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# “BASKETBALL AS A TOOL FOR SOCIAL EMPOWERMENT - BASKETFORALL”

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## International Training Course Report

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31.05.2023 – 04.06.2023

Klatovy, Czechia

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## Training Report

- Title of the Activity: International Training Course in Czechia
- Date & Venue: 31.05.2023 – 04.05.2023, Klatovy & Prague – Czechia
- Hosting Organization: BK Klatovy
- Participating Organizations: BİDEV – Türkiye, SCS - Bulgaria
- Participants: 14 Youth Basketball Coaches/Sport Trainers from 3 countries

## Realized Agenda

Place:	Klatovy	Klatovy	Klatovy	Prague	Prague
Day & Time:	31.05.2023	1.06.2023	2.06.2023	3.06.2023	4.06.2023
9.30 - 11.00	Arrival to Klatovy	Welcoming & Get to Know Each Other	WS-III Team Work	LOCAL IMPLEMENTATION	Departure from Prague
11.00 - 11.30		Coffee Break			
11.30 - 13.00		Study Visit to Municipality and Sharing the Local Stakeholders Meeting Results	WS-IV Debriefing	Final Evaluation & Certificates	
13.00 - 14.30		Lunch			
14.30 - 16.00		WS-I : Experiential Learning	WS-V Values	Going to Prague	
16.00 - 16.30		Coffee Break			
16.30 - 18.00		WS-II : Learning Through Basketball	WS-VI Participation	Free Time in the City	
19.00 -	Welcoming Dinner	Dinner	Dinner	Closing Dinner	

- **Explanation of the Activity:**

At the end of the 4<sup>th</sup> month of the 12<sup>th</sup> project implementation plan, supervisor coach/trainer and basketball coaches participated in 5 days training course in Klatovy, Czechia. The program is led by supervisor trainers to raise the methodological capacities of sports coaches on how to use basketball for social empowerment. In total, 14 participants came together to exchange good practices and expand their understanding and know-how on Education Through Sports activities.

- **Profile of the Participants:**

- 1) Youth Basketball Coaches
- 2) Sport Coaches
- 3) Sport Trainers

- **Proposed Methodology:**

According to the words of Douglas Hartmann, sports are extremely powerful tools for development, especially within international communities. The proposed methodology, Experiential Learning based Education Through Sport, aims at achieving an understanding of what the educational aspect of sport is when used in non-formal learning practice. In order to better understand the concept, we focus strongly on the pedagogical dimension of sport used in a non-formal educational context to provoke a positive social change.

Since the beginning of the 21st century, the priority guidelines of the European model of development include the spirit of innovation, the development of a knowledge-based society and improving economic competitiveness for better social cohesion. In this context, education plays an important role and involves a reflection concerning better complementarities between different educational patterns in order to achieve the objectives set up by the European strategies.

Education needs to offer tailor-made learning forms to citizens in order to enable them to develop new competencies; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness.

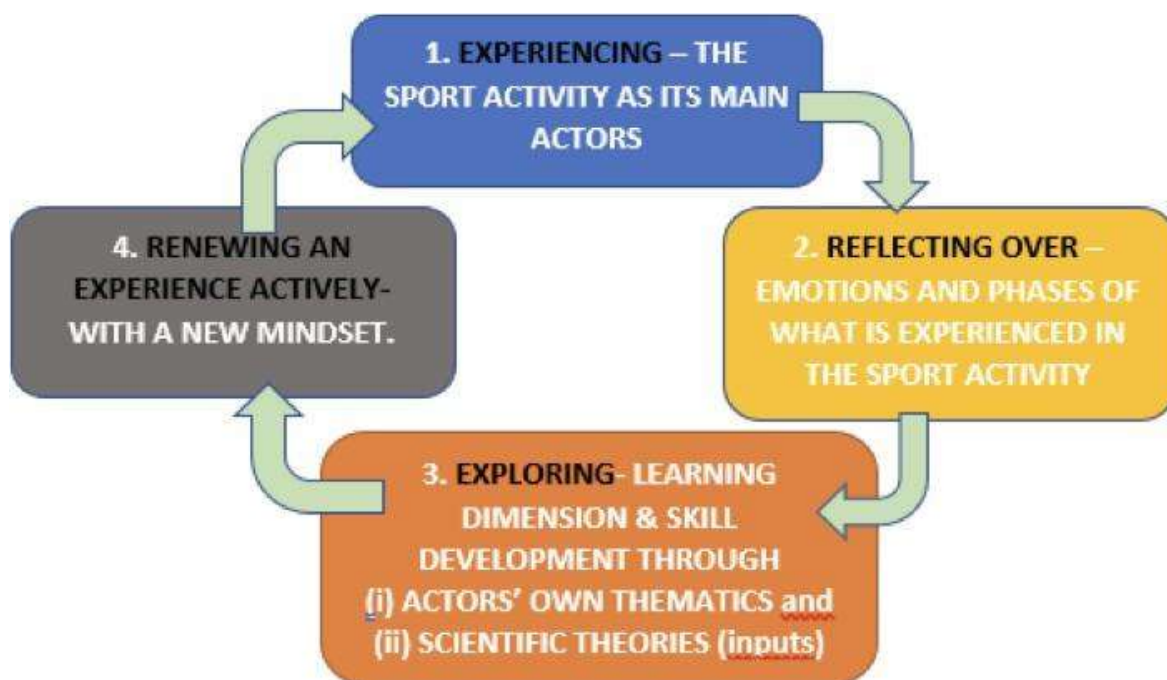
The concept of lifelong learning is one of the tools for achieving these objectives. The idea of lifelong learning is to have an impact on the development of a knowledge-based society by enabling citizens to improve their knowledge, skills and attitudes. The approach of Education Through Sport (ETS) is fully part of the lifelong learning process.

