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

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## Soft Skill Development Through Basketball Training Module

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Theoretical & Practical Foundation for Sport Coaches/Trainers

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## Foreword

Welcome to the **Soft Skill Development Through Basketball Training Module of the BasketforAll Project**. As we navigate the dynamic landscape of education and sports, this module stands as a testament to our commitment to fostering not just athletic prowess but also essential life skills.

In the realm of sports coaching, we recognize the profound impact coaches can have on the holistic development of individuals. This module is more than just a collection of strategies; it's a gateway to a new paradigm where basketball becomes a vehicle for learning, growth, and character-building.

This module is a product of dedicated collaboration, stemming from a shared vision among educators, sports enthusiasts, and experts. It is born out of the belief that sports, particularly basketball, can transcend its role as a physical activity and become a powerful tool for nurturing essential life skills.

The core purpose of this module is to empower sports coaches with the tools they need to instill not only technical prowess but also invaluable soft skills in their athletes. Through methodological descriptions, training programs, and innovative techniques, we aim to equip coaches with resources that can be seamlessly integrated into diverse training environments.

Grounded in educational theories, experiential learning, and a nuanced understanding of competencies, this module delves into the theoretical foundations that make sports a profound medium for holistic development.

From unraveling the intricacies of learning styles to fostering adaptability and instilling the art of teamwork, the learning modules are crafted to be versatile, adaptable, and effective. These modules go beyond the court, aiming to shape individuals who are agile learners and effective team players.

In closing, this module is not just a guide; it's an invitation to transform the way we perceive sports education. We invite coaches, educators, and enthusiasts to explore, adapt, and contribute to this evolving narrative where basketball transcends its boundaries and becomes a catalyst for personal and collective growth.



## About BasketforAll Project

Basketball as a tool for Social Empowerment – BasketforAll project centers around the overarching aim of enhancing intersectoral cooperation among active sports entities throughout Europe, with a focus on promoting the inclusion and empowerment of youngsters facing fewer opportunities within the realm of basketball.

Over a 12-month action plan to complete two Work Packages (WPs), our consortium, comprising the non-profit foundation BIDEV from Türkiye, and the sport clubs BK Klatovy from Czechia and SCS from Bulgaria, is committed to elevating organizational capacities through knowledge exchange. We emphasize the transformative role basketball can play in supporting the social empowerment of young people from diverse backgrounds.

BIDEV, the coordinator organization, stands out as a newly established non-profit institution founded by nationally and internationally renowned individuals with a shared goal of creating social value through basketball. The collaboration with our esteemed partners from Bulgaria and Czechia marks an essential step in the realm of small-scale partnerships, adding significant value to our initiative.

In the light of the overall aim of the project which is bringing EU-labelled cooperation to the local dimension to emphasize the importance of sport as a tool for social empowerment among NGOs, schools, and sport clubs; our initial effort is underlining the growing importance of intersectoral cooperation in the field of basketball.

When we deepen our focus on the concrete development areas, we have defined two specific objectives to be reached with the implementation of local and international activities. These objectives are;

1. Increasing the methodological capacities of youth coaches to improve the social empowerment of disadvantaged groups due to the youngsters' upbringing backgrounds.
2. Creating meetings and campaigns led by youth to connect role models with youngsters, addressing motivation gaps, inspiring the integration of sports into their lives, and encouraging them to be active.

To achieve these objectives, our project involves organizing three International Meetings and various local activities. These include Local Intersectoral Meetings to foster collaboration strategies in basketball, Local Trainings targeting 120 young people with fewer opportunities, and Awareness Raising Campaigns and 3x3 Basketball Tournaments.

To guide our basketball coaches/trainers, Soft Skill Development Through Basketball Training Module plays an important role in approaching the education and training activities with a holistic approach – Experiential Learning based Education Through Sport methodology.



## What is this Training Module for?

This training module serves as a comprehensive guide designed to empower sports coaches in integrating soft skill development within the framework of basketball training. It goes beyond conventional coaching strategies, emphasizing a holistic approach to education through sport. Here's a closer look at what this training module aims to achieve:

- **Holistic Athlete Development:** The module is crafted to enable coaches to nurture not only the technical skills of their athletes but also essential life skills. It recognizes the pivotal role coaches play in shaping well-rounded individuals.
- **Incorporating Soft Skills:** The core purpose is to equip coaches with the tools and methodologies to instill invaluable soft skills in their athletes. These include qualities such as adaptability, teamwork, determination, and effective communication.
- **Versatile Training Environments:** The content is curated to be adaptable to diverse training environments, ensuring that coaches can seamlessly integrate the provided resources into their unique coaching settings.
- **Educational Theories and Experiential Learning:** Grounded in educational theories and experiential learning principles, the module explores the profound potential of sports as a medium for holistic development.
- **Transformative Learning:** By unraveling learning styles, fostering adaptability, and instilling the art of teamwork, the module aims to contribute to the transformation of individuals into agile learners and effective team players.
- **Invitation to Transform:** More than a guide, it's an invitation for coaches, educators, and enthusiasts to be part of a transformative narrative where basketball transcends its traditional boundaries and becomes a catalyst for personal and collective growth.

