



Introducing

Traditional Games

Honing Skills And Dexterity

PROMOTING PEACE AND SOCIAL COHESION THROUGH HERITAGE EDUCATION

Resource Kit on Intangible Cultural Heritage of Khyber Pukhtoonkhwa and FATA





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TRADITIONAL GAMES

Honing Skills and Dexterity



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Part 1: Using This Section

1. How To Use This Section

This Section is divided into four parts.

- Part 1: Using the Section on Traditional Games
 - Part 2: Resource Materials for Teachers/Educators
 - Part 3: Student Activities
 - Lesson Plans
 - Sub-Themes
 - Part 4: Annexure
- Read the Introduction Booklet accompanying this Resource Kit to enhance your understanding of how to integrate cultural knowledge into classroom teaching and lesson planning. The introduction also provides various approaches and concepts which may help you to communicate with your students.
 - Prepare yourself by going through the Resource Materials for a thorough understanding of the Traditional Games project objectives (*Refer to Part 2 for Details*)
 - Integrate the information on traditional games from *Part 2* in planning and preparation of activities and exercises for Sports, Science, Maths, Social Studies, Language and History classes. (Ref: Part 3).
 - Visualize and formulate lesson plans based on the main themes and sub-themes elaborated in this section (*Ref: Part 3*)
 - Devise your teaching methodologies based on the following lesson objectives. The introduction also discusses the various teaching methodologies which may be useful.



Kids playing Stapu. Photo Credits, Imtiaz Ali

Part 1: Using the Section

2. Lesson Objectives

It can be assumed with a fair amount of certainty that children all over the world share one common passion – they love playing games, be it traditional or contemporary. In most societies, traditional games form the backbone of a community or society. However, most of the traditional games and sports, expressions of indigenous cultures and ways of life contributing to the common identity of humanity, have already disappeared and those that have survived are threatened by imminent disappearance and extinction under the combined effect of globalization and harmonization of the rich diversity of world sport heritage¹.

Therefore, in order to safeguard traditional games and Sports we need to add value in terms of cultural comprehension. We also need to promote these games and share them with our colleagues world wide. This will not only add to knowledge but will also enhance mutual respect and tolerance. Games play an important role in building peace amongst nations. If you look at the way sports like cricket, squash and hockey have been a means for achieving respect for each other you would agree that traditional games can also play a similar role. Traditional games can teach children various important lessons, therefore when we plan our lessons we should include the following objectives. Please remember that all objectives cannot be met in one activity alone and sometimes several lessons are needed to impress important ideas and concepts. The lesson objectives for educators should include the following:

i. Teaching Historical Timelines and Changes through Time:

Students learn that the games of yesterday are similar to the games played today. Although with time changes take place as this is a living culture and constantly responds to the time and the context. There is a common feature and that is that traditional games enable children to acquire survival skills.

- **Developing an understanding of Changes with Time:** Compare the similarities and differences between traditional and contemporary children's games.

ii. Enhancing Knowledge:

Broaden the student's knowledge of the variety of games played by children in KPK, FATA and whenever possible other parts of the world

iii. Acquiring an understanding of the Mechanisms for Transfer of Knowledge:

Develop the student's understanding of how children's games and their variations have been passed on through generations and around the world.

iv. Developing Survival Skills:

To develop the students understanding that some traditional/cultural games were played to encourage life skills and improve dexterity.

v. Integrating ICH in Education and Learning:

To integrate these games in subject areas like Social Studies, History, Science, Mathematics, Language and others.



¹ <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/traditional-sports-and-games/>

Part 1: Using This Section

TIPS ON HOW TO ACHIEVE OBJECTIVES

There are a variety of ways in which a school, teachers and technology can support and safeguard traditional games and its incumbent cultural knowledge. One of the most effective ways to rejuvenate and revive students' interest in traditional games is by combining modern techniques of game play with traditional ones.

Remember that you are trying to achieve the following:

- Incorporate the knowledge from games into classroom teaching and learning
- Encourage children to play traditional games during break and after school
- Provide a dedicated space (and props) for playing traditional game
- Organize traditional games festivals or competitions between classes
- Invite elders in the community to participate in teaching traditional games
- Encourage Children to find out more about their communities

3. PREPARING THE LESSON

- The lesson plans are designed to improve physical fitness, mental dexterity and honing skills. Teachers should ensure that students have mastered the basic ideas and concepts before proceeding to gaming activities and thematic projects.
- The teachers should look at the vocabulary and glossary appendices at the end of this booklet to familiarize themselves with unfamiliar words so that these may be explained to the students. They should also make their own list of words that they think need to be explained to students.
- A multi-step process has been developed for teaching and learning, which starts from simpler to more complex exercises. Teachers should lead students through the process of connecting one concept to another, and also put concepts into a hierarchy from small to large.
- Students should be encouraged to make a visual representation of what they are learning. All lesson plans generally incorporate experiential learning and projects.
- The lessons are suggested for three age groups:

*Age Group	5 - 8	9 - 11	12 - 15
	Beginners	Intermediate	Advanced

Lessons may however, be adapted with minor changes for eac age group/level.

Part 1: Using the Section

4. DELIVERING THE LESSON

Schools or teachers will be adopting games-based pedagogy in their lesson plans. Games-based pedagogy simply refers to the incorporation of games in both teaching and learning. There are many advantages in schools or teachers adopting game-based pedagogy.

- The excitement of being able to “play” improves the class atmosphere for learning.
- Games are generally motivating. Though challenging they are physically beneficial, and though exhausting they are great fun.
- Besides putting play back into the classroom, games help children experientially grasp skills and concepts relevant to their cognitive, effective and psychomotor development.
- Traditional game-playing is an excellent example of an integrated approach to learning where cognitive, affective and psychomotor learning is activated simultaneously.
- It is also a good model of the sequential approach to learning, where learning competency at higher levels is dependent on prerequisite knowledge and skills at lower levels.



Game of Cheendro in session, Photo Credits, Imtiaz Ali



Game of Cheendro in session, Photo Credits, Imtiaz Ali



Part 2: Resource Material

1. Introducing the ICH Element: Traditional Games

Traditional children's games of each region and community are shaped by local culture and the local environment.