The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective. The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competencies and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens.

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation.

In the scope of the International Training Course held in Czechia, an innovative approach is proposed to combine Experiential Learning based Education Through Sport Activities. When we look at this integration, we can see the model with this diagram:



- **Explanation of the Sessions & Methods Used in the Training Program**

### **Day 1 – Arrival to Project Venue**

After the arrival of 2 country representatives to Klatovy, a welcoming dinner is organized by the hosting organization – BK Klatovy. After the welcoming dinner, the project venue and sport facility are explained by hosting representatives then participants went to rest for the training program.

### **Day 2 – Welcoming Activities & Introduction to the Topic**

In the first session, Experiential Learning based Non-Formal Education tools are implemented to create a group dynamic among the participants from 3 countries. A name round is held, the project and program are presented then the expectation & contributions of the participants are gathered. The below methods are used to create a comfortable learning environment:

- Name Puzzle: With the usage of a Flipchart and a board, participants are asked to create a name puzzle by connecting their names with each other. Each participant came to board to write their name and then explained what they do and what is their motivation to participate in International Training Course.

- Internal & External Circle: With this activity, participants created an internal and external circle in face-to-face settings. With the whistle of the leading trainer, participants found their pairs to introduce themselves, explain their hobbies and answer the additional questions.

- Expectation & Contribution Activity: After the presentation of the program, sticky post-its are given to the participants. It is asked to them to write what they expect to gain from this program and how they can contribute to enhancing the exchange of know-how. Then they



stick these post-its to the board and it helped us to better understand the inner motivation of the participants to take place in this training course.

Right after the first session, a study visit is conducted to Klatovy Municipality. Vice major welcomed us in City Hall and explain why Klatovy is called Sport City. The youth and sport-related activities, initiatives and future plans are explained to the participants.

After the municipality visit and lunch break, two-afternoon sessions **on Experiential Learning Theory and Learning Styles** are conducted to better understand the theory and the Learning to Learn competence. Below methods used in these sessions:

Swan Origami Championship: This method aims to create a space for the participants to better understand their position on learning to learn competence. When participants enter the training hall, they saw the tables so they sat there. In that way, they created their own groups to join the championship without knowing it. Then, different learning means (video, printed instructions, phone, learning by others' experiences) are implemented one by one. After their learning process is finished, the championship papers are given to the groups and they are expected to make the most elegant and stable swan. After this implementation finished, participants discovered what was the best way for them to learn something new and how their group learning process worked to win something.

After the origami method, we concluded this activity with an explanation of Experiential Learning Theory. A debriefing session is held to first understand why we implemented this game and how everyone reacted to the emotions and conditions when they have to learn something new. With this understanding, participants could better focus on their way of learning, and it is followed on reflection of how their players – students learn further techniques in the basketball field.

A competence model is given before the ELT is explained in detail. The Competence Triangle approach is explained with 3 components of "Knowledge – Skill – Attitude". Then, they were introduced to the Experiential Learning Cycle by Kolb, which consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. They also explored the cycle with some reflections that illustrated how experiential learning works in practice.

The last session was another extension of the experiential learning theme. It introduced the concept of learning styles based on Kolb's theory. The participants learned about nine different learning styles. They also took a Kolb Learning Styles Inventory test to identify their own preferred style of learning. Moreover, they learned about the importance of learning flexibility, which is the ability to adapt one's learning style to different situations and contexts. In this session, Learning Styles Inventory is used and participants received digital reports regarding to their learning styles.

After participants learned about their learning styles, they reflected on their coaching experience in the field of basketball. Participants created a small group of 3 people, and they discussed if they design their training outlines in the light of each player's need or not. After this reflection phase, the first day is ended and dinner is held.



