collaborative

learning is commonly used in the higher education setting, there is often confusion with this term with the related but quite distinct learning method, collaborative learning term. Collaborative learning represents a significant and appropriate shift away from the typical teacher-centered or lecture-centered approach in classrooms towards a more student-centered approach to instruction. Meaning that in collaborative classrooms the lecturing/listening, note-taking process may not disappear entirely but lives alongside other processes that are based on students' discussion and active engagement and learning of the course material. Teachers implementing this teaching approach usually tend to think of themselves as expert designers of intellectual experiences for students, or coaches of a more emergent learning process.

While teachers use collaborative learning because they believe it helps students learn more effectively, they also believe that collaborative learning promotes a larger educational agenda. This educational agenda includes equipping students with key competencies or soft skills that will prepare students for the real working environment and they include increased student engagement, collaboration with teammates, teamwork as well as civic responsibility (Nguyen., 2020).

In summary the Collaborative skills in the classroom can bring unique skills and perspectives to the students. Collaboration encourages skill-sharing so everyone can learn from one another — whether as small as an Excel hack or as big as a new type of workflow that can increase productivity.

The Characteristics of Collaborative skills

The characteristics of collaborative learning can be clearly seen if the approach is compared to the traditional one. Collaborative Learning differs from traditional language teaching approaches in some aspects; the first is in its goal structure. Johnson and Johnson (1979) in Lin (2015) refer to the goal structure as the type of interdependence among students and are categorized into three: collaborative, competitive, and individualistic. In collaborative goal structure, a learner is able to achieve learning goals when their peers also achieve theirs. Even though the portion is relatively different from one to another, the least capable learner will still also be capable of achieving the goal of learning depending on his/her capacity.

The competitive goal structure does not allow all individuals to achieve the learning goal. Instead, an individual learner achieves while others do not. In individualistic goal structure, there is no relationship between the achievement of an individual and the involvement of others either in the form of collaboration or competition. In other words, one's achievement is independent from others'. This occurs because each individual learner learns by themselves.

The difference between collaborative learning approach and the traditional one lays on the learners' participation upon the teaching and learning activity. Traditional approaches tend to focus on teacher-centered rather students-centered learning. Students are rarely involved in the teaching and learning process but only pay attention to what the teacher is explaining. They only become recipients of the knowledge delivered by the teacher. There is no sufficient space given to discuss and enlarge their communicative competence. In contrast, it shares common ideas with Communicative Teaching where there are interactions between teacher and the students and among students (Zang, 2010). When the students are given the chance to communicate not only with the teacher but also their friends, it is actually facilitating the students to acquire communicative competence. The communication which occurs is actually activating their mental function to maximize thinking, reasoning, and problem solving. When these activities take place, learners are unconsciously enriching their storage of knowledge. They do not simply be passive recipients but very active ones as they not only absorb the knowledge as input but also question, criticize, argue, and any other critical thinking activities (Amalia., 2020).

In the study we used the criteria of equality, participation and awareness to assess the development of collaborative skills for all grade eight students in Thoomwehkhee school Thai-Myanmar border.

The benefits of collaborative skills

Starting to see the benefits? The outcomes of collaborative learning lie in many tangible and less tangible traits:

1. Improved performance: Research shows that collaborative methods are much more valuable than individualistic methods in building student performance and progression.

2. Embedded learning: Going far above and beyond the broadcast approach, collaboration embeds knowledge more powerfully through

listening and sharing. A student is more likely to remember something learned with and from a peer than something broadcast from the front of the classroom. The dialogue and discussion over new ideas and approaches to solving the task set make it more memorable and require a deeper level of skills.

3. Confidence building: Well-planned collaboration allows all students to recognize and value the importance of their own contributions. It emboldens them with the confidence to teach and learn from others – not only their peers, but their teachers too.

4. Improved psychological health: There has been found to be a strong correlation between cooperativeness and psychological health. A more collaborative approach could lead to better emotional maturity, well-adjusted social relations, strong personality identity, ability to cope with adversity, basic trust and optimism about people, and independence and autonomy.

5. Inclusive: There is no such thing as an ‘average’ child, and collaborative learning plays to this. It can give outlier students unique ways forward. They bring their own strength and skills, which are recognized and valued by other students. Effective collaboration recognizes the merit of everyone in the group, allowing each child to work to their strengths and gain support from others when needed.

6. Well-rounded citizens: This may seem a bold claim, but as mentioned at the beginning, what we learn in childhood, we take into adult life. Collaborative practice can become so inculcated in a person that they take their skills not only on to further education and work, but into their personal lives too. The more people are equipped this way, the more harmonious society can become.

Collaboration is a promising mode of human engagement that has become a twenty-first-century trend. The need to think together and work together on critical issues has increased causing stress from individual attempts to team work and from

autonomy to community. The concept of CL, the grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated; the term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another's learning as well as their own. Thus, the success of one learner helps other students to be successful.

The people in teams will get to know each other and extend their activities outside of class. Students will contact each other to get help with questions or problems they are having, and they will often continue their communications in later terms. As students are actively involved in interacting with each other on a regular basis in an instructed mode, they are able to understand their differences and learn how to resolve social problems which may arise. Collaborative skills builds more positive heterogeneous relationships and encourages diversity understanding and promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution. Research shows that CL reduces violence in any setting. Most social psychology text books contain considerable discussions about conflict, sometimes instigated by individual or inter-group competition, and its resolution and/or reduction through the use of collaborative techniques (Laal., & Ghodsi., 2012).

Finally, it summarizes that collaborative learning skills compared with competitive and individualistic efforts, has numerous benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self-esteem.

Collaborative Skills in the 21st Century

Collaborative Skills have increasingly become important in schools and organizations. It is the process by which learners interact in small groups to learn. Students' achievement and productivity rely on their immediate environment and their relationship with the people around them, especially their classmates. Learning is a process in which students interact with their immediate environment, including their peers, classmates and teachers. Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage

with others, and make connections between new ideas and prior understandings; it builds on prior knowledge and involves enriching, building on, and changing existing understanding, where "one's knowledge base is a scaffold that supports the construction of all future learning" occurs in a complex social environment and thus should not be limited to being examined or perceived as something that happens on an individual level. Its goal is to increase individual and group experiences within a given environment. Learning functions can be performed by different brain learning processes, which depend on the mental capacities of learning subjects and achieving goals, which has to be justified and socio-cognitive and environmental circumstances. The beauty of collaborative Skills is also that it offers such flexibility. Collaboration offers a full range of models, multi-team, small-team. Another advantage is that one doesn't lose sight of the individual, because everyone is unique and has personal attitudes. A collaborative approach doesn't assume that everyone will travel at the same speed. For this the flexibility and the possibility to give personalized instructions and different approaches, could also help to contribute to all the learners.

Collaborative Skills (CS) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It also refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. Moreover, now we emphasize the impact of elaboration emphasis on a student's academic performance. It is about the teacher's patience and effort to facilitate the students' teaching-learning through collaborative learning. Furthermore, this research undertaking will serve as an appraisal of the impact of collaborative learning on students' academic performance. Teacher education students are highly bombarded with expectations of achieving high and producing more. Thus, instructors utilized various methods to enable them to develop holistically. The students' productivity and achievement strongly rely on their adaptive measures to drastic changes from senior high school to college (Sotto., 2021).