The physical space, materials available and seasons may determine where and when they are played, the props that are used and the form a game takes. Social and cultural norms, expressions and attitude may be reflected in who plays, the way the game is played or in the goals of the game. Traditional children's games often incorporate cultural knowledge, values and skills that have emerged over time from the reciprocity between a particular society and its given environment.

Embedded in traditional children's games are rich repositories of historical, environmental, social, scientific, mathematical, social, kinesthetic, visual and musical knowledge, values and skills, inherited over time and through experience. Rather than resigning ourselves to the widening gap between traditional and modern knowledge and learning, purposeful exchange between the two can lead to mutual gain. The ability of modern institutions of learning to document and communicate, to adopt and adapt, and to imbue traditional games with new life will go a long way in ensuring the continuity, evolution and application of cultural knowledge.

Guiding Questions for Initiating and Delivering Lessons

- What are the traditional games popular in your area/town/village?
- What are the favorite games you usually play?
- What cultural knowledge and skills are associated with each traditional game?
- What use is the game to you? Who taught you the game?
- What is the history of each traditional game?
- What languages are associated with traditional games?
- What learning activities are associated with Traditional Games?
- What types of teaching and learning methods should be used to integrate traditional games in lessons?
- What types of student evaluation methods are associated with each traditional game?
- What is the ideal location for playing the game, and what are the rules of the game?
- What past and contemporary cultural issues are associated with traditional games?
- Depending on the topic/subject and outcome statement, determine what specific cultural knowledge, skills and behavior learners will be, or should be exposed to concerning the topic/subject so as to learn about it.

2. Importance of Safeguarding Traditional Games and Cultural Knowledge

Both globalization and western imperialism have had a negative impact on tradition and local cultural identities. The rapid processes of modernization have hampered the continuity of cultural knowledge transmission, which has resulted in breaking that continuity and leaving us with fragmented forms of cultural knowledge and dispersed indigenous communities.

For example, some of the new introductions such as high-rise living, consumer goods and competitive education have led to reduced opportunities and demand for traditional game playing. Traditional game-playing is losing out in the face of commercially-produced games and toys, electronic games, increased focus and time dedicated to formal education and schooling, reduced independence and mobility of children and space restrictions etc.

Children's games develop and evolve through improvisation and are transmitted through the process of mentoring by members of the community. Mentoring by elders and older peers is one of the means by which cultural knowledge, values and skills that are relevant to a particular society and its context, are transmitted to the younger generation. Cultural content is often embedded in the songs and chants, gestures and movements, roles assigned and goals of the game.

Part 2: Resource Material

The form and content of children's games, the process of play and the method of transmission are effectively an integrated and holistic form of education and socialization. The form and content of the game can be perceived as a locally improvised curriculum, the process of play that inculcates a sportsman spirit and imparts important character values like learning to play as a team, accepting defeat, conceding victory, humility and a healthy competition under the guidance of mentors in the community as local teachers.

3. Traditional Games (introduction) plus some selected games

Traditional games are not new for children who are used to playing on the streets, in mohallas and empty plots. Young men even go to parks and fields, including Shahi Bagh, Wazir Bagh and Jinnah Park, to play. According to the author Prof Dr Raj Wali Shah Khattak, most of the outdoor games in Peshawar are played by boys while indoor games are played by girls. Some games are common even today, while some are unique to particular places.

While valuable insight has been given by Dr. Raj Wali Khattak, on the situation in Peshawar, traditional games were played with equal enthusiasm by children all over the province and the tribal areas. You will find that some of the games mentioned below were played by your student's parents and grandparents. You will also find that the same game is known by varying names in various parts of the country. You will also find that some games are unique to a particular part of the province or tribal area and not known elsewhere at all. This is what makes all our communities so unique and interesting.

The special quality of traditional games is that they can be played anywhere. These games do not require a special space, a large dedicated playground or specialized equipment. Thus traditional games are more inclusive. There is also a whole genre of field games that KPK and FATA players have excelled at such as football, volleyball, as well as cricket, hockey, basketball and squash. All of these are played internationally and have purpose-built or dedicated spaces, equipment and strict rules.

Elaborating on the games played in Peshawar, Prof Dr. Raj Wali Shah Khattak, in his book "An Intangible Heritage: The Walled City of Peshawar", mentions that before British rule, the only games found in KPK's largest city, Peshawar, were the traditional ones. KPK and FATA encompass 24 districts, 7 tribal agencies and 6 frontier regions. Pashto is the main spoken language in the region. However, UNESCO has identified 26 different endangered languages and Pashto dialect spoken by the indigenous communities in the area. For example, Pashto is spoken mainly in Peshawar, while Kalami, Gawri and Torwali are the spoken languages in Swat, Dir and Kohistan – that are relatively smaller areas in KPK and FATA, and geographically connected like the twin cities of Rawalpindi & Islamabad.

Therefore, the same games that children play may have different names individual communities. Children played *Chopun Chopayy* (hide-and-peek), *Cheendro Shpa*, *Tabey Kharbey* (up-and-down), *Cha Cha Chooch* and *Kanderyan*. The young boys play *Kabdee* and *Geeryan*. They also liked wrestling. The game of *toop dandu*, which resembles American baseball, was also very popular.



Game of Lewishtenak in session Photo Credits, Imtiaz Ali

Part 2: Resource Material

What You Can Learn From One Traditional Game

If you start deconstructing a game you will also discover that while games are great fun to play and children love to play games, there is so much of wisdom embedded in a game.

Look at the game *Lewishtenak* given in the part on traditional games; you see that this game teaches so many skills, for example:

- **Improvisation:** The game allows the two children to improvise on the basic game, by creating any number of shapes with the hands, feet, legs and arms. Thus it teaches a very basic skill, that of improvising rather than rote learning
- **Imagination and Creativity:** The matching of a shape created by the two leaders with an object, for example a lake, canal or whatever, which an individual will normally cross, hones the imagination.
- **Mathematical and Geometric Concepts:** By creating shapes, the players get familiar with a number of geometric shapes and also maths elements such as width, height and so on. Score keeping also teaches simple maths concepts, for example that of addition.
- **Critical Thinking:** Children have to estimate the distance/ ability against their own ability thus building the child's abilities.
- **Environment:** The play also inculcates knowledge of the local environment by using features such as a canal or drain and so on. This game also conveys danger which may exist in the immediate environment. Crossing a rapidly flowing stream. *Lewishtenak* is popular in Upper Swat which has dangerous water streams and rapids in the river.
- **Agility, Dexterity:** It has in-built high jumps, manoeuvrability; motor action which help contribute towards physical development.