## Day 3 – How to use Education Through Sport Methodology and Adapt it to Basketball Field

In the morning session, participants came together with BK Klatovy's U15 Girls team to see how Education Through Sports activities can be conducted with the target group primarily focusing on **Teamwork**. In order to demonstrate the methodology, the leading trainer has prepared an Ultimate Frisbee Practice with hand-outs and role cards. The frisbee game is played with three rounds which have a special focus on Education For Sport, Education By Sport and Education Through Sport methodologies in each round. The session outline can be seen as below:

<b>Title of the Method</b>	Ultimate Frisbee for ETS Approach
<b>Objective of the Method</b>	This is a group building activity that promotes fair play, cooperation, and the inclusive aspect of teamwork.
<b>Group Size</b>	10+
<b>Duration</b>	90 Minutes
<b>Needed Materials</b>	• Frisbee (1 per team) • bibs • flipchart • markers • hand-outs
<b>Preparation Means</b>	<ol style="list-style-type: none"> <li>1) Check the facilities for safety.</li> <li>2) Examine the proportion between the size of the pitch and the size of the group.</li> <li>3) Ask the group if anyone has any injuries or concerns about playing the game.</li> </ol>
<b>Step by Step Implementation</b>	<ul style="list-style-type: none"> <li>- Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching.</li> <li>- Divide participants into teams and tell them to choose a name for their teams and a team captain. After then, give a frisbee for each team to practice with the Frisbee (10-15 min.).</li> <li>- Then give each team the first hand-out which explain the rules of the game: the history of the ultimate frisbee game, no running with the Frisbee, no physical contact, no referee (spirit of the game, everything has to be discussed within the group), team scores by passing the Frisbee 10 times between each other (this can be reduced depending on the skill level of the group), passes have to be counted out loud, the Frisbee has to be passed within 5/10 seconds otherwise other team gets the Frisbee, if the Frisbee falls the other team gets it, take over (even if it falls afterwards) is allowed and the Frisbee stays with that team.</li> </ul>





	<ul style="list-style-type: none"> <li>- First round starts. (10/15 minutes). After a team reaches a decided score in the hand-out then second round starts.</li> <li>- In the second round, give the following instructions: two new rules, everyone on the team has to touch the Frisbee at least once in order to score, no back and forth</li> <li>- Second round is played. (10/15 minutes). After a team reaches a decided score in the hand-out then third round starts.</li> <li>- For the third round, give the following instructions: distribute roles to different participants.</li> <li>- The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before.</li> <li>- Third round is played. (10/15 minutes). After a team reaches a decided score, the game is finished and they pass to Debriefing part to see how the game was, what did they learn etc.</li> </ul>
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After the method is implemented with U15 Girls Team, the training course participants pass to small training hall in the facility to explain the game-dynamics and what is Education For/Through/By Sport activities. Each round is analyzed with the focus on the learning objectives for Education For/By/Through Sport. Then the importance of debriefing at the end of implementation is underlined to transform the learning objectives into learning outcomes.

Then the essentials of debriefing in the light of 4 dimensions of Experiential Learning Theory is explained to the participants. After the lunch break, a friendly basketball match is held to enhance the intergenerational communication and cooperation in the field of basketball. Former elite athletes such as Dr. Hamit Emir Turam and Mr. Stanislav Krivacek and our youth coaches played basketball and cooperative atmosphere is seen in this match.

After this game, participants came together in the training venue to go through how we can create the Education-based learning activities specifically focusing on Basketball. Therefore, the sample methods are analyzed first. One of the methods focusing on Values and Learning to Learn competence is examined with all participants. The method outline can be seen as below:

<b>Title of the Method</b>	Basketball as a Tool for Communication
<b>Objective of the Method</b>	In the first part of this exercise, the participants experience how different approaches of communication link to different feelings and have an impact on their performances. In the second part the participants get to know and practice the approach for communication, called "The appreciative inquiry".