In essence, this training module is a valuable resource that encourages a paradigm shift in sports education, inviting stakeholders to explore, adapt, and contribute to a dynamic narrative where basketball becomes a powerful vehicle for character-building and skill development.



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# 1. Theoretical Foundation

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## 1.1 Introduction of Education Through/For/By Sport

According to the words of Douglas Hartmann, sports are extremely powerful tools for development, especially within international communities. This chapter of the module aims at achieving an understanding of what the educational aspect of sport is when used in non-formal learning practice. To better understand the concept, we will 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 to achieve the objectives set up by the European strategies.

Education needs to offer tailor-made learning forms to citizens to enable them to develop new competences; 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.

Through this chapter, a definition of ETS as a concept will be introduced. We answer the question, “What exactly is ETS as an educational/learning approach?” In addition, we will speak about what this pedagogical approach refers to, and what are its benefits. We will explain the key competences ETS could address. Potential learning outcomes of ETS, referring to the key competences established by the EU Commission, will also be stated. In the last part of this chapter a historical and sociological approach of sport and the use of sport as an educational tool will be presented. We will see how sport and physical activity were used in the history in order to educate and develop diverse competences. And, finally, we will examine the question of what ETS is NOT, and this will show a clear difference from other uses of sport that are outside the concept of ETS.

### • Definitions

Many definitions of what ETS can be provided. First of all, we can introduce a definition for the concept of non-formal education, which implicitly includes ETS.

According to the Compass Manual on Human Rights (Council of Europe) “Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education as practiced by many youth organisations and groups is:



- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants”\*

Moreover, the definition given in the AEGEE Book for non-formal education, quite similar to the one in the Compass Manual, states that:

“Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’ ) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. “Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.”\*

We will now introduce four different proposals that try to define ETS. These were developed by participants of Training of Trainers in Education through Sport (International Sport and Culture Association) during the one-year training course. This was a long term educational program to enable trainers involved in the non-formal educational field and sport coaches to improve their competences in applying ETS. The presented definitions introduce the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work.

- **Definition 1**- Education through Sport is a method of developing key competencies in various aspects of life using sport and physical activities.

- **Definition 2** - Education through Sport is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific





competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.

- **Definition 3** - Education through Sport is a process of learning and teaching using personalised systems to provide skills, knowledge and experience in many aspects of life.

- **Definition 4** - Education through Sport includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. In order to sum up these four definitions we could summarise that:

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.

- **Benefits of practicing ETS**

United Nations states that, “By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”

Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context. The sport practice may have a structural impact in terms of education and socialization. Thus it's quite natural that the main actors involved in ETS practice analyze sport beyond its borders in order to build projects in which sport and physical activity become tools for social transformation

To better understand the context of ETS and its potential effects, it is important to see both the sport and educational sectors separately at first in order to be able to make the link between them and combine them later on.

Considering first the sport component, we refer to many pieces of research which have already been done. It is proven that sport and physical exercise have a variety of positive effects on health. They help people to stay physically fit, to reduce body fat, to control weight, to increase stamina, to strengthen bones and improve balance and flexibility. Engaging in regular physical activity reduces coronary mortality. It also reduces the likelihood of Type 2 Diabetes and Alzheimer's disease in older age. Sport and physical exercises could also help to prevent other chronic diseases including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity could also be helpful when addressing a number of psychological disorders.



Studies have shown that moderate intensity exercise can have a positive influence on depression, anxiety, self-worth, self-esteem and body image. Physical activity reduces stress, improves our mood and helps to form general wellbeing.

On the other hand, non-formal education focuses on the learning needs of every learner, allowing individuals to identify their own needs and to propose solutions. The non-formal educational approach sees learners as a resource and respects their values and contributions. The learners share their experiences so they are able to learn from each other. The approach combines relevant activities which are adapted to the needs of the learners and are aimed at achieving practical outcomes.

In their manual dedicated to non-formal education, Peace Corps provide a very good explanation of non-formal education as an approach to education. It is distinct from formal education by its methods. Participants exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person (for example, in a youth exchange or in a youth initiative), to attending a learning activity where the content is planned in advance. In a nutshell, non-formal education is an approach to education that can be used with adults, youth, or children, within the working room or outside of it. An integral part of non-formal education is that learners participate in the design, development, implementation and evaluation of their own learning.\*

According to Hartmann and Kwauk's research, besides the visible physical and psychological effects, participation in sport activities could also have positive social and economic effects. Sport is considered as a way to combat poverty, unemployment, to prevent crime and segregation. It is also believed that it can help to enhance empowerment and social connection of young people, especially the ones living in underprivileged environment. Hartmann and Kwauk say that participation in sport and physical exercise improves social behaviour and helps social relationships to be consolidated. It can serve as a vehicle to improve social and professional skills and also as a tool to increase educational attainment.