In this way all the games listed here and others which you may discover being played in your student's communities can be deconstructed to help you focus on various aspects of it as you plan the lessons.



Game of *Lewishtenak* in session Photo Credits, Imtiaz Ali

Part 2: Resource Material

4. Description of Traditional Games with Instructions

The following list of games has been included as a resource for you to use. This is a non-exhaustive list and can be increased to include others especially the traditional games played by your local communities. This can be easily done if you take up Thematic Projects (Ref to Part 3: Student Activity).

1.	<i>Skhay</i>	10.	<i>Teet Pu Teeta</i>
2.	<i>Toop Dandu</i>	11.	<i>Mazray</i>
3.	<i>Pash or Golee Dandu</i>	12.	<i>Dugh</i>
4.	<i>Ya Nuglee (Angaey)</i>	13.	<i>Yandu</i>
5.	<i>Cheendro</i>	14.	<i>Lewishtenak</i>
6.	<i>Sapatat</i>	15.	<i>Kon Banay Ga Jungle Ka Badshah</i>
7.	<i>Akoo Bakoo</i>	16.	<i>Aungo Mango</i>
8.	<i>Ttup Ttupanrray</i>	17.	<i>Makha</i>
9.	<i>Kootey or Achunku or Koda</i>		



Game of *Akku Bakku* in session, Photo Credits, Imtiaz Ali

Part 2: Resource Material

Skhay

- The game involves two teams.
- Each team usually consists of 6-8 players, 4 is a minimum.
- Before starting the game a particular spot is specified which the defending team needs to touch.
- All the players must hop on one leg, holding the other leg tightly gripped in the opposite hand.
- The key player is guarded by his teammates so he or she can reach the spot safely.
- If, before touching the spot, the key player is forced to open his or her gripped hand for his or her foot, his turn comes to an end; therefore, the teams try to unlock or open each other's hands and feet.
- Once the spot has been successfully reached by one team, it is the other team's turn.
- Normally the girl/boy selected as the key player is one who can hop fast on one leg.
- If a team fails to reach the spot five times consecutively, they lose the game.



Photo Credits, Ali Shahbaz



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Toop Dandu

- This game is played between two teams, each consisting of 8-10 players.
- Two circles are drawn, a furlong apart.
- A wooden stick and a tennis ball are used (which is why it is similar in some ways to baseball).
- The defending team gets into one circle while the opposing team stands outside to catch or retrieve the ball.
- One player in the circle has a chance to hit the ball with the stick and then run fast to the other circle.
- Another of his team-mates hits the ball and runs to the second circle while the first player runs quickly back to the home circle.
- If the ball is caught, the player is "out"; if not, they try to hit the player with the ball while he is running between the circles, which will also make the player "out".
- When all the players are out, the other team starts its innings.
- This game is considered to be very useful for exercise and the art of defending oneself.



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Part 2: Resource Material

Pash or Golee Dandu

The game is also very popular in the Punjab where it is known as *Gulli Danda*. It is usually played by boys. In cities you often find children playing the game in the streets.

This is a game played with one long stick of wood and another short one, about nine inches long.

- Both the edges of the short stick are sharpened.
- The game is played between two teams, each of no more than six players.
- Before starting the game the team to have the first innings is chosen either by tossing a coin or using a method which involves both sticks.
- The captains of the two teams, one after the other, use the long stick to hit the short stick up into the air, and then continues to hit it as many times as possible to keep it in the air.
- Each hit is counted, and the "go" stops only when the short stick touches the ground.
- The winner is the one who bats the stick in the air for the most number of times; and his team earns the right to the first innings, after which the game begins.
- All the members of the playing team get into a circle.
- First a particular number of hits in the air (that is hitting the short stick into the air and out of the circle) are specified and then each player tries to achieve this goal.
- The aim is to keep the short stick out of the circle; if it comes into the circle the player is "out".
- If a player succeeds in hitting the short stick outside the circle for the required number of times, he keeps himself "alive" for another turn; otherwise he is "out".
- All the players in the circle do this in turn.
- The player who remains "alive" can play again and compete for any of his or her team-mates who are "out", and so make them "alive" once more, but if he or she then the whole team is "out", and so they must be made "alive" once more, but if he or she fails then the whole team has to go "out" and the opposing team takes its turn.
- The real charm of the game is that if all the members of the team remain "alive," they have the liberty to hit the short stick as hard and as far as possible so that it lands a long distance away.
- The other team, who needs to retrieve the stick, have to run long distances which tires them.



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Part 2: Resource Material

Ya Nuglee (Angaey)

This is one of the many examples of games that are not dependent on special equipment and material but things which are easily available in homes.

- This is a game played between two teams of six to eight members each.
- The game is played in the evening or at night, using the high and wide walls of a Pashtun house.
- First, the captain of one team arranges his players in a row in a particular order.
- The captain of the opposing team does the same.
- Then one team hides behind one corner of the wall keeping in the same order, while the second team does the same on the other side.
- Both the captains "shuffle" their teams, making them change places, and line up again at the opposite corner.
- Then the captain of a team calls the name of the player standing at the head of the row.
- If he or she is not part of the pair with the other team (based on their original placement), then the captain calls out again the name of the first standing player.
- This continues until a pair is finally arrived at.
- When this happens, the captain invites the team to come in, and the players of his or her team are carried on the backs of the players of the losing team to the other corner.

Cheendro

This is a game usually played by girls. It goes by various names, for example in Swat it is called *Sindakh*. Variations of it are found in different parts of the country and even abroad. In Britain, the game is known as hop scotch. It is played by two teams each consisting of three or four members.

- *Cheendro* is the name of a diagram, similar to a parallelogram or rectangle, which is drawn on the floor with chalk or marked out in the ground with a stone or stick.
- Within the shape there are some seven or eight columns drawn on the floor, usually with chalk powder or limestone.
- A round "striker" made of baked clay or some other material is thrown turn by turn into columns, and then pushed with the foot to the other column.
- If the striker lands on a line it is a foul, and the player's turn comes to an end.