The topic summarized that the 21st century of collaborative skills is the ability to share ideas and thoughts openly alongside another person and to come up

with a combined answer, response and/or solution for a particular topic or issue of physical education. It is the ability of students to combine different notions, beliefs and theories into one concrete explanation and/or solution that is reflective of the diversity of the group itself.

PE Learning managements

Introduction

Physical education (PE) learning management uses Olympism values and collaborative skills techniques to improve the characteristics of lower secondary school students. It aims to develop an individual physically, mentally, socially, and emotionally. This includes sports and games, safety education, recreation, first aid, sports psychology, exercise physiology, sports administration, and management.

Students are often required to work in small groups for a variety of curriculum based activities such as seminars, presentations, study groups and research projects. Student groupings provide a broadly social context, which is define by a wide range of variables such as the nature of the task, the size of the group, and the range of abilities within the group. These variables inevitably influence a group's learning effectiveness.

Students working collaboratively in the classroom specifically is interesting for two reasons. First, if the prevailing assumption that the development of collaborative skills requires little or no training is correct, then it should particularly be the case with this group of comparatively mature learners, who will have had many opportunities to develop such skills during earlier collaborative learning encounters at school. The education therefore provides a tough test of the effect of team training, given expectations about their prior incidental learning. Second, the programme of key-skills training pursued by universities and encouraged students with the skills necessary to work effectively in teams in the workplace (Pricharda, Stratforda, and Bizo., 2006).

Collaborative Skills learning activities

The impact of collaborative Skills on learning is consistently positive, with pupils making an additional 8 weeks progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the

details right. Collaborative skills learning can describe a large variety of approaches, but effective collaborative skills learning requires much more than just sitting pupils together and asking them to work in pairs or groups; structured approaches with well-designed tasks lead to the greatest learning gains.

There is some evidence that collaborative skills can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Most of the positive skills include the promotion of talk and interaction between learners. The evidence indicates that groups of 3–5 is most effective for collaborative Skills learning – there are smaller positive impacts for both paired work and collaborative skills activities with more than 5 pupils in a group. Through collaborative skills, pupils may develop explanation, demonstration, problem-solving, and meta-cognitive skills, or pupils may benefit from sharing the load of challenging tasks. It is important that schools ensure that within collaborative skills: All pupils, particularly pupils with low prior attainment, are supported to fully participate. The make-up of pairings and groups is carefully considered teachers promote good practice in collaboration – for example modeling high quality discussions so that collaborative activities are productive teachers carefully monitor collaborative activities and support pupils that are struggling or not contributing

There is a broad range of approaches to collaborative skills involving different kinds of organization and tasks across the curriculum. Not all of the specific approaches to collaborative skills adopted by schools have been evaluated, so it is important to evaluate any new initiative in this area. Professional development is likely to be required to maximize the effectiveness of skills and monitor the impact of different skills in the classroom (EEF, 2021).

Teacher Roles in a Collaborative skills Classroom

There is no doubt that education is the most important thing for the sustainable development of any nation. The aim of education is to produce qualified and well-developed citizens. The quality of learners is determined by the quality of teachers. In other words, the quality of teachers largely determines the quality of education in a society. Therefore, teachers play a crucial role in building a modern

developed nation. Through quality teachers, the new generation can be equipped with 21st century skills in order to propel a country to development and progress. Effective teachers have belief not only in themselves but also in their instruction, and management skills. Ng, Nicholas, and Alan (2010) claimed that “teachers’ beliefs are the ideas that influence how they conceptualize teaching” (p. 278). This self-conception is central to teacher efficacy. Research has clearly found that teacher efficacy has an impact on teacher “performance, commitment, and professional retention”. Significantly, experts and parents alone cannot bring students’ academic achievement without critical effort of teachers. Teacher’s good classroom management skill is essential in this aspect. Classroom management style has changed in the 21st century with knowledge transmission and production. Classroom management approaches such as corporal punishment and yelling are intolerable in the current society. That is why teachers should focus on being professional and well-managed. Classroom management fosters more class participation, self-discipline, ultimately, effective learning. Classrooms well-managed by teachers can provide safety and freedom for students (Lay, 2022).

Classroom management is the process that the teachers should do towards two finishes. Specifically, teachers should encourage students’ inclusion and collaboration in classroom exercises. Classroom management is the teacher 's approach to oversee or control their students from the start until the finish of the class. According to the researcher, good classroom management applied by the teacher will make the teaching and learning more systematic and more conscious. It has ten specific items of classroom management such as student’s seating arrangement, teacher’s voice, teacher talking time, creating a good atmosphere and condition in the class, teacher’s feedback, explaining the syllabus to the students, time management, student talking time, teacher wardrobe, and adjusting the material with students learning ability. Therefore, classroom management curriculum 2013 can describe more details about classroom management (Afifah, Elfrida, & Mukhrizal (2022).

Classroom Management competence is understood as the ability to establish and maintain an effective learning environment for students. A Classroom Management competence-qualified teacher has the following abilities:

(1) Building a learning environment refers to the efforts of teachers in establishing physical and social learning environments in the classroom. The classroom environment includes not only the classroom atmosphere, attitudes, emotions, and interactions among class members, but also the classroom space and physical facilities that support the classroom teaching and learning (e.g., desks, chairs, boards, technology devices, learning materials; Froyen & Iverson, 1999; Wong & Wong, 2001). Therefore, CM also includes the organization and arrangement of tables and chairs, facilitation of classroom coverage, movements, approaching students, organization of learning activities, and arrangement of documents and classroom supplies to benefit students' learning.

(2) Managing student learning activities include teachers' actions and measures to encourage and maintain students' active response and cooperation while the students process organized competence-oriented learning activities. The management skills involved in student learning activities are demonstrated through the following teachers' activities:

- Observing the classroom organization
- Managing time
- Organizing learning activities and enhancing student engagement during class time
- Engaging students in diverse learning activities and transiting learning activities smoothly
- Examining and assessing students' learning

(3) Managing student behavior helps create a disciplined and orderly learning environment that fosters teaching and learning. Teaching skills relevant to this aspect of Classroom Management include:

- Establishing rules and codes of conduct
- Intervening in behavioral concerns

- Establishing a teacher-student relationship

Along with the classroom management requirements for professional teachers, the CM activities used in this study aim to develop standards for determining classroom management competences performed by Thoomwehkhee school teachers (Ngô Vũ Thu Hằng, Nguyễn Thị Hằng & Nguyễn Thị Liên (2022).

Student Roles in a Collaborative Classroom

Collaborative skills (CS) can be defined as a set of teaching and learning strategies promoting student collaboration in small groups (two to five students) in order to optimize their own and each other's learning. To achieve this purpose, teachers have tried to organize different types of collaborative activities in their classroom teaching. In this paper, we report on teacher and student perceived features of collaborative activities that teachers have implemented to foster student collaboration.

In classrooms today, it is not uncommon to see students working together in small groups with their peers or even working in stations around the room and interacting with their teacher. Collaborative skills is not something new, teachers have been using this method in classrooms for many years. The changes, however, come in the types of activities used as well as the different tools available for having students collaborate. Social learning theory explains how people can learn in different social contexts and how creating a more active learning community can positively impact a learner's ability and help meet individual learner goals.