#### • EDUCATION FOR SPORT

Many traditional sports clubs are mainly mobilised by sports performance goals as their priority. Here we evoke the concept of Education FOR Sport, which has the main aim of developing competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance. Education for Sport is normally related to diverse disciplines of competitive sport. This concept therefore has limited interest in the context of non-formal education.

#### • EDUCATION BY SPORT

The concept of Education BY Sport is more complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aim is therefore to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new "sport for all" movements are very



close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

A recent practical example of this approach is the “NowWeMove Campaign”, initiated by the International Sport and Culture Association in 2012. The main aim of this Campaign is to facilitate cross-sector collaboration for promotion of participation in sport and physical activity. Its specific objectives include raising the awareness about the benefits of sport and physical activity among European citizens, increasing accessible opportunities to be active in sport and physical activity by developing new and up-scaling existing initiatives and enabling sustainable and innovative capacity-building through advocacy and open-sourced solutions. MOVE Week is the biggest European sport-for-all event which promotes participation in sports across the continent and targets a broad spectrum of stakeholders such as sport clubs and organisations, cities, communities, institutions and individuals. MOVE Week happens through different community events at a local, national and international level to further participation in sport and physical activity.

- **EDUCATION THROUGH SPORT (ETS)**

The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the other two approaches. 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 competences 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.

ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action.

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution.

For instance, the practice of a martial arts without any specific project behind it, led only by the desire for technical progress, remains a FOR sport involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the



educational goals first, where the sport itself becomes secondary to the educational purpose.

Aiming for a better understanding of this process, we propose to make the link between ETS and Kolb's experiential learning cycle (Kolb, David (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs). In ETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the programme. The participants of the experience reflect together in a guided debriefing process, after which they go through the change themselves and will be able to use the new competencies they have learnt.

The expression of a will is not enough to design and implement a learning process which is based on ETS. It is needed to prepare a realistic project based on feasible and evaluable objectives, that educational intention is present in it, as well as built on specific priorities of the addressed working field.

Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design non-formal learning programs focused on social issues, such as employability, social integration, fight against racism and many others. This is the first part of the learning cycle, when the trainer proposes the experience to the learners.



## 1.2 Experiential Learning

### Introduction

The basic propositions on which Kolb's Experiential Learning model is based can be summarized as follows (Kolb & Kolb, 2005).

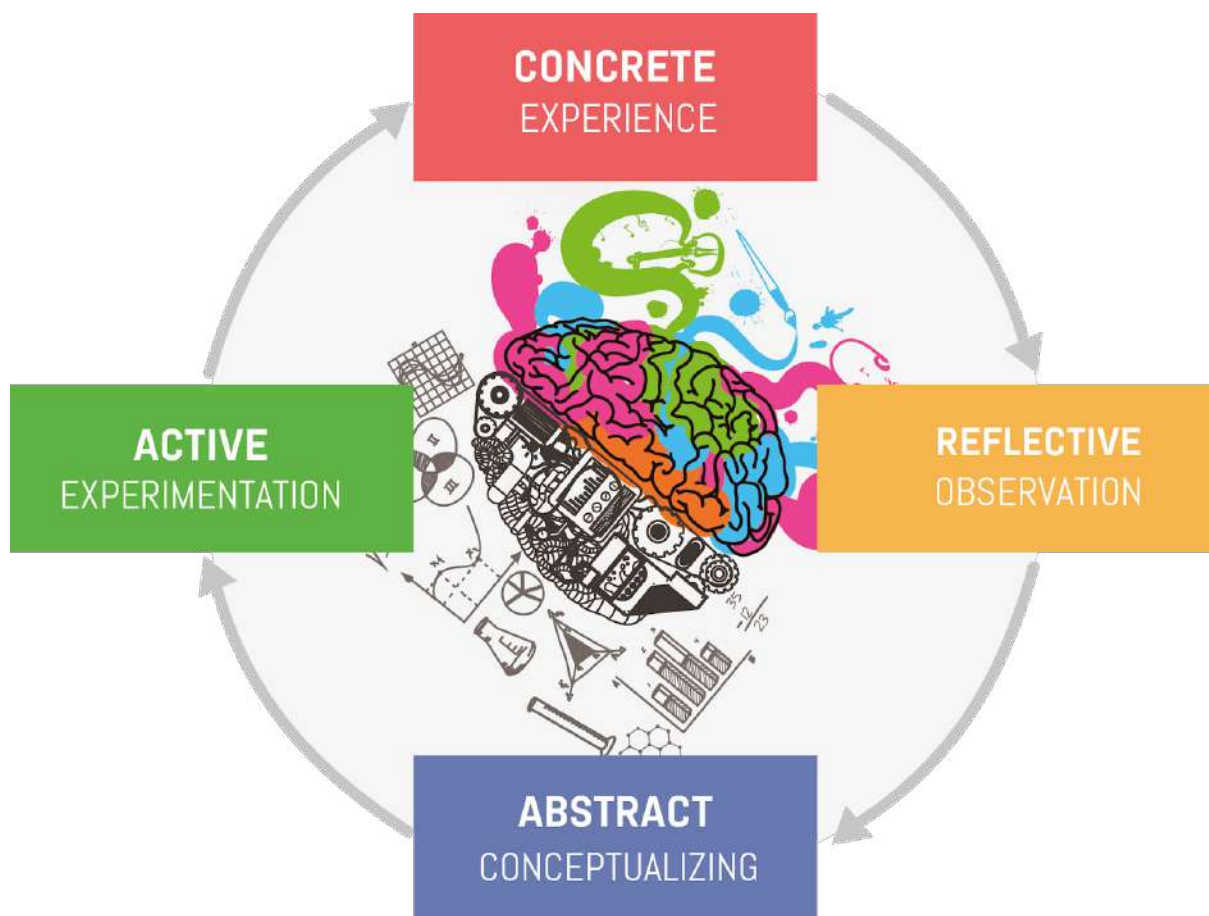
1. Learning is best conceived as a process, not in terms of outcomes. Although punctuated by knowledge milestones, learning does not end with an outcome, nor is it always evidenced in performance. Rather, learning occurs through the course of connected experiences in which knowledge is modified and re-formed. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts. “...education must be conceived as a continuing reconstruction of experience: ... the process and goal of education are one and the same thing.”
2. All learning is re-learning. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic so that they can be examined, tested, and integrated with new, more refined ideas. Piaget called this proposition constructivism—individuals construct their knowledge of the world based on their experience and learn from experiences that lead them to realize how new information conflicts with their prior experience and belief.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. These tensions are resolved in iterations of movement back and forth between opposing modes of reflection and action and feeling and thinking.
4. Learning is a holistic process of adaptation to the world. Learning is not just the result of cognition but involves the integrated functioning of the total person—thinking, feeling, perceiving, and behaving. It encompasses other specialized models of adaptation from the scientific method to problem-solving, decision-making, and creativity.
5. Learning results from synergetic transactions between the person and the environment. In Piaget's terms, learning occurs through the equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experiences. Following Lewin's famous formula that behavior is a function of the person and the environment, ELT holds that learning is influenced by the characteristics of the learner and the learning space.
6. Learning is the process of creating knowledge. In ELT, knowledge is viewed as the transaction between two forms of knowledge: social knowledge, which is co-constructed in a socio-historical context, and personal knowledge, the subjective experience of the learner. This conceptualization of knowledge stands in contrast