Photo Credits, Imtiaz Ali



Photo Credits, Imtiaz Ali

Part 2: Resource Material

Sapatat

This is another game which is popular with girls.

- The game is played with four little sticks of cane.
- It is played by two teams, each with two members.
- A circle is drawn and four pebbles are taken by each of the four players.
- Within the circle two diagonal lines are drawn.
- The sticks are tossed in the air turn by turn; the head and tail of the sticks have different values calculated in inches.
- The value of the throws moves both teams around the circle, and the one who completes the whole length of the circle first is considered to be the winner.
- The winners kick the straw sticks and hop away on one foot while the losers collect these scattered straw sticks, run after the winners, catch them and bring them back to the circle on their backs.

Akoo Bakoo

This is a game played by little girls. One girl is selected to count *akoo bakoo*. The words she says are these:

*"akoo bakoo sarsansudakko ghwa mey larra pa trapakoo
abaseen belay belay,
jeenakay khwarey warrey"*

- While saying this, at every syllable she puts her finger on each of the other girls in turn; the one who is touched as the last syllable is spoken is considered to be a thief.
- All the other girls run away and the "thief" runs after them to catch them.
- On catching a girl, she is joined by her and the two girls together try to catch the rest, and when they catch another she joins the catchers as well: in this way the number of those chasing the others increases until the last girl is caught.
- Then the game is over.



Photo Credits, Imtiaz Ali

Part 2: Resource Material

Ttup Ttupanrray

This is a game for little boys and girls.

- A few children get together and sit in a circle around a pond of water.
- Two teams are formed, each with a captain.
- One captain questions the second captain:

First: Has my hen come to you sister?

Second: Yes sister.

First: Has she given the egg, sister?

Second: Yes sister.

First: Have you kept it for me, sister?

Second: No sister.

First: Have you fried it for yourself?

Second: Yes sister.

First: Have you some for me?

Second: No sister.

First: Then I should quarrel with you less or more?

Second: Less or more.

- After this answer, both teams start beating the surface of the water with their hands, which is supposed to be a war between the two.
- The team which is pushed back loses.

Teet Pu Teeta

This is a game played by several boys who take turns to toss a coin to identify both a winner and a loser.

- The boy who wins the toss gets up on the back of the loser and calls out “*khan khan pu teetee*” and the loser replies, “*teet pu teetee*”.



Game of Teet Pu Teeta in session in a Swat. Photo Credits, Imtiaz Ali

- With this the mounted boy gets down and runs after the other boys: he tries to catch them while they try to get up on the loser’s back.
- If the first boy succeeds in catching any of the others, the captive takes the place of the loser and the catcher gets up on this back.
- The boy who was the original loser then tries to catch another player and the cycle continues.

Part 2: Resource Material

Mazray

This is an indoor game played by two adults.

- A diagram is drawn on the ground or cemented floor.
- Twenty pebbles and four stones are used, divided equally between the two teams.
- The pebbles are called *gudey* (sheep) and the stones – which are able to cut or eat the pebbles belonging to the sheep – are called *gud* (rams).
- Each player selects a side and places the pebbles on specific columns.
- The *gudey* are moved towards the opposite side while also trying to block the *guds* from moving.
- If one player succeeds in taking more sheep, his opponent is weakened and less able to defend his remaining sheep.
- The game is won if both the opponent’s *guds* are blocked and the player with more sheep wins.

Kootey Or Achoonku

This is a game for six people. In Swabi, the game is called *Koda*, and it is only played with marbles.

- First a hole is dug in the ground and each player has a walnut/marble to play with.
- The game is played with one hand and the middle finger of the other hand.
- Turn by turn each player tries to hit another player’s walnut with his or her own walnut propelled by the force of his/her middle finger plus hand.
- If a player manages to hit another’s walnut/marble, he or she wins that walnut, and then he or she tries to fill the hole with walnuts/marbles.
- The player who has lost his or her walnut is out of the game, and the game continues until one player has all the walnuts/marbles.
- In Swabi, *Koda* tournaments are held annually and are accompanied by traditional Pashto music on *Dulkay*.



Photo Credits, Ali Shahbaz



Photo Credits, Ali Shahbaz

Part 2: Resource Material

Yandu

Yandu is a hard game, played mostly in the southern districts of KPK. It is popular among the Khattak and Marwat tribes and is played only by young men who can run fast and who have tremendous stamina.

- Two fast runners are made the captains (*sarakee*) of each team.
- Both captains select their team using a method called *laprree cheend* or *cheend kuprree*.
- Two players leave the main group and in a quiet place together agree on a symbol for each of them.
- They return and ask the captains to select a symbol each.
- The captain gains the player whose symbol he or she selects.
- In turn all the players are divided this way and the teams are formed, called *dangey*.
- The teams sit on the ground and the captain starts running around in a circle.
- He is chased by two players from the opposing *dangey* who tries to catch him or her and make him or her fall. If they succeed in making the person fall, he or she is "out".
- During the running the player being chased tries to hit either chaser with his or her hand and if he or she succeeds in touching him or her, the chaser is "out" and the first player can complete his or her running back in the same way.
- When one team loses all its players, the other is the winner.
- It is an interesting game requiring the players to be physically very fit.

Khon Bana Ga Jungle Ka Badshah

This is again a popular game in some parts of the province and played by both boys and girls of the 5-12 age-group although older children are also known to enjoy this game. Any number of children can play this game.

The following steps are followed:

- The children first hold hands and make a circle
- Then one child starts reciting a rhyme/ phrase and at each syllabus points to a child in the circle. The child who gets the last word i.e. "Badshah" of the phrase is declared out of the game
- The Rhyme has seven syllabus which mean "Who Will Be The King of the Jungle"
- When only two players are left, the rhyme is again repeated and when one gets the word "badshah", she or he stomps on the other player's foot and starts running.
- This is the cue for the other players to start chasing each other and stomping on the feet of another player to declare a player out of the game.



Part 2: Resource Material

Dugh

This is a game played by the shepherds who take their herds to graze in fields far away from their village.