In order to create the best opportunities for students to collaborate, teachers need to consider what the purpose is of designing a more collaborative and interactive learning environment. Part of the consideration should be on how we can help students to build their social-emotional learning skills, to develop communicative abilities as well as to work as part of a collaborative team, that promotes discussion, interaction and problem-solving. There are many ways to create different activities in the classroom that can help students to practice in more authentic ways, and also build confidence and social networks for learning.

Meaningful collaborative skills promotes the building of peer relationships, fosters peer interactions and by involving students in different

discussions, it enables them to understand different perspectives, and to give and receive feedback. During these collaborations, students not only become more skilled at working with their peers but also working with other adults besides their teacher, while developing their online presence and being responsible in the use of digital tools for learning (Poth, 2018).

Challenges and Conflicts in a collaborative skills classroom

Collaborative skills learning refers to an instructional arrangement where students work together in a group to achieve a shared goal (Schreiber and Valle, 2013; Asterhan and Schwarz, 2016). Recently, collaborative learning has gained widespread attention owing to the increasing importance of working in teams to solve the ever more challenging problems in our contemporary life and work. However, its effectiveness on learning is still inconclusive. Some studies have indicated that collaborative skills learning is more effective than individual learning (Du, X. Chen, C. and Lin, H. 2022).

When teachers and schools move from traditional to collaborative instruction, several important issues are likely to arise. They are important concerns for teachers, administrators, and parents. Classroom Control Collaborative classrooms tend to be noisier than traditional classrooms. This is a legitimate issue for a number of people. Some teachers believe that noisy classrooms indicate lack of discipline or teacher control. In such situations, they argue, students cannot learn. Students need opportunities to move about, talk, ask questions, and so on. Thus, we argue that the noise in a smoothly running collaborative classroom indicates that active learning is going on. However, students must be taught the parameters within which they make their choices.

Individual Responsibility for Learning, this concern is a difficult one to solve unless major changes in other areas of schooling are also undertaken. Students are used to being graded for individual work; parents expect to know how their students fare in school. School staff and state departments depend on traditional assessments. In collaborative classrooms, it is often difficult to assign individual grades. Some teachers give group grades, but many students and parents are uncomfortable with these. Ideally, assessment practices should be changed so that

they are consistent with collaboration, with a new view of learning and with a thinking curriculum (Tinzmann, Jones, Fennimore, Bakker, Fine, and NCREL, Brook., 2019).

Teaching Strategies of Collaborative Skills

Collaborative skills enriches the classroom for students. It begins with meaningful tasks that involve students participating in negotiating roles, responsibilities, and outcomes. Collaborative learning is different from delegated group work. It actively encourages learning and focusing together, rather than delegating parts of a task.

Group selection is a vital consideration, one that you will need to vary depending on many factors:

- The purpose of the activity
- Individual learning goals
- Friendships and working relationships
- Facilitating that building of new relationships
- Delegation of particular skills and strengths

Group learning activities are specially designed so that student collaboration is required to effectively accomplish the task and include sharing roles, responsibilities, and the ownership of outcomes.

Before we can expect our students to participate in collaboration, we have to teach them what collaboration is and how to do it effectively. When left on their own to just jump in, it can result in arguing, hurt feelings, lack of equal contribution, and loss of learning. We should do the same with collaboration, a multi-skill activity. Here are some important skills that teach students to make collaborative skills a success:

- Everyone participates through sharing ideas, offering suggestions, and helping with the work
- Everyone agrees to listen to others and keep an open mind to ideas and suggestions, with the goal of coming to a group consensus
- Everyone helps to build on an idea and make it better by asking questions, solving problems, and working together

-Everyone recognizes that all ideas can be improved upon and that constructive criticism is about the idea and not the person who suggested it. If we can help our students learn these skills, they will be well on their way to becoming great collaborators inside and outside the classroom (State of Victoria, 2020).

Evaluation

This study aims to evaluate the peer learning and assessment in the collaborative skills process in higher education practices. The study also investigates the impact of peer learning on the development of skills within collaborative through the use of volunteer responses from learners concerning their experiences with and perceptions of collaborative skills learning. The results revealed that the collaborative peer learning process in higher secondary education encourages critical reflection and self-assessment. The study contributes to the understanding of the value of learner satisfaction in collaborative skills environments through the experiences of learners (Altinay, 2017) .

Collaborative skills, in which pairs or small groups of students work together, allow learners to benefit from their peers' knowledge and teacher feedback in the same activity. Successful collaborative skills can boost student understanding by encouraging them to defend their thoughts, thus building their metacognition skills, and can expose students to other perspectives and ideas. Learning to work collaboratively can be a challenge, but it builds valuable interpersonal skills that can help students transition into their lives. There are many ways to encourage students to collaborate in ways that can be assessed, but most of them can roughly fall into three categories: Group discussions, group projects, and peer review. No matter what type of collaborative assessment fits with a specific course, there are certain best practices that will be helpful to keep in mind.

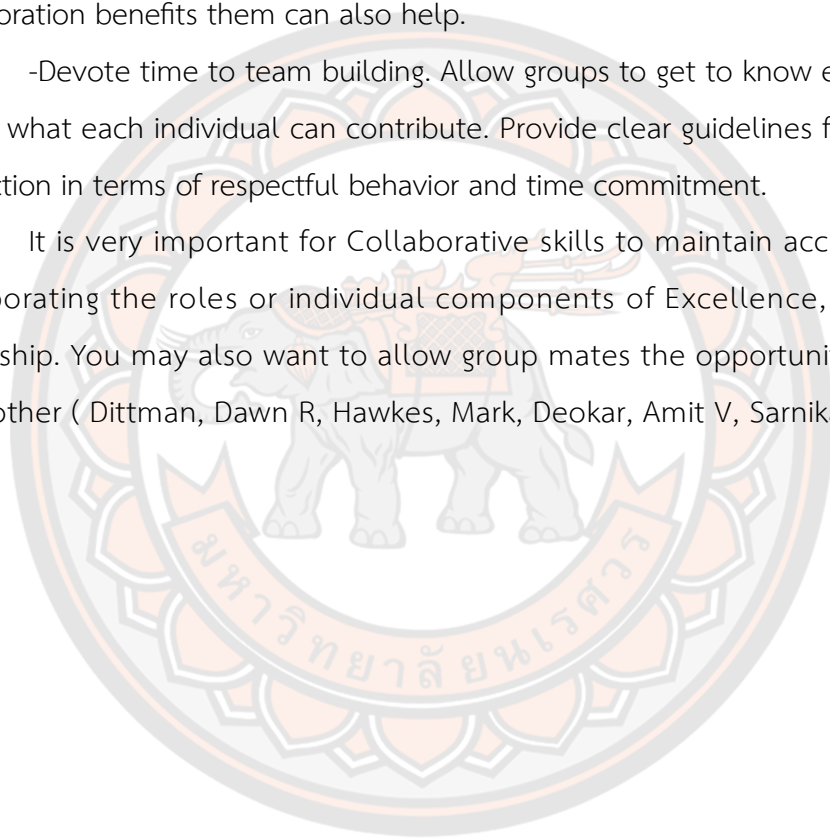
Collaborative skills can help students develop a deeper understanding of course content, but adding more people always adds complexity and the potential for conflict. Here are some general best practices activities that can help collaborative skills assessments succeed.

-Design group assignments/activities around a question or problem that requires interaction. Activities that require consensus building or problem solving are great fits for collaborative assignments.