to that of the “transmission” model of education in which pre-existing, fixed ideas are transmitted to the learner.

As can be seen, the basic thought in Experiential Learning is that learning is a holistic phenomenon and a process based on experience. Kolb (1984; 2015) refers to the Experiential Learning cycle as a process in which concrete experiences are transformed into abstract concepts, and these concepts are used to acquire new experiences. In this process, prehension and transformation are the two main dimensions that support each other.

Understanding the new experience means the process of integrating knowledge into the existing accumulation gained from previous experiences while transforming experience is about the way that this information is interpreted and used. The experiential learning cycle experience is created by associating concrete experience and abstract conceptualization in the understanding dimension and reflective observation and active practice in the experience transformation dimension with learning paths. Learning is formed in the process of resolving the creative tension between these four modes. An ideal learning process also requires a configuration appropriate to this idealized cycle. This process can be summarized in the way of experiencing, reflecting, thinking, and doing (Kolb, 2015). The experiential learning cycle is shown in the figure below.





## Kolb's Experiential Learning Cycle

In experiential learning theory, the unique ways in which individuals rotate and act throughout the learning cycle, depending on their learning preferences, are described as learning styles. Learning styles vary depending on the genetic structure of individuals, life experiences, and environmental conditions. Different learning paths can be used together. Planning the learning-teaching process in accordance with the Experiential Learning cycle allows individuals with different learning styles to benefit from the learning-teaching process effectively. Each learning style differs from each other in its strengths and weaknesses. The Experiential Learning cycle allows individuals to benefit from the strengths of their own learning styles while also providing the opportunity to develop their weaknesses (Erdoğan, 2019; Evin Gencil, 2020; Kolb, 1984; Kolb & Kolb, 2013).

### Experiential Learning Cycle

Experiential Learning Theory is based on a learning cycle that progresses through the analysis of the binary dialectic associated with practice-reflection and experience-conceptualization.

Learning is defined as "the process that enables the creation of knowledge through the transformation of experience." (Kolb, 1984). Understanding experience means the process of importing information while transforming experience is about how individuals interpret and act on that information.

The Experiential Learning Theory Model defines two dialectically interconnected modes of grasping experience (Concrete Experience and Abstract Conceptualization) and two modes of transformation of experiences (Reflective Observation and Active Experimentation) (Kolb & Kolb, 2013). Learning is a solution to the creative tension between these four learning modes. This process is portrayed as an ideal learning cycle in which the learner incorporates all the basic functions (experiencing, reflecting, thinking, and doing), a process that is responsive and repetitive to the learning situation and the knowledge learned. It forms the basis for concrete experiences, observations, and reflections. These reflections are assimilated and decomposed into abstract concepts that can create new applications for action. These concepts can be actively tested and serve as guides in creating new experiences (Kolb & Kolb, 2013).