- They play this game on the way back to the village in the afternoon.
- It is a game for two persons, but if there are more than two, it can also be played in pairs.
- The game is played with the stick which shepherds use to guide their animals.
- One shepherd throws his stick as far away as possible in a manner that sends it rolling with both ends on the ground.
- The other tries to hit this stick by throwing his or hers in its way.
- If the rolling stick is hit, the first shepherd must take the other on his back to the place where the rolling sticks are lying.
- If the second player misses the stick both run fast towards the sticks.
- Whoever reaches his or her stick first then takes the lead in throwing again.
- This game helps the shepherds to get home as quickly as possible.



Photo Credits, Ali Shahbaz



Photo Credits, Ali Shahbaz



Photo Credits, Ali Shahbaz

Part 2: Resource Material

Lewishtenak

The game is played by little boys and girls of age 5 to 10 years. It allows for improvisation and can be shortened or lengthened according to the interest of the players. The game develops dexterity, motor skills, maths skills, improvisation and creativity/imagination. It is played in the following way:

- First two children are chosen as leaders who are responsible for setting the targets for the other children. The rest of the children form a queue and take turns playing the game.
- The two leaders start by sitting on the ground on their haunches and with their hands vertically placed on top of each other either as closed fists or open fists invite the queued up children to jump over the closed or open fists.
- When the fists are closed they call out “ *Bund Gobi* ” (closed cabbage) and when open “ *Khuli Gobi* ” (open cabbage)
- At each stage of the game the two leaders using their hands, arms, legs increase the jumping height or create more intricate shapes for the players to jump over or cross. (Refer to CD for some steps).
- If a player touches the hands or feet of the two leaders they are declared out. The players have to be constantly deciding on how to cross over the shapes created by the hands, arms, legs and feet of the two leaders.
- The two leaders also name the shape, for example calling out “ *Ghunta Wala* ” (Big Canal), *Lakhtey* (Drain) etc.
- At the end of the game there is a little role playing. One girl joins her hands palms outwards and the other players will pretend this is a mirror and look into it to do their make-up. This is accompanied with laughter and remarks.
- Once everyone is dressed up and ready they will all sit in a circle and partake of make believe fruits and food. The two leaders sometimes act as hosts and coax the others to eat.
- Through this step one of the fundamental values of the Pakhtunwali (unwritten code of honor of the Pashtuns) that is *Melmastia* (hospitality) is communicated/transferred.

Aungo Mango

This is a game popular in Upper Swat communities. It is played by children of all age groups in the outdoors or the courtyard of the houses. It is a popular game in other parts of the province or country as well as around the world. In Britain it is called “Statue.”

- The players stand at random while one child (the lead player) calls out the following action oriented phrases upon which the players follow these actions:

“Aungo Mango,
Look Up
Look Down
Join your hands
Join your feet
Twirl your Body
Become a statue.

- If you move from your position you will get one punch and one kick and will be out of the game
- The lead player goes round keenly observing any movement of any of the players. Upon spotting a movement the player is given a gentle punch, a kick and declared out.
- This goes on till the last player is out of the game.

Part 2: Resource Material



Kids playing Ango Mango.
Photo Credits, Imtiaz Ali

Other Lesser Played Games

Many of the games which were popular in the past are not played any more in Peshawar and other urban areas. However some of these may still be played in other parts of the province:

Makha or Mukha

A type of archery is the traditional game of Swabi District, especially in the village of Kaddi. The game is played as follows:

- A long bow (*ghashay*) and a long arrow (*leenda*) made from bamboo sticks are used.
- Instead of a pointed tip, the arrow has a saucer-shaped metallic plate at the blunt end, which is called the *Tubray*.
- The archers play in teams and attempt to hit a small white wooden target called *Takai* which is surrounded by a circle or ring or *Kwaara*.
- The target is kept in wet clay at some height, a few meters away from the archer.
- The team that hits the maximum number of targets accurately, wins.



Preparing for game of Makha, Photo Credits, Wikipedia

Koda

Played with round-shaped pieces of yellow and green marbles, *Koda* is a traditional game in Swabi and Buner districts.

- The game is very popular with children and adults, and attracts crowds.
- When *Koda* tournaments are held, traditional Pashto music *Dulkay* is played.



Game of Makha in session, Photo Credits, Wikipedia

Part 3: Student Activity



This Part gives Five Lesson Plans that have been extracted from the themes outlined in the Resource Material Part of this Section. The Lesson Plans are supplemented with Sample Student Activity Sheets as guidelines for teachers to devise their activities that are suitable to their needs and requirements.

*Age Group	5 - 8	9 - 11	12 - 15
	Beginners	Intermediate	Advance



Photo Credits, Imtiaz Ali

Part 3: Student Activity



Traditional Games & Society

Learning Category	Age Group	Objectives & Learning Activities	Learning Outcome
LESSON 1 Introduction to Traditional Games Project	B I A	Students are able to identify and distinguish between popular games and traditional games of their communities Students understand and appreciate the importance of knowing games of their own communities	Students develop an understanding of the concept of games and society's worldview of it

LEARNING OUTCOMES:

Science

- Make comparisons to the games students play today.
- Discuss the items used and where the games are played.
- Use a large Venn diagram to record similarities and differences during the discussion.
- Circulate the traditional games items and ask students to discuss what they think they are used for and how they think the games are played.
- Bring the class together and list the student's ideas and responses to the items.
- Ask the students 'How did you know what this was used for and how to use it?'
 - Direct them to generalise that games can be passed on by family and friends.
- Split the class into groups and have rotations of games around the world, playing similar games with the variations from different countries.
- Use the Thematic Projects booklet for ideas and suggestions on community-level activities for students.

Mathematics

- Introduce exercises in the Maths classes to help students to sharpen their logical skills on the games they have been taught and have been playing.
- Ask them what game they like the most and what it teaches them about numbers and counting.

Part 3: Student Activity



Student Name:	Date:
	Age:
	Class:
Village/Town/Tehsil/District:	Month:
	Year:

Look at the pictures below carefully.

1.



2.



3.



4.



5.



6.



Part 3: Student Activity



a. Identify the game being played in each picture.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

b. Do think these games are important today? Why or why not?

c. Make a list of your favourite games. Why do you like them?