-Clarity matters. Students should know what the goals and expectations are for an assignment and should have the opportunity to check their progress periodically. Provide resources for succeeding, such as technology tutorials, rubrics, and examples. If you encounter student resistance, being explicit about why collaboration benefits them can also help.

-Devote time to team building. Allow groups to get to know each other and to see what each individual can contribute. Provide clear guidelines for appropriate interaction in terms of respectful behavior and time commitment.

It is very important for Collaborative skills to maintain accountability by collaborating the roles or individual components of Excellence, Respect, and Friendship. You may also want to allow group mates the opportunity to evaluate each other (Dittman, Dawn R, Hawkes, Mark, Deokar, Amit V, Sarnikar, & Surendra (2010).



Chapter 3

Research Design and Methodology

Introduction

The objective of this study aims to examine the effect of physical education learning management to enhance olympism values and collaborative skills in developing grade eight students' in Thoo Mweh Khee Learning Center (TMKLC). It aims to explore students' views towards Olympism values and collaborative learning skills. Research referred to classroom investigation initiated by researchers, perhaps teachers, who looked critically at their own practice with the purpose of understanding their students' Olympism values and collaborative skills, and the quality of education. The research involved the collection and analysis of data related to aspects of professional practice. In the following section, research methodology, including research design, the participants, research instruments, data collection, and data analysis are presented.

Research Design

This research was a quasi-experimental study with a single group pretest and post-test design. The study involved both qualitative and quantitative data. The scores of the pretest and post-test were compared using a dependent T-test to examine the students' collaborative skills. To find out the students' views towards the use of Olympism values and collaborative skills in physical education learning management, Teacher asked students to complete a questionnaire and participate in a focus group at the end of the study.

O1	X	O2
Pretest	Treatments	Post-test
Dependent variable Olympism Values and Collaborative Skills	8 weeks learning	Dependent variable Olympism Values and Collaborative Skills

Population

The population of the study were grade eight students, at the age of 14-16 years old, studying in the Olympism values and collaborative skills program at Thoomwehkhee learning Center between Thailand-Burma border. The total number of students was 128.

Participants

The participants in this study were 20 students studying at a ThooMwehKhee migrate learning high school in Thailand and Burma border. The participants were selected via a purposive sampling method according to the objectives of the study. They were grade eight students in Olympism collaborative learning skills programs. The reason why I chose this group is because they came from different families and cultural backgrounds.

Research Instruments

In this study, the research instruments included lesson plans, a student questionnaire, interview questions, and pretest and post-tests of Olympism values and collaborative skills.

Data Collection Procedure

The data collection will be in 8 weeks. In the first week of the experiment, instructions on Olympism values and collaborative skills were presented to the students. Then, the concept of Olympism pretest was given to the participants. They had 45 minutes to complete the test. Throughout the experiment periods, the participants were taught the concept of physical education on olympism values and collaborative skills. Details of teaching Olympism through collaborative skills in each stage were presented below;

Unit Plan and Lesson Plan

The lesson plans were piloted with a class of 20 students in grade eight who were not yet participants in this study, to check the practicality of the lesson plans. Each lesson plan covered one period of a week for 50 minutes after school.

In order to study the students' interaction and their learning behaviors, class observation was conducted in each lesson. The details of each week were provided below;

Table 1 Weekly Units Plans and Lesson plans

Week	No	The PE learning management of Olympism values and Collaborative skills for students at Thai-Myanmar Border (Lesson Plans and Projects)	Time (Hours)
1	Lesson 1	Introduction to Physical Education	50 mins
	Lesson 2	Physical education can improve people's health through Physical, mental, social, Emotional	50 mins
2	Lesson 3	The definition of Olympism	50 mins
	Lesson 4	Olympism Values	50 mins
3	Lesson 5	The important of Olympism values	50 mins
	Lesson 6	Principles of Olympism	50 mins
4	Lesson 7	Collaborative Skills Introduction	50 mins
	Lesson 8	The Important of Collaborative skills	50 mins
5	Lesson 9	Collaborative skills in 21st Century	50 mins
	Lesson 10	The benefit of Collaborative skills	50 mins
6	Lesson 11	Students learning activities of olympism Values	50 mins
	Lesson 12	Students learning activities of Collaborative skills	50 mins
7	Lesson 13	Students olympism Presentation projects	50 mins
	Lesson 14	Students Collaborative skills presentation projects	50 mins
8	Lesson 15	Evaluate the Lessons	50 mins
	Lesson 16	Final Exams	50 mins

Data Analysis Procedure

The objective of this research is to know the collaborative skills ability of the grade eight students at Thoomwehkhee school Thai-Myanmar border. The data were analyzed by using descriptive and inferential analysis. Descriptive analysis was used to explain the average score, standard deviation of each student, both in the pre-test and post-test. In addition, inferential analysis was used to see the effectiveness of Physical Education programs based on collaborative learning skills in improving students' collaboration skills by using Paired Sample Test (t-test) in order to know the concept of olympism learning model on collaborative skills.

Pretest and Post-test Design

The one-group pretest-post test design is a type of quasi-experiment in which the outcome of interest is measured 2 times: once before and once after exposing a non-random group of participants to a certain intervention/treatment. In a one-group pretest-posttest design, the dependent variable is measured once before the treatment is implemented and once after it is implemented. There are no control groups; it will offer comparison of the same individual before and after the treatments.

Pretest timing

- Duration: 30 minutes (minimum)
- Target group: Grade 8 Students
- Material: Copies of the quiz (attached)
- Facilitator: 1

Overview

Participants are invited to measure their level of “integration” of the Olympic values in their lives, by filling out each a multiple choice questionnaire about their reactions to different daily life situations of the questionnaire and the Olympic values.

Give a copy of the Test copies paper to each participant. Invite them to fill it individually and remind them to be honest in their responses.

Paired sample t-test

Students Olympism values sample T-test Scores in Pretest

Q1 your team won the match by a large margin.

A. You laugh at the losers with your teammates.

B You tell the opponents that luck was on your side.

C You focus on the next match. This one is no longer important.

Q2 You lost the match.

A You learn a lot and swear to be better next time!

B You blame the coach, or the referee, or the field, or the weather, or your parents!

C You feel guilty. You should have trained more!

Q3 Which of the following are the Olympic values?

A Respect

B Courage

C Inspiration

Q4 You have to play a hockey match and you know the opponents are quite aggressive. What should your team do?

A Play as aggressively as them.

B Try to negotiate a fair play match beforehand.

C Play your own match and trust the referee.

Q5 Your new tennis partner is the most unpopular kid in the class.

A You take the opportunity to get to know him better.

B You ask the coach to change partner.

C You don't say anything and mock him even more behind his back.

Q6 Together with fellow supporters, you visit an international basketball derby. Some of them whistle during the national anthem.

A It's fun! You take part as well.

B It's a disgrace and you tell them.

C You feel ashamed and try to walk away from them.

Q7 In your club, your friend is bullied.

A You can't do anything but hope you won't be the next victim.

B You sympathize with your friend.

C You ask the coach to order the bullies to stop.

Q8 Which of the following is an example of the value of "Excellence"?

A Overcoming an injury to take part in an event.

B Congratulating an opponent after a race.

C Achieving a personal best in an event.

Q9 You play tennis with your little brother, who is a beginner.

A You let him win.

B You give him tips to progress.

C Cool, it will be an easy victory!