The concrete experience part, which is the first step of the cycle, is the "now and here" experience, which Lewin also expresses. This part refers to the moment when we are in it with our five senses and experience internal reactions through the experiences we have acquired. It's like a kid trying to learn a new bike crashes on his first try. All the emotions of excitement, fear, curiosity, and anxiety that he feels during this experiment are in it, and what happened to him is a concrete experience.

This is followed by the second step of the cycle, the reflective observation stage. This stage is the stage where the experience is analyzed and combined with the observations made about the environment. A good example of this is a child who falls off a bike, questions why he fell, and tries to understand the situation by observing other children who ride a bike.





Along with all these analyses and reflections that he does in his inner world, the child gets access to new abstract information. This defines the abstract conceptualization step, which is the third step of the cycle. For example, “It is easier to balance when you go fast; it is harder to balance when you go slow.” Just as he can produce this information himself, someone can tell him. But what is important here is that the child relates this abstract knowledge to the concrete experience he has experienced. Within this association, the reflective observation step is essential.

Having new abstract knowledge and concepts, the child comes to the fourth stage of the cycle. It tests this new knowledge acquired in the fourth stage of the cycle, the active experimentation step. This experimentation naturally gives the person a new experience, and the cycle continues without stopping. (DeM, 2020)



## 1.3 Integration Experiential Learning Methodology into Sports Activities

This integration combines the experiential learning cycle with the cycle of sports activities, considering different learning styles and their impact on skill development, including soft skills. The two cycles, the experiential learning cycle, and the sports activity cycle, are expected to be harmonized primarily based on the following explanations.

### **Proposed Learning Cycle for Experiencing Sports Activities - placing the sports activity and its participants at the center**

This phase of the cycle involves the direct involvement of individuals as active participants in the sports activity, where they engage their five senses in experiencing the activity in real time. This experience leaves both emotional and cognitive impressions on the individual, which can be subjectively and objectively observed.

### **Reflecting upon - emotions and phases of the sports activity experience**

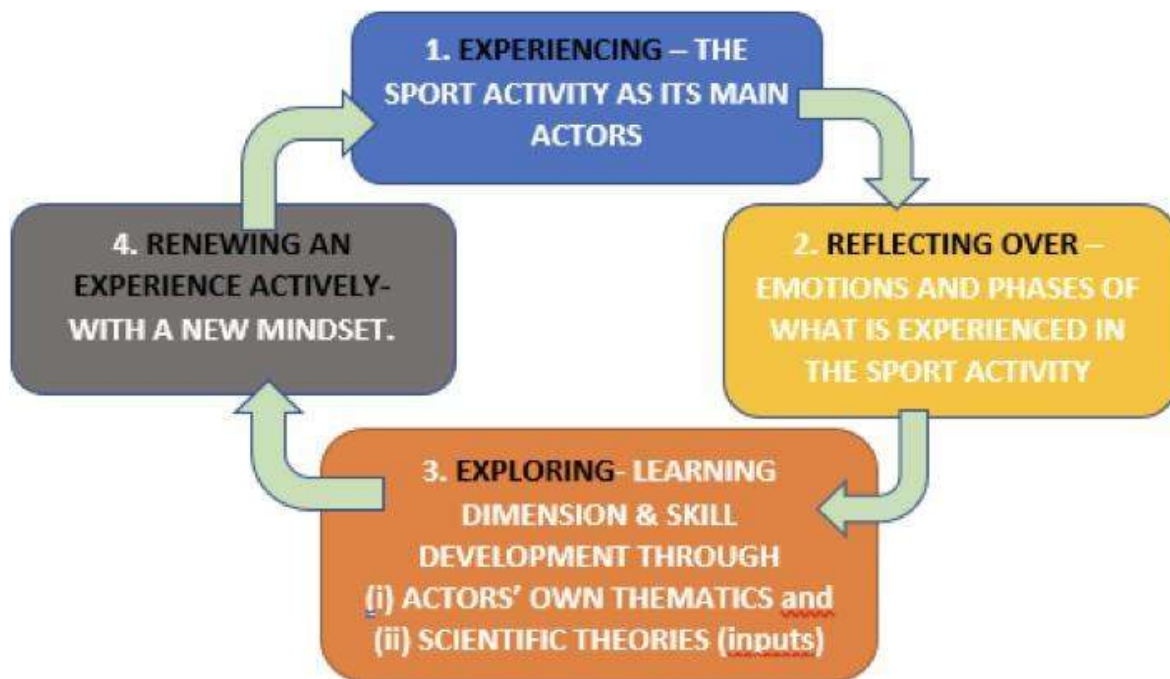
The reflection on the sports activity experience begins by exploring the emotional dimension, leading to a deeper understanding and examination of the experience at a conscious level. It involves recognizing the structures and phases of the experience and understanding how they influence the outcomes and the reasons behind them. This process is necessary to achieve a comprehensive understanding and objective evaluation of the experience, leading to the formation of abstract concepts in the minds of the participants/players.