Part 3: Student Activity



Learning Category	Age Group	Objectives & Learning Activities	Learning Outcome
LESSON 2 Types of Traditional Games	B I A	<p>Students are able to distinguish between the types of traditional games</p> <p>Students are able to demonstrate how to play the traditional games</p> <p>Develop an understanding that games can be passed on by family and friends</p>	<p>Students and teachers demonstrate a good understanding of the history and techniques of various traditional/cultural games of KPK and FATA</p>

LEARNING OUTCOMES:

Science

- Make comparisons to the games students play today.
- Discuss the items used and where the games are played.
- Use a large Venn diagram to record similarities and differences during the discussion.
- Circulate the traditional games items and ask students to discuss what they think they are used for and how they think the games are played.
- Bring the class together and list the student's ideas and responses to the items.
- Ask the students 'How did you know what this was used for and how to use it?'
 - Direct them to generalise that games can be passed on by family and friends.
- Split the class into groups and have rotations of games around the world, playing similar games with the variations from different countries.
- Use the Thematic Projects booklet for ideas and suggestions on community-level activities for students.

Mathematics

- Introduce exercises in the Maths classes to help students to sharpen their logical skills on the games they have been taught and have been playing.
- Ask them what game they like the most and what it teaches them about numbers and counting.

Part 3: Student Activity



Student Name:	Date:
	Age:
	Class:
Village/Town/Tehsil/District:	Month:
	Year:

Understanding the Types of Traditional Games of KPK and FATA

1. Why do people use rocks, sticks and marbles in some traditional games? Give an example of any game played today that uses objects like that.	2. What life skills do these games teach?
3. Do you think these games are important to the Pukhtun culture? Why?	4. What other cultures use games to teach life skills to children?

Part 3: Student Activity



Learning Category	Age Group	Objectives & Learning Activities	Learning Outcome
LESSON 3 Studying and playing games that are meant to improve life and survival skills	I A	Students learn about the honing skills and dexterity required to master a traditional gaming activity	Students demonstrate honing, dexterity and survival skills in order to protect themselves, their community and their natural environment

LEARNING OUTCOME:

1. Students understand traditional games in the modern context and are able to apply their understanding to improving their critical and analytical thinking and language skills.
2. Students demonstrate honing, dexterity and survival skills in order to protect themselves, their community and their natural environment.
3. Students and teachers demonstrate a good understanding of the history and techniques of various traditional/cultural games of KPK and FATA.

Social/Pakistan Studies & History

- Set a homework task requiring students to find out the types of games played by their parents and/or grandparents in their childhood.
- Read the *Resource Material* Section (for rules of the games)
- Examples of objects used in traditional games such as rock, sticks, chalk and marbles.
- Invite tradition-bearers and members of the students' families to school to share the games of their ancestors
- Refer to the Thematic Projects booklet for ideas and suggestions on community level activities on traditional games.

Language

- Introduce exercises in the Language classes to help students increase their knowledge and vocabulary of indigenous terms for games played in KPK and FATA.
- Encourage students to come up with names and terms they associate with games in their own and other languages.
- Ask them what game they like the most and why.

Part 3: Student Activity



Student Name:	Date:
	Age:
	Class:
Village/Town/Tehsil/District:	Month:
	Year:

Analyze a Traditional Game

Instructions for the Activity:

- Below is a table of traditional games from Peshawar, and some of them have been highlighted.
- Ask students to deconstruct the highlighted traditional games
- For each of the games, answer the following questions:

1.	<i>Skhay</i>	8.	<i>Kootey or Achoonku or Koda</i>
2.	<i>Cheendro</i>	12.	<i>Yandu</i>
3.	<i>Akoo Bakoo</i>	14.	<i>Khon Bana Ga Jungle Ka Badshah</i>

1. What is improvising? Which of the games highlighted in the table teaches us about improvising?
2. Which of the games uses shapes? Draw the shapes.
3. What are the materials required for each of the games?
4. Which of the highlighted games depends on mathematical calculations like counting?
5. Which of the highlighted games resemble a story? Why?
6. What is the meaning of Yandu and Akoo Bakoo?

Part 3: Student Activity



Learning Category	Age Group	Objectives & Learning Activities	Learning Outcomes
LESSON 4 Integrating traditional game activity in a Mathematics/ Science class	I A	Students are able to apply the mathematical and logical concepts of games into their learning experience in the classroom	Students and teachers understand traditional games in the modern context and are able to apply their understanding to improving their critical and analytical thinking skills

LEARNING OUTCOME:

1. Students understand traditional games in the modern context and are able to apply their understanding to improving their critical and analytical thinking and language skills.
2. Students demonstrate honing, dexterity and survival skills in order to protect themselves, their community and their natural environment.
3. Students and teachers demonstrate a good understanding of the history and techniques of various traditional/cultural games of KPK and FATA.

Social/Pakistan Studies & History

- Set a homework task requiring students to find out the types of games played by their parents and/or grandparents in their childhood.
- Read the *Resource Material* Section (for rules of the games)
- Examples of objects used in traditional games such as rock, sticks, chalk and marbles.
- Invite tradition-bearers and members of the students' families to school to share the games of their ancestors
- Refer to the Thematic Projects booklet for ideas and suggestions on community level activities on traditional games.

Language

- Introduce exercises in the Language classes to help students increase their knowledge and vocabulary of indigenous terms for games played in KPK and FATA.
- Encourage students to come up with names and terms they associate with games in their own and other languages.
- Ask them what game they like the most and why.

Part 3: Student Activity



Student Names:	Date:
	Month:
	Year:
	Age(s):
Village/Town/Tehsil/District:	Class:
	Teacher's Name:

What's the Traditional Name of the Game?

Instructions for the Activity:

- Select any 6 games from the Resource Material and List them in the blue boxes.
- Get students to list the no. of players and the rules of the games.
- Answer the following questions.

How Many Players?	Name of the Game	What are the Rules of Game?