Students responses to each of the questions and calculate their score

Before Experimentals;

Table 2 Pretest Scores

Olympism values Test-Participants No.	Test-Scores	Total score 9/9
1	33.3 %	3
2	44.4%	4
3	22.2%	2
4	22.2%	2
5	22.3%	2
6	33.3%	3
7	33.4%	3
8	44.4%	4

Olympism values Test- Participants No.	Test-Scores	Total score 9/9
9	55.5%	5
10	44.4%	4
11	33.3%	3
12	33.3%	3
13	22.2%	2
14	22.2%	2
15	22.2%	2
16	33.3%	3
17	11.1%	1
18	22.2%	2
19	66.6%	6
20	33.3%	3

The score is: 0–3 points 4–6 points 7–9 points

The score is:

0–3 points: You don't show much friendship or respect to people. Maybe you also think that a disrespectful joke is acceptable. You probably don't always get respect from other people either. Did you know that you get more respect when you're respectful? Try it out and don't forget that perseverance is the key to success!

4–6 points: You usually respect other people, but you don't want to be over-the-top. You also like some people more than others and demonstrate it clearly. Maybe you don't care that much about other people's situations. You probably know that showing respect produces respect. Don't forget this in everyday life!

7–9 points: You show a lot of respect to other people. It's natural for you. You don't like biased comments. Perhaps you are too friendly for this difficult world. Remember that it's not possible to be liked by everyone or to always be respectful.

Students Olympism values sample T-test Scores in Post-Test

Q1 Your team won the match by a large margin.

A You laugh at the losers with your teammates.

B You tell the opponents that luck was on your side.

C You focus on the next match. This one is no longer important.

Q2 You lost the match.

A You learn a lot and swear to be better next time!

B You blame the coach, or the referee, or the field, or the weather, or your parents!

C You feel guilty. You should have trained more!

Q3 Which of the following are the Olympic values?

A Respect

B Courage

C Inspiration

Q4 You have to play a hockey match and you know the opponents are quite aggressive. What should your team do?

A Play as aggressively as them.

B Try to negotiate a fair play match beforehand.

C Play your own match and trust the referee.

Q5 Your new tennis partner is the most unpopular kid in the class.

A You take the opportunity to get to know him better.

B You ask the coach to change partner.

C You don't say anything and mock him even more behind his back.

Q6 Together with fellow supporters, you visit an international basketball derby. Some of them whistle during the national anthem.

A. It's fun! You take part as well.

B It's a disgrace and you tell them.

C You feel ashamed and try to walk away from them.

Q7 In your club, your friend is bullied.

A You can't do anything but hope you won't be the next victim.

B You sympathize with your friend.

C You ask the coach to order the bullies to stop.

Q8 Which of the following is an example of the value of "Excellence"?

A Overcoming an injury to take part in an event.

B Congratulating an opponent after a race.

C Achieving a personal best in an event.

Q9 You play tennis with your little brother, who is a beginner.

A You let him win.

B You give him tips to progress.

C Cool, it will be an easy victory! Write down your responses over

Students responses to each of the questions and calculate their score after Experimental;

Table 3 Post test Scores

Olympism values Test-Participants No.	Test-Scores	Total score 9/9
1	88.8 %	8
2	88.8%	8
3	77.2%	7
4	33.3%	3
5	77.3%	7
6	77.7%	7
7	88.8%	8
8	77.7%	7

Olympism values Test- Participants No.	Test-Scores	Total score 9/9
9	77.5%	7
10	55.5%	5
11	88.3%	8
12	77.7%	7
13	77.7%	7
14	77.7%	7
15	88.2%	8
16	88.3%	8
17	77.1%	7
18	88.2%	8
19	66.6%	6
20	77.7%	7

The score is: 0–3 points 4–6 points 7–9 points

The score is:

0–3 points: You don't show much friendship or respect to people. Maybe you also think that a disrespectful joke is acceptable. You probably don't always get respect from other people either. Did you know that you get more respect when you're respectful? Try it out and don't forget that perseverance is the key to success!

4-6 points You usually respect other people, but you don't want to be over-the-top. You also like some people more than others and demonstrate it clearly. Maybe you don't care that much about other people's situations. You probably know that showing respect produces respect. Don't forget this in everyday life!

7–9 points You show a lot of respect to other people. It's natural for you. You don't like biased comments. Perhaps you are too friendly for this difficult world. Remember that it's not possible to be liked by everyone or to always be respectful (United States Olympic & Paralympic Committee. 2018).

Students Collaborative Skills sample T-test Scores in Pre Test Grade: Eight Students

Table 4 Paired Sample t-test

Goal	4	3	2	1	Total
Equal Work	Did a full share of their work and more.	Did an equal share of the work.	Did almost as much work as others.	Did little or no work.	_____ / 4
Cooperation	Took initiative in helping the group get organized.	Worked agreeably with group members.	Could be persuaded to cooperate.	Did not cooperate.	_____ / 4
Participation	Provided many ideas.	Participated in discussions and made some suggestions.	Listened to others but offered few suggestions.	Seemed bored with the discussion, offered minimal suggestions.	_____ / 4
Support	Assisted other partners.	Offer encouragement to partners.	Seemed preoccupied and didn't assist.	Took little interest in the project.	_____ / 4
Communication	Clearly	Usually	Rarely shared	Never	

Goal	4	3	2	1	Total
on	communicate d ideas with the group.	shared ideas.	ideas.	expressed ideas or interest.	____ / 4
					Total Score: ____ / 20

Maximum score: 20 points

Guide to Scoring:

5-10: Collaborative skills are emerging

10-15: Collaborative skills are developing

15-20: Collaborative skills are established

Students Collaborative Skills sample T-test Scores in Post Test

Table 5 Grade

Goal	4	3	2	1	Total
Equal Work	Did a full share of their work and more.	Did an equal share of the work.	Did almost as much work as others.	Did little or no work.	____ / 4
Cooperation	Took initiative in helping the group get organized.	Worked agreeably with group members.	Could be persuaded to cooperate.	Did not cooperate.	____ / 4
Participation	Provided many ideas.	Participated in discussions and made some suggestions.	Listened to others but offered few suggestions.	Seemed bored with the discussion, offered	____ / 4

Goal	4	3	2	1	Total
				minimal suggestions.	
Support	Assisted other partners.	Offer encouragement to partners.	Seemed preoccupied and didn't assist.	Took little interest in the project.	____ / 4
Communication	Clearly communicated ideas with the group.	Usually shared ideas.	Rarely shared ideas.	Never expressed ideas or interest.	____ / 4
					Total Score: ____ / 20

Guide to Scoring:

5-10: Collaborative skills are emerging

10-15: Collaborative skills are developing

15-20: Collaborative skills are established

Table 6 Olympism values test scores and Collaborative Skills Test Scores

Olympism Values Test		Collaborative Skills Test	
Pretest	Post test	Pretest	Post test
3	8	5	17
4	8	7	18
2	7	6	16
2	3	4	15
2	7	7	18
3	7	6	19
3	8	8	18
4	7	7	18
5	7	6	17
4	5	5	19
3	8	6	16
3	7	6	18
2	7	7	16
2	7	6	16
2	8	7	17
3	8	6	19
1	7	5	18
2	8	8	18
6	6	9	17
3	7	8	18

Chapter 4

Research Analysis

The effect of Physical Education learning management to Enhance Olympism values and Collaborative Skills for Students at Thai-Myanmar Border analyzed data according to research objectives as the following.