### **Exploring - learning dimensions and skill development through personal themes and scientific theories (inputs)**

This step involves fully grasping the experience, where the abstract conceptualizations of individuals serve as the starting point for a better comprehension of the scientific theory related to the experience. These concepts are then shared with the trainer or sports coach. The stronger the connection between the abstract concepts of individuals and the scientific theory, the better the understanding and recognition of the scientific theory by the individual, which can then be applied in future experiences with an educational dimension. The theories discussed here will focus on empowering individuals' vision to recognize the inherent potential of sports activities as learning opportunities, following the cycle of experiential learning.

### **Actively renewing an experience (experimentation) - with a new mindset**

Once individuals have established a connection between their own abstract conceptualization of the experience and the input from scientific theory, the phase of planning for a new similar experience with a focus on skill development arises. With this awareness, this phase becomes an active experimentation rather than a mere experience, as individuals enjoy and implement the experience with specific factors inherited from



following the proposed learning cycle.

The explanations mentioned above represent the initial proposal for integrating experiential learning methodology with sports activities, with the aim of tapping into their learning potential.

To better grasp this cycle, consider the following concrete example from a sports activity: A basketball match or exercise is not solely about the sport itself and its techniques. Participants also experience aspects such as communication, stress management, teamwork, self-confidence, and conflict resolution. These experiences are implicitly embedded in the potential of sports activities. The key to uncovering these implicit experiences, rather than focusing solely on the sport and its techniques, lies in the participants' reflection. It is essential to raise the awareness of sports trainers that they are facilitators of the participants' learning process, where they engage in sports activities that offer more than just a physical experience. These activities provide a rich experience with abundant learning potential, which should be extracted and exposed through the facilitation provided by the trainer.

Several key aspects need to be addressed to implement this reflection process. Firstly, trainers must be aware of these implicit experiences to create a conducive space for participants/players to explore. A basketball match, for example, goes beyond honing basketball skills; it encompasses various other skills implicitly. Secondly, trainers should be competent to provide an appropriate environment for reflection. While feedback from the coach may be included during a basketball match or exercise, reflection relies on the participant's willingness to express themselves and establish their own learning process. Thirdly, trainers should be equipped with theoretical knowledge and models that can be combined with the specific sports activity, considering the participants' thematic interests. By following the scientific evidence of learning, the input shared by trainers is more effectively internalized when the second step is taken after participants' reflection rather than receiving direct feedback.

## 1.4 Competences and ASK Model

Competency refers to an individual's ability to effectively apply the necessary knowledge, skills, and attitudes in a specific professional, social, or learning context. In design education, the ASK model, proposed by Vinke (2002), offers a comprehensive framework for designing learning programs and defining competencies and objectives. The ASK model decomposes the discipline of design into manageable ingredients and classifies them under three key categories: attitude, skills, and knowledge.

1. **Attitude:** The ASK model recognizes that attitude plays a vital role in design education. It distinguishes between personal attitude and professional attitude. Personal attitude encompasses behaviors that enable students to conduct themselves as designers, such as patience, commitment, and effective communication. On the other hand, professional attitude encompasses attitudes necessary for students to develop into competent design professionals, including ethical behavior, responsibility, and accountability. By considering these attitudes, design educators can identify and establish assessment criteria for evaluating students' achievements in terms of attitude.
2. **Skills:** The skills category in the ASK model focuses on the specific abilities that allow students to address design problems effectively. These skills may include visual aptitude, freehand sketching, analytical thinking, and problem-solving abilities. By clearly defining the skills required in design education, the ASK model assists educators in identifying and determining assessment criteria for students' achievements in terms of skills.
3. **Knowledge:** The ASK model's knowledge category encompasses theoretical and empirical knowledge. Theoretical knowledge provides designers with a solid foundation for conducting professional design work. In contrast, empirical knowledge fosters their ability to make informed decisions and develop a sense of what actions to take. Design educators can leverage the ASK model to identify and establish assessment criteria for students' achievements in terms of knowledge.

By incorporating the ASK model into the design education process, design educators, students, and practitioners gain a holistic view of the competencies required for effective professional design capabilities. The model's ability to decompose the discipline into essential components empowers educators to design comprehensive learning programs and define clear learning objectives. Furthermore, the ASK model serves as an assessment tool throughout the design education cycle, facilitating the evaluation of student progress before, during, and after their education. It can also be utilized for assessing professional achievements in the field of design.



In summary, the ASK model provides a structured framework for design education, allowing educators to identify and determine assessment criteria for students' achievements regarding attitude, skills, and knowledge. This model supports the development of well-rounded design professionals by breaking down the discipline into manageable components and providing a roadmap for effective learning and professional growth.