1. What would happen if these games became extinct?
2. What would the world look like without any games to play?

Part 3: Student Activity



Learning Category	Age Group	Objectives & Learning Activities	Learning Outcomes
LESSON 5 Types of Traditional Games	B I A	Students become familiar with the local as well as the foreign dialect of the nomenclature of the games and be able to show that some games promote peace and social cohesion in the community, and the world Students are able to link rules of the games with mathematical logic and art (shapes and geometry)	Students and teachers understand traditional games in the modern context and are able to apply their learning from games onto real-life situations.

LEARNING OUTCOME:

1. Students understand traditional games in the modern context and are able to apply their understanding to improving their critical and analytical thinking and language skills.
2. Students demonstrate honing, dexterity and survival skills in order to protect themselves, their community and their natural environment.
3. Students and teachers demonstrate a good understanding of the history and techniques of various traditional/cultural games of KPK and FATA.

Social/Pakistan Studies & History

- Set a homework task requiring students to find out the types of games played by their parents and/or grandparents in their childhood.
- Read the *Resource Material* Section (for rules of the games)
- Examples of objects used in traditional games such as rock, sticks, chalk and marbles.
- Invite tradition-bearers and members of the students' families to school to share the games of their ancestors
- Refer to the Thematic Projects booklet for ideas and suggestions on community level activities on traditional games.

Language

- Introduce exercises in the Language classes to help students increase their knowledge and vocabulary of indigenous terms for games played in KPK and FATA.
- Encourage students to come up with names and terms they associate with games in their own and other languages.
- Ask them what game they like the most and why.

Part 3: Student Activity



Student Names:	Date:
	Month:
	Year:
	Age(s):
Village/Town/Tehsil/District:	Class:
	Teacher's Name:

Draw a Line Connecting the Game in the Middle Column with Words in the Left & Right Columns

Hopping On One Leg	Tabey Kharbay	Marbles
	Cheendro	Hospitality
Head or Tail (Two Sides of the Coin)	Pash	
	Ttup Ttupanrray	High & Wide Walls of Pukhtun House
Process of Selecting Captains	Dugh	
	Sapatat	Sheep
Ram	Gud	Statue
	Skhay	
Stick with Shepherds	Kootey	To Sit in a Circle Around a Pond of Water
	Teet Pu Teeta	
Long Stick, Short Stick	Gudey	
	Ya Nuglee	Up and Down
	Dulkay	Drain
Parallelogram or Rectangle	Laprree Cheend	
	Ghanta Wala	Four Little Sticks of Cane
Saucer-Shaped Object	Lakhtey	
	Melmastiya	
	Aungo Mango	Traditional Pashto Music
Big Canal	Tubray	

Part 3: Student Activity



Lesson Plan for *Cheendro*

Developed by Zubaida Khatoon and Her Group, FATA

ICH Element Selected from Teachers' Resource Kit: Traditional Games/*Cheendro*

Objective:

1. To inculcate appreciation and ownership of traditional games as students' living heritage
2. To explain the concept of energy with the game of *Cheendro*

Class Nominated: 5th Grade

Period Allocated: School Activity

Subject Allocated for ICH element: Science

Time Allocated for Heritage Education Class: 2 hours (2 periods)

Space Allocated for Activity: Classroom and School Playground

Materials Required: Chalk, Blackboard, Cubic Box

Methodology: Class Lecture on *Cheendro* followed by Group Activity in the School Playground and Home Assignments



Game of *Cheendro* in Session, photo credit: Imtiaz Ali, Swat

DAY 1

Step 1: Build students' prior knowledge of energy by asking/exploring the following questions:

- a. When you eat or drink food, what do you get?
- b. When you apply any kind of force – push or pull – upon yourself or an object, what happens?
- c. What happens when you run?
- d. What kind of games do you play? (*Cheendro*, *Pitthu Garam*, *Rassi Taap*)
- e. Which one of them is your favorite, and why?
- f. What happens when you play these games?

Step 2: Explain to students the rules of *Cheendro* using chalk and blackboard. By using the cubic box, show them how by applying force to move from one box to another, they are spending energy.

Step 3: Divide students into groups, and get them to try the game in the school playground

Step 4: Ask students about the sources of energy in the game for the

- a. Stone/Pebble
- b. Persons Playing the Game

Step 5: Assign homework to students to list the rules of *Cheendro* and write a note on why games are important for maintaining physical health.

DAY 2

Step 6: Students present their homework assignments.

Step 7: Use the Assessment and Feedback Form to Evaluate the Activity.

Part 3: Student Activity



Lesson Plan for *Makha*

ICH Element Selected from Teachers' Resource Kit: Traditional Games/*Makha*

Objective:

1. To inculcate appreciation and ownership of traditional games as students' living heritage
2. To understand the structure and function of the ghashay (bow), leenda (arrow) and takai (target) used in the game of *Makha*

Class Nominated: 8th Grade

Period Allocated: School Activity

Subject Allocated for ICH element: Science/Mathematics/Art

Time Allocated for Heritage Education Class: 2 hours (2 periods)

Space Allocated for Activity: Classroom & School Playground

Materials Required: Pictures of Ghashay, Leenda and Takai, Clay, Bamboo Stick, Rubber Bands, Tin Foil

Methodology: Class Lecture on *Makha* followed by Project Work in the School Playground and Home Assignments

DAY 1

Step 1: Build students' prior knowledge of the game by asking/exploring the following questions:

- a. What do you know about the game of archery?
- b. What kind of materials are used to play the game?
- c. How is the game played? How many players?
- d. Do you find it interesting or like it? Why?
- e. What happens when you play these games?

Step 2: Explain to students the rules of *Makha* using chalk and blackboard. By using the visual aids, tell them about the concepts of precision and accuracy and how important they are in making the arrow land on the target.

Step 3: Divide students into groups, and get them to create a setting for *Makha* in the school playground with the materials provided.

Step 4: Then divide students in two teams, and get them to play the game.

Step 5: Assign homework to students to list the rules of *Makha* and write a note on why games are important for concepts of Mathematics and Science.

DAY 2

Step 6: Students present their homework assignments.

Step 7: Use the Assessment & Feedback Form to Evaluate the Activity.