1) To Compare the Effects of Physical Education learning management to enhance Olympism values for students at Thai-Myanmar Border between before and after experimental.

The dependent samples t test was then conducted. The Olympism Values Scores for students who participated in Physical education before 8 weeks learning Olympism Values Physical activities program had a higher mean score ($M=2.95$, $SD=1.19$) than students who participated in physical education after math instruction ($M=7.00$, $SD=1.21$). The mean difference of 19 in Olympism Values Scores was significant, $t=-10.283$, $p<.01$, as is shown in Table. Olympism Values Mean scores for students who participated in Physical Education before 8 weeks Physical activities program versus Students who Participated after the Physical activities program ($n=20$).

	<i>M</i>	<i>SD</i>	<i>t</i>	<i>P</i>
Before	2.95	1.19	-10.283	.000**
After	7.00	1.21		

* $p<.01$

The result indicated that there was a statistically significant mean difference in students' Olympism Values scores between students who participate in physical education before 8 weeks learning Olympism Values physical activities program and those who participate in physical education after 8 weeks learning Olympism Values physical activities program.

Since the conflict between ethnic groups in Myanmar, there are so many children and young people who are crossing on the border every day because of the political

system in Myanmar. They have lost their parents, shelter and future. It is touch skin that young people are facing around Thai- Myanmar border. When they arrived in Thailand, they have to face so many challenges and problems in their daily lives such as study for example most of them who live here have to struggle with their daily life and they didn't have opportunity to learn same as the Thai people. Most of them come to study in migrant school to get education but there qualification isn't recommend by both countries (Thai-Burma). Because of this reason, some of them losing their motivation half way and try to find job for their survivor. Most of the time the job that they got is daily worker such as but some doing corn field. They also find a place for their shelter because, the place that they have flee was burn and they can't stay there therefore they come to the neighbor country (Thailand). Because they have to face, abuse and torture from the Burmese military and they couldn't stay there to study because of the conflict, so they find a place to refuge. That is why there are about 74 migrant schools providing education and shelter for young displaced people and children.

The one problem that we see is most of the students don't have self-confidence, relationships and participation in their study. Some students are studying but they don't have clear goals because they are just migrant students who have qualifications but it isn't recommended by both countries (Thai-Burma). They also face so many problems and challenges such as missing parents and some have even lost their family. We are trying to find so many ways to help these students but, in the end, we see that Physical education is a possible way to help students to reduce the challenges. Therefore, the Physical Activity program of Olympism values will help students to reduce their problems. If we don't do this, we don't know in the future what will happen to these children such as low confidence, low energy to study, less academic success to name a few. If we do this physical education program, it will help them to have more self-relationship and participation, self-confidence through Olympism values. It will promote the children and young people's overall holistic health; physical, social and emotional well-being.

The use of Olympism values is used as the backdrop for the IOC's values-based teaching and learning opportunities. OVEP integrates sport and physical activity

within a cultural and educational framework, and is in line with the United Nations General Assembly declaration of the Decade of Education for Sustainable Development (DESD – 2005-2014). In view of the fact, that in today's world, the practice of sport has changed and with the objective to get the “Now Generation” back onto the field of play, this donor-supported project was launched in 2005 with the key objective as stated by the IOC President and approved by the Executive Board, “to develop an Olympic educational programme targeted primarily at young people and youth”. The unique potential originating from the practice of sport has been repeatedly recognized. Progressive solutions to use the power of sport, its ability to initiate intercultural dialogue, its global reach, its effect on the sporting community and beyond represent an area to enhance equality, obtain personal freedom and a means for development.

According to the Olympic Charter, “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good examples and respect for universal fundamental ethical principles.”

Sport and the broader base of physical education provide a boundless arena from which to learn life skills such as tolerance, solidarity, fair play, non-discrimination, inclusivity, friendship, respect, excellence, dedication, loyalty and courage. Fundamental or universal virtues such as the value of effort and how to face life's challenges such as victory or defeat are part and parcel of participation through and in sport.

The three values of Olympism are excellence, respect and friendship. They constitute the foundation on which the Olympic Movement builds its activities to promote sport, culture and education with a view to building a better world by targeting students affected by displacement, including host communities at Thai-Myanmar borders.

2) To Compare the Effects of Physical Education learning management to enhance Collaborative skills for students at Thai-Myanmar Border between before and after experimental.

The dependent samples t test was then conducted. The Collaborative skills Scores for students who participated in Physical education before 8 weeks learning Collaborative Skills Physical activities program had a higher mean score ($M=6.45$, $SD=1.23$) than students who participated in physical education after 8 weeks learning Physical activities program ($M=17.40$, $SD=1.14$). The mean difference of 19 in Olympism values Scores was significant, $t=-32.570$, $p<.01$, as is shown in Table. Collaborative skills Mean scores for students who participated in Physical Education before the Physical activities program versus Students who Participated after the Physic Activities program ($n=20$).

	<i>M</i>	<i>SD</i>	<i>t</i>	<i>P</i>
Before	6.45	1.23	-32.570	.000**
After	17.40	1.14		

** $p<.01$

The result indicated that there was a statistically significant mean difference in students' Collaborative Skills scores between students who participate in physical education before 8 weeks learning Collaboratives Physical Activities program and those who participate in physical education after 8 weeks learning Collaborative skills physical activities program.

Collaborative skills (CS) has been a topic of interest in the field of education, particularly in physical education (PE) (Dyson and Casey, 2016; Casey and Quennerstedt, 2020; Rivera-Pérez et al., 2021). In the education sector, artificial intelligence presents an undeniable challenge. Along with this, there is a more sophisticated social division of work (Janoski, 2015), team collaboration, and collaborative learning in teaching and training. Stanne et al. (1999) found that collaborative skills learning is more effective in promoting learners' movement skill levels (with an effect size of 0.53) than individual effort or competition (with only 0.36) in a meta-analysis of 20 studies. Moreover, PE has been seeking education methods suitable for both social development and student needs in its development over the years. From its development in the 1980s to the present, the

21st-century collaborative skills learning model has been widely applied and promoted in the education field. It contains five key factors: positive interdependence, individual accountability, group processing, active interaction, and social skills (Johnson and Johnson, 2014). Studies have shown that in PE, CSL mainly focuses on the interactions between students and between students and teachers (Metzler, 2017).

CSL emphasizes the development of students, including physical, cognitive, social, and emotional aspects, which has been fully reflected in PE. According to Casey and Goodyear's (2015) systematic analysis based on a qualitative review of 14 articles, quantitative analysis of 11 articles, and mixed-method analysis of 2 articles, CSL can promote students' positivity, listening skills, understanding and encouragement of others, and the ability to build respect, understanding, mutual encouragement, and complete learning tasks together in PE classrooms (Silva et al., 2021a). Most importantly, CSL is implemented in a student-centered learning mode, which emphasizes students' subjectivity (Li and Lam, 2013).

On the other hand, CSL in PE can enhance students' teamwork abilities (Dunn and Wilson, 1991). For example, Sánchez-Hernández et al. (2018) intervened with CL in soccer games, allowing male and female students to participate together by grouping them into teams. This reduced gender discrimination and provided more opportunities for female students to participate. Peer support and collaboration improved physical fitness and reduced gender bias. Furthermore, CSL, as an intervention method, can reduce gender differences in the acquisition of motor (Ortiz et al., 2023). The research also reveals that CSL can effectively diminish the impacts of gender disparities and inequalities. It promotes the principles and capabilities of sustainable development education among group members, particularly in addressing fairness and inclusive concerns in early childhood and primary education (Cañabate et al., 2021). In terms of enhancing students' cognitive and emotional development, CSL not only cultivates students' level of sports skills but also enables them to identify their weaknesses and learn better by observing others (Barrett, 2005). Through the process of promoting interaction and communication

among students, CSL also helps to foster good friendships and establish positive relationships among students.