### Using ASK Model for Developing a Learning Program

To develop a competency-based learning program using the ASK model, you can follow these practical steps and consider the provided examples:

1. **Identify the desired competencies:** Determine the key competencies you want participants to develop in the specific context. For example, in basketball, some desired competencies might include shooting accuracy, decision-making skills, teamwork, fair play, and active participation.
2. **Categorize competencies into ASK components:** Analyze each identified competency and categorize it into one of the ASK components: attitude, skills, or knowledge. For instance, shooting accuracy would fall under the skills category, while fair play might be classified as an attitude.
3. **Define specific learning objectives:** Establish clear and specific learning objectives for each competency and its corresponding ASK component. These objectives should describe what participants are expected to achieve or





demonstrate. For example, a learning objective for teamwork could be: "Participants will be able to effectively communicate and collaborate with teammates to achieve common goals during gameplay."

4. **Design learning activities:** Develop various learning activities that align with the identified competencies and learning objectives. These activities should provide participants with opportunities to practice and develop the necessary knowledge, skills, and attitudes. For instance, to develop decision-making skills, design game scenarios where participants must analyze the situation, consider various options, and make appropriate choices.
5. **Assess participant progress and achievements:** Create assessment criteria and methods that align with the ASK components and corresponding competencies. Use these criteria to evaluate participant progress and achievements throughout the learning program. For example, for the attitude component of fair play, you could assess participants' adherence to rules, respect for opponents, and display of sportsmanship.
6. **Provide feedback and support:** Continuously provide constructive feedback to participants based on their performance assessments. Offer guidance and support to help participants improve their competencies. Feedback can be specific to each ASK component. For instance, for the skills component of shooting accuracy, provide feedback on participants' shooting form, technique, and consistency.
7. **Reflect and iterate:** Regularly reflect on the learning program's effectiveness and make necessary adjustments. Assess whether the chosen competencies, learning objectives, and activities are aligned with the ASK model and meet the desired outcomes. Use participant feedback and performance data to refine and improve the program over time.

You can design a competency-based learning program using the ASK model by following these steps and incorporating examples from basketball, learning to learn, teamwork, fair play, or active participation. This approach will ensure that participants develop the necessary attitudes, skills, and knowledge required for competence in their chosen context.



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## 2. Learning Modules

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## 2.1 Learning to Learn

In the realm of sports and education, the ability to learn effectively is a cornerstone of success. The "Learning to Learn" competence encapsulates a set of skills and attitudes that empower athletes to navigate the continuous process of acquiring knowledge and refining their capabilities. Here's a closer look at the significance of this competence within the context of our Soft Skill Development Through Basketball Training Module:

Learning to Learn goes beyond the memorization of facts; it's about cultivating a deep understanding of one's learning processes. Athletes are encouraged to reflect on their learning styles, strengths, and areas for improvement. This self-awareness forms the foundation for a more adaptive and personalized learning journey.

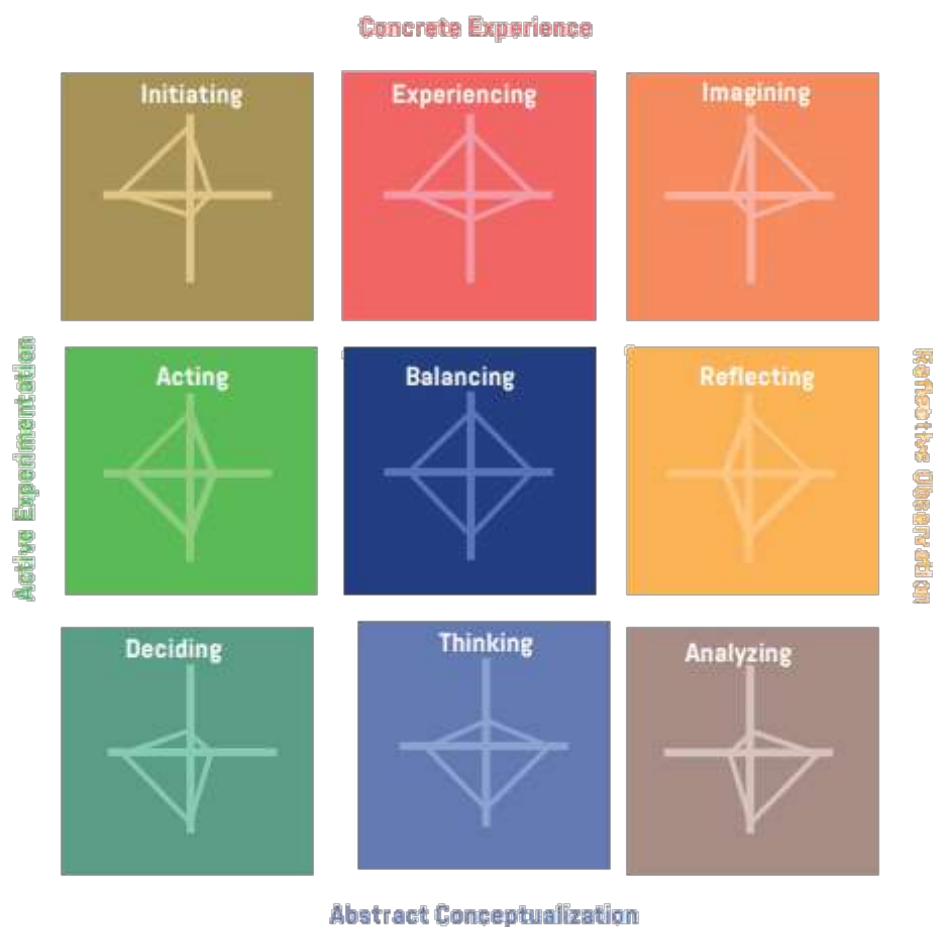
- **Adapting to Diverse Learning Styles:** Every athlete has a unique way of grasping and processing information. This competence emphasizes the recognition and appreciation of diverse learning styles. Coaches are equipped with strategies to tailor their approaches, ensuring that each athlete can absorb and apply new knowledge effectively.
- **Critical Thinking and Problem-Solving:** Learning to Learn fosters critical thinking skills. Athletes are encouraged to analyze situations, identify challenges, and develop effective problem-solving strategies. This not only enhances their performance on the court but also equips them with valuable life skills beyond sports.
- **Goal Setting and Planning:** Athletes are guided in setting realistic and achievable learning goals. This involves not only defining performance objectives but also creating actionable plans to attain them. Learning to Learn promotes a proactive approach to skill development, where athletes take ownership of their learning journeys.
- **Resilience and Adaptability:** In the dynamic world of sports, adaptability is crucial. Learning to Learn instills resilience in athletes, teaching them to view setbacks as opportunities for growth. The competence encourages a positive attitude towards challenges, fostering a mindset that values continuous improvement.
- **Life-Long Learning Mindset:** The ultimate aim of Learning to Learn is to instill a life-long learning mindset. Athletes are not just prepared for immediate challenges but are equipped with the tools to navigate the ever-evolving landscape of their personal and professional lives. This mindset becomes a lasting asset beyond the basketball court.
- **Integration into Basketball Training:** Within the Soft Skill Development Through Basketball Training Module, the Learning to Learn competence is integrated into practical training scenarios. Coaches are provided with methodologies to enhance athletes' cognitive abilities, creating an environment where learning becomes a dynamic and integral aspect of their basketball journey.