Part 3: Student Activity



Thematic Project

Learning Category	Objectives and Thematic Activities	Learning Outcome
TP-1: <i>My Community, My Home</i>	TP-1: Enhance student's sense of pride and identity through mapping of their own communities.	Students and teachers are able to document and map their own communities, identify and relate to the intangible cultural heritage present in their communities and be able to pinpoint the changes to the ICH over time and their causes.
TP-2: <i>My Elders, My Identity</i>	TP-2: Enhance Student's appreciation & knowledge of the variety of Intangible Cultural Heritage present in their respective communities.	
TP-3: <i>Our Town, Our Context</i>	TP-3: Collect information regarding games which are presently being played and how they have changed over time TP-4: Enter information in the School Database for further use in the suggested lessons	
TP-4: <i>Mela</i>	Use the Thematic Projects booklet included with the Introduction Module of the TRK to plan student activities.	



Part 3: Student Activity



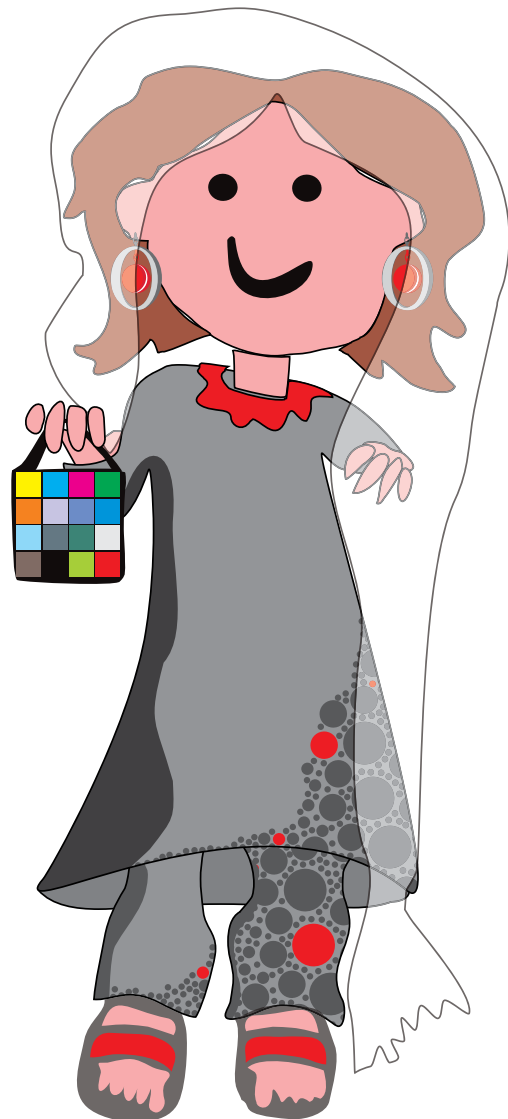
Kids playing Ango Mango, Photo Credits, Imtiaz Ali

Vocabulary

Word bank/Khazana;

This is a handout for the students and for the Notice Board. Copies are available in CD for printing. The teacher should add any words that they feel needs to be explained to the students. The students should add words that they think are difficult for them.

Sr. No.	Word	Meaning
1.	Alert	Fully aware and attentive; wide-awake; keen.
2.	Cheendro	Parallelogram or Rectangular shape
3.	Dexterity	Skill or adroitness in using the hands or body; agility. Level of skill in performing tasks, especially with hands
4.	Furlong	A unit of distance, equal to 220 yards (201 meters) or 1/8 mile (0.2 km). An eighth of a mile, 220 yards
5.	Grip	The act of grasping; a seizing and holding fast. A firm hold; a tight grasp or clasp - manner of grasping or holding something.
6.	Hone or Honing	To make more acute or effective; improve; perfect. To brush up - polish - bring to a highly developed finished, or refined state - amend - better - improve - to make better
7.	Manipulate	To manage or influence skillfully, especially in an un-fair manner. Control (others or oneself) or influence skillfully, usually to one's advantage.
8.	Sharp	Having a thin cutting edge or a fine point; well-adapted for cutting or piercing. Having an edge or point that is able to cut or pierce something - keen - acute - smart - pointed - precise - alert
9.	Shepherd	A person who herds, tends, and guards sheep.
10.	Valour	Boldness or determination in facing great danger, especially in battle; heroic courage; bravery.



* Teacher may add any words that they feel needs to be explained to the students.

Glossary (Local to English Translation)

(English to Pushto/Hindko/ Seraiki/Chitrالي and any local language translation)

Suggested Glossary: Please add more words along with the Pushto/local language words and put a copy of this on the classroom wall/notice board, for the students. Students should also be given a copy to use.

Local Term	English
Tubray	
Badshah	
Lakhtey	
Dangey	
Sarakee	
Sindakh	
Gudey	
Dulkay	
Cheendro	
Ghunta Wala	



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Photo Credits, Imtiaz Ali

Assessment & Feedback

Schools and teachers already have standardized methods of assessment of student progress and performance. While standardized assessment methods are by all means encouraged, here is one suggested form for students that you may find useful to inform assessment on ICH-integrated learning.

Age Group	5-8	9-11	12-15
	Beginners	Intermediate	Advance

Name of Student		Date	
Class			
Name of Teacher			
Subject			
ICH Category			

Skill Set	Observation	*Score
Emotional Intellect	Tackles new tasks confidently	
	Appreciates and owns his/her cultural history/heritage	
	Can control attention and resist distraction	
	Is calm and focused on the activity	
	Monitors progress and seeks help appropriately	
	Persists in the face of difficulties	
Social Intellect	Negotiates when and how to carry out tasks	
	Can resolve social problems with peers	
	Demonstrates leadership qualities in a group	
	Is aware of feelings and ideas of others and respects them	
	Engages in independent cooperative activities with peers	
Cognitive Intellect	Shares and takes turns independently	
	Can apply the wisdom and logic of ICH in subject learning and linking them with modern concepts	
	Can speak about how they have done something or what they have learnt	
	Can plan and execute planned activities	
	Can make rational choices and decisions in a challenging environment	
Motivation	Can make distinctions between good cultural practices and bad cultural practices	
	Initiates activities	
	Finds own resources without adult help	
	Develops own ways of carrying out tasks	
	Plans own tasks, targets & goals	
Enjoys solving problems		
TOTAL SCORE		10

- *1=Needs Improvement, 2=Could Try Harder, 3=Could Do Better, 4=Well Done, 5=Excellent
- Maximum Average Score = 100



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