The research showed one problem: most of the students between Thailand and Myanmar border don't have self-confidence, relationship and participation in their study. Some students are studying but they don't have clear goals because they are just migrant students who have qualifications but it isn't recommended by both countries (Thai-Burma). They also face so many problems and challenges such as missing parents and some have even lost their family. There were many schools that did not teach Physical education such as collaborative skills, most of the time it was only teacher centers. We want to reduce those Because of these challenges that they have faced, it causes them to fail their exam and get low grades. Some of them quit their study, therefore this Physical education of collaborative skills learning can be one of the most active subjects that can help reduce those obstacles that they have been trapped in. This PE in collaborative skill learning is one way that will also help them to deal with problems and become a better learner, to be able to do well in their study and their academic performance.

Learning collaborative skills in physical education can contribute to the development of important life skills such as communication, cooperation, leadership, and conflict resolution. Additionally, group activities in physical education can make the learning experience more enjoyable and dynamic for students, as they get to interact with their peers in a supportive and active environment.

The development of collaborative skills in students can lead to a variety of positive outcomes, both within and beyond the context of physical education for the students at Thai-Myanmar border. Here are some potential results of the students have learnt after 8 weeks of Lessons:

Improved Communication: Collaborative activities require effective communication. Students who engage in group sports or exercises learn to express themselves clearly, listen to others, and convey their ideas.

Enhanced Teamwork: Collaborative skills often involve working together towards a common goal. Students develop an understanding of how to contribute to a team, share responsibilities, and support each other.

Conflict Resolution: In group settings, conflicts may arise. Learning collaborative skills helps students navigate and resolve conflicts in a constructive manner. This skill is valuable not only in sports but in various aspects of life.

Leadership Skills: Working collaboratively provides opportunities for students to take on leadership roles. They learn to lead by example, motivate their peers, and make decisions that benefit the group.

Increased Social Integration: Collaborative physical activities promote social interactions and help students build friendships. This sense of belonging and connection with peers can positively impact their overall well-being.

Healthy Competition: Many collaborative physical activities involve elements of competition. Learning how to compete in a fair and respectful manner helps students develop a healthy attitude towards competition and sportsmanship.

Physical Fitness: Engaging in group activities often motivates students to stay physically active. Regular physical exercise has numerous health benefits, including improved cardiovascular health, better mood, and increased energy levels.

Confidence Building: Success in collaborative endeavors, whether it be scoring a goal in a team sport or accomplishing a group fitness challenge, contributes to increased self-confidence and a positive self-image.

Adaptability: Collaborative activities often require individuals to adapt to changing situations and be flexible in their approach. This adaptability is a valuable skill that can be applied in various aspects of life.

Preparation for Future Careers: Many professions require collaboration and teamwork. The collaborative skills developed in physical education can be transferable to the workplace, preparing students for future career success.

Chapter 5

Conclusion, discussion, and Recommendation

Conclusion

The research summary showed that Students were willing to participate in a Learning program and the topic was interesting for them. Almost all of them agreed that they have learned new things about Olympism Values and Collaborative Skills.

Students realized the importance of values in sport. They knew that values of Olympism exist because they have been taught from 8 weeks of the class. However, they were not aware that the values are a very important aspect of sport. They think that Excellence, Respect, and friendship are the most important values. Those values were characterized by participants carefully and the response showed that they made these values the foundation for their activities not only in sports, but also in life.

Furthermore, teaching values inspired them in different ways: to choose the best options for themselves and the environment, to realize how important it is to enjoy what you are doing, to respect others and be aware of the consequences of doping. They agree that these values should be implemented in society and can contribute to a better social atmosphere. Also, they believed that values can help athletes to be better role models (Dosen, 2016).

Discussion

The research investigated the changes in the knowledge and attitudes of grade eight students about The effect of Physical Education learning management to Enhance Olympism values and Collaborative Skills for Students at Thai-Myanmar Border. Physical education provides life skills that encourage students to be active and fit for life. It has a positive impact on students' physical, mental, and emotional health.

In Classroom physical activity is any physical activity done in the classroom. It can take place at any time and occur in one or several brief periods during the

school day. It includes integrating physical activity into academic instruction as well as providing breaks from instruction specifically designed for physical activity. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle, and high school).

PE Classroom physical activity can benefit Grade eight students by;

- Improving their concentration and ability to stay on-task in the classroom.
- Reducing disruptive behavior, such as fidgeting, in the classroom.
- Improving their motivation and engagement in the learning process.
- Helping to improve their academic performance (higher grades and test scores).
- Increasing their amount of daily physical activity.

Discussion of Olympism Values

During the eight weeks of lecturing, students got to know better about Olympism Values and developed their interest in the Olympic Games. They had the basis of what the values are and what is ethical, and during the lectures they broadened their view of values in sport. Because of knowing the values and behaving in accordance with them, a lot of them were not motivated to change their behavior, except only in one situation: to introspect their values and behavior in order to try to achieve their goals and to be the best. Students were more likely to remember the examples and videos than facts and years. They mostly learned through videos, presentations and group activities.

The research brought insights of using different teaching methods to teach students Olympic values. Furthermore, (In the table P.105) of the Olympism values test, it showed changes in students' attitudes toward Olympism values and their preferences toward different topics. The lesson and knowledge consisted of students' observation, experiences and changes in knowledge about Olympic Games and Olympism values.

Through an examination and clarification of the philosophy of Olympism, this paper analyses the appropriateness of using Olympism as a mechanism of teaching values and intercultural respect through sport to students. From a review of

the literature on Olympism, three values emerged as common to most conceptions: 1) Excellence, 2) Respect, and 3) Friendships. These three values of Olympism are analysed in turn to show that each one has had problematic associations throughout its application in sport.

Discussion of Collaborative Skills

Collaborative skills are skills that enable individuals to work together efficiently and effectively. Whenever two or more people are working towards a common goal, collaborative skills are at play. Collaborative skills are made up of a constellation of soft skills as they relate to group efforts. Students working together increases productivity, reduces wasted time on redundant or duplicate tasks, and enhances each individual's personal impact on a project or activities. Collaborative skills also foster a more organically motivated school or institution, where everyone has a clear role to play and the proper means to achieve the duties of that role.

The overall effect of collaborative Skills learning on student achievement was positive and significant despite some limitations of the study. However, there are some moderators which impact student achievement. The analysis found that collaborative activities organized at different school levels may affect student achievement. The use of Collaborative skills inside and outside may both help improve student collaboration and thereby their social, and academic success. As a result, the improvement of the students' collaborative skills which makes them more able to understand the impact of collaborative learning on their achievement.