## 2.2 Learning Styles

**Kolb Learning Styles** Learning style describes the unique ways individuals spiral through the learning cycle based on their preference for the four different learning modes. Because of one's genetic makeup, particular life experiences, and the demands of the present environment, a preferred way of choosing among these four learning modes is developed. (Kolb & Kolb 2013).

Data from empirical and clinical studies over the years have shown that the original four learning style types—Accommodating, Assimilating, Converging, and Diverging— can be refined further into a nine-style typology that better defines the unique patterns of individual learning styles and reduces the confusions introduced by borderline cases in the old 4 style typology.

The new KLSI (Kolb Learning Style Inventory) 4.0 introduces these nine style types by moving from a 4-pixel to a 9-pixel resolution of learning style types, as described below. The learning style types can be systematically arranged on a two-dimensional learning space defined by Abstract Conceptualization-Concrete Experience and Active Experimentation-Reflective Observation. This space, including a description of the distinguishing kite shape of each style, is depicted in the figure below: (DeM, 2017; 2020; Kolb & Kolb, 2013)





## THE EXPERIENCING STYLE

The Experiencing style is characterized by the ability to find meaning from deep involvement in the experience. It draws on concrete experience while balancing active experimentation and reflective observation.

**The Experiencing style people:** They prefer learning spaces rich in interactions and ongoing communications with their friends and co-workers. While they may enjoy working in groups, they also need time to work alone to get things done. It is important that they receive constructive feedback on their progress at work and in their personal life. It is important for them to have a personal relationship with their teacher.

### Learning Strengths

- Building deep personal relationships
- Strong intuition focused on reflection and action
- Open to new experiences

### Learning Challenges

- Understanding theory
- Systematic planning
- Evaluation

## THE IMAGINING STYLE

The Imagining style is characterized by the ability to imagine possibilities by observing and reflecting on experiences. It combines the learning steps of concrete experience and reflective observation.

**The Imagining style people:** They like working in groups where there is an open and free-flowing conversation where they can gather information, listen with an open mind, and receive personalized feedback. They may enjoy situations that call for generating a wide range of ideas, such as brainstorming sessions. They like teachers who take a facilitating role and are sensitive and creative.

### Learning Strengths

- Awareness of people's feelings and values
- Listening with an open mind
- Imagining the implications of ambiguous situations

### Learning Challenges

- Decision making
- Taking leadership
- Timely action



## THE REFLECTING STYLE

The Reflecting style is characterized by the ability to connect experience and ideas through sustained reflection. It draws on reflective observation while balancing concrete experience and abstract conceptualization.

**The Reflecting style people:** They thrive in learning spaces rich in dialogue and discussions, but they are also comfortable learning from lectures, independent projects, and readings. Because of their preference for deep reflection, they may also need time to reflect and make sense of their experience on their own. They value teachers who provide opportunities for individual and group reflection and who are open to exploring ideas.

### Learning Strengths

- Understanding others' points of view
- Seeing "What's going on" in a situation
- Converting intuitions into explicit explanations
- Gathering information

### Learning Challenges

- Initiating action