	The Values & Concepts gain through this method: Conflict resolution, social inclusion and discrimination
<b>Group Size</b>	12 – 16 participants, between 16-25 years old
<b>Duration</b>	approx. 90 minutes
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>• Basketball court</li> <li>• One basketball</li> <li>• Flip chart, blackboard or something similar</li> <li>• Bibs for one of the teams</li> </ul>
<b>Preparation Means</b>	As trainer, you need to gain knowledge regarding appreciative inquiry and prepare how to introduce the participants to this approach.
<b>Step by Step Implementation</b>	<p>Basketball (1):</p> <ul style="list-style-type: none"> <li>- Play basketball: • 2 x 6 minutes • Each team has a coach (one of the participants) • On one team the coach is told to be exclusively positive and do a lot of compliments</li> <li>- The coach on the other team is told only to have an eye on the players deficiencies and be predominantly negative</li> <li>- In the second half of the game the two coaches switch roles</li> <li>- A short introduction to the appreciative inquiry</li> <li>- Make a short introduction of the concept and idea behind the appreciative inquiry</li> <li>- Outline a few focus points for the participants to keep in mind when applying into practice.</li> </ul> <p>E.g.:</p> <ol style="list-style-type: none"> <li>I. Acknowledge the participants' efforts</li> <li>II. Provide feedback with the participants' further development in mind (Indicate a direction)</li> <li>III. Make the introduction visual and include concrete examples</li> </ol> <p>OBS!: The goal is not to make an academically correct and complete introduction to the subject, so make it as short and simple as possible!</p> <ul style="list-style-type: none"> <li>- Basketball (2): • Play basketball • 2 x 6 minutes • Different coaches (do some exchanges through the game)</li> <li>- This time all coaches have to practice the appreciative inquiry</li> </ul> <p>Then the debriefing phase should be implemented to compare the cases and ask the questions to better understand the feelings,</p>





	<p>ideas and emotions that players went through. This phase could be complemented with the communication essentials input and you can ask participants how they would react when they play it one more time and what would they change for the further practices.</p>
<p><b>Tips for the Trainers</b></p>	<ul style="list-style-type: none"> <li>• There should be some kind of warm up before this exercise!</li> <li>• Make sure to be very concrete and clear in the instructions for the negative communicating coach (We don't want this to run wild and out of hand!)</li> <li>• To make sure that the participants warm between the two games, you can try to make the debriefing a bit active (E.g.: When asking a question you throw a ball to the respondent, or the participants could do a "jog-and-talk" prior to the shared debriefing)</li> </ul>

Then the group discussion is held on how to develop these kinds of methods by centering the values or further practices with a combination of the basketball. After this discussion, participants came together with their national group members to design few games with the understanding of Education Through Sport approach. After this national groups' planning phase, the third day workshop is ended and participants got prepared to discover the social activities in Klatovy.

#### Day 4 – Practices & Evaluation of the Training

In the morning session, participants came together to present what kind of activities they planned to integrate the methodology with the basketball practices. Below games are presented and implemented with the U12 Girls Team of BK Klatovy.

- Fishnet: This game is played to initiate the first connection between our international team and the players without the basketball dynamic. The Czech coach Lucie and the Turkish coach İrem have explained the rules as;

It's asked if there is any volunteer player to be a "fish". Then, the instructor puts the limit for the playground as the half pitch. After the selection of the catching fish and they know the limits of the pitch, the catching fish's task is explained as s/he needs to catch the rest of the players (fishes) and once this fish catches the other one, they need to hold their hands and they need run for the others as fishnet, together. Their aim is to catch all the team. The last fish which succeeds to survive until the end, wins the game.

- Dribbling with High 5: Right after the fishnet implementation, players are asked to take the basketball and they all have the basketball. It's asked to work in pair so they choose their pairs who couldn't talk or share much before. After the selection of the pairs, it's asked to dribble with a target they choose. They need to decide with their pair on a number they would like to dribble. After they decide on the number, they're asked to dribble with one hand and give a high five with the other hand. They try to reach this score and motivate each other.





- Dribbling to Ruin & Build: Players are divided into A and B Teams. Meanwhile, the trainer puts colorful obstacles on different parts of the pitch. After they're divided, the rules of the game are explained. The A team is responsible for each obstacle to be ruined and place to be changed. The B team is responsible to protect these obstacles place and re-build if they're ruined by the other team. After one of the teams wins the game, they change the roles to practice ruining or re-building the obstacles.

After these games finish, it's asked to the players "How did they feel – what did they observe – did they feel included – what did they think to win the game (any strategy) – what was difficult or easy for them – what did they learn – how they can advance further practices?"

Then, one of the Turkish basketball coaches, Ahmet coach, gives the instructions for a match with two teams and two basketball hoops. Then he specifies a rule to involve everyone before they shoot. They need to be sure everybody passes or touches the ball.

After the end of the demonstrations, it's asked to participants to come back to their national teams again to plan their local activities and present to each other. After these presentations, the final evaluation was conducted, and participants went to pack their stuff to go to Prague.

As the last part of the activity, free time is given in Prague and a closing dinner is held together to close the International Training Course in Czechia.

## Day 5 – Departure

After breakfast, the departures are held, and 5 days implementation period is officially ended.

## Multimedia Resource

- The short activity video about the International Training Course



<https://youtu.be/IQ2szWix2FA>



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- Photos from the Sessions







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## Learning Outcomes

- 3 feedback videos regarding the learning outcomes of Training Course participants from Türkiye, Bulgaria and Czechia



<https://youtu.be/FuE4ZNC2zy0>



<https://youtu.be/uZjH1feYQIU>



<https://youtu.be/QPz32L1fTKg>