Discussion summary

The comparison of the double difference of Olympism values and Collaborative skills found that the score between pretest at low level and post-test at good level were different by significantly at .01 level. The score between pretest at low level and post-tests at good level were different by significantly at .01 level. Because physical activities programs for students at Thai-Myanmar border need to have a curriculum and need to be developed by research procedure and expertise evaluated. Moreover, the researcher creates programs to increase physical activity

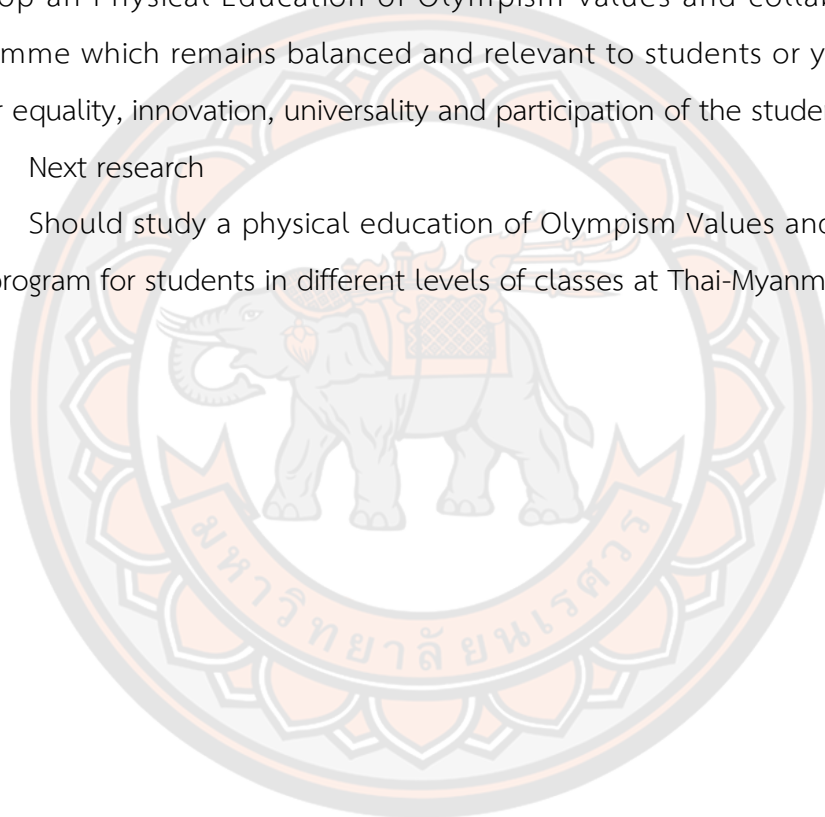
that can include programs to enhance physical activity based on Olympism values and Collaborative Skills for Students at Thai-Myanmar Border into regular classroom lessons and offer before and after school programs.

Recommendation

Based on this beneficial research recommendation, the Schools and administration along Thai-Myanmar Borders should recognize and continue to develop an Physical Education of Olympism values and collaborative skills programme which remains balanced and relevant to students or youth, ensuring gender equality, innovation, universality and participation of the students.

Next research

Should study a physical education of Olympism Values and collaborative skills program for students in different levels of classes at Thai-Myanmar Border.



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APPENDIX

Weekly Lesson plans

Title: The introduction of Physical education
Lesson #: 1 of 16
Objective: To learn and practice in classroom with their friends that based on the Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Physical education can improve people's health through Physical, mental, social, Emotional
Lesson #: 2 of 16
Objective: To learn and practice in classroom with their friends that based on the Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: The definition of Olympism
Lesson #: 3 of 16
Objective: To learn and practice in classroom with their friends that based on the definition of Olympism in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the defination of Olympism in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the defination of Olympism in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge <p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Olympism Values
Lesson #: 4 of 16
Objective: To learn and practice in classroom with their friends that based on the olympism values in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the Olympism vlaues in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the Olympism values in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge <p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: The important of Olympism values
Lesson #: 5 of 16
Objective: To learn and practice in classroom with their friends that based on the important of Olympism values in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the important of olympism values in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the important of Olympism values in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Principles of Olympism
Lesson #: 6 of 16
Objective: To learn and practice in classroom with their friends that based on the principles of olympism in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the principles of olympism in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the principles of Olympism in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make</p> <p>Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Collaborative Skills Introduction
Lesson #: 7 of 16
Objective: To learn and practice in classroom with their friends that based on the introduction of collaborative skills in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the introduction of collaborative skills in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the introduction of collaborative skills in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: The Important of Collaborative skills
Lesson #: 8 of 16
Objective: To learn and practice in classroom with their friends that based on the important of collaborative skill in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the important of collaborative skills in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the important of collaborative skills in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Collaborative skills in 21st Century
Lesson #: 9 of 16
Objective: To learn and practice in classroom with their friends that based on the collaborative skills in 21 st century in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the collaborative skills in 21st century in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the collaborative skills in 21st century in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make</p> <p>Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: The benefit of Collaborative skills
Lesson #: 10 of 16
Objective: To learn and practice in classroom with their friends that based on the benefit of collaborative skill in Physical Education
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the benefit of collaborative skills in physical education. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn the benefit of collaborative skills in Physical education. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Students learning activities of olympism Values
Lesson #: 11 of 16
Objective: To learn and practice in classroom with their friends that based on Olympism values activities
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the Olympism values activities. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the Olympism values activities?. Explain the steps. <li style="padding-left: 40px;">Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Students learning activities of Collaborative skills
Lesson #: 12 of 16
Objective: To learn and practice in classroom with their friends that based on the learning activities of Collaborative skills
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of learning of the collaborative skills activities. Explain that there are a lot of different skills and over the next 8 weeks we will be Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn of the collaborative skills?. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make</p> <p>Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Students olympism Presentation projects
Lesson #: 13 of 16
Objective: To learn and practice in classroom with their friends that based on their presentations.
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Give opportunities to students to present their projects that they had prepared ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> -Listen to their friends and learn from their friends. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Students Collaborative skills presentation projects
Lesson #: 14 of 16
Objective: To learn and practice in classroom with their friends that based on their presentations.
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Give opportunities to students to present their projects that they had prepared ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> -Listen to their friends and learn from their friends. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Evaluate the Lessons
Lesson #: 15 of 16
Objective: To learn and evaluate the lessons based what what they have learn through the previous lessons
Materials Needed: Projectors and TV Screen, Flit charts
<p>Lesson Plan:</p> <ul style="list-style-type: none"> ✓ Warm up: (2 mins) ✓ Introduction: (20 mins) <ul style="list-style-type: none"> -Talk to the students about the importance of Lessons. Explain that there are a lot of different skills and over the next 8 weeks we have been Learning a lot of different skills that can be used later in life. ✓ Demonstrate: (8 mins) <ul style="list-style-type: none"> What it means to learn the physical education of olympism values and collaborative skills?. Explain the steps. Activities: (15 mins) ✓ Conclusion: (5 minutes) <ul style="list-style-type: none"> ● Evaluate the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn by themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge
<p>Assessment: As the students participate in the activities the teacher will observe them and make</p> <p>Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.</p>

Title: Final Exams
Lesson #: 16 of 16
Objective: Students will take their exam and teacher will look after them
Materials Needed: Projectors and TV Screen, Flit charts
Lesson Plan: <ul style="list-style-type: none"> ✓ Introduction: (50 mins) - Pass down the paper to the students and students will sit down, take their examination
Assessment: As the students participate in the exam the teacher will observe them and make Corrections as needed.

Assessment: As the students participate in the activities the teacher will observe them and make Corrections as needed. The corrections can be noted to help the students in further classes. Some classes the teacher will have the students observe each other and give feedback to each other to help them understand the skills they are participating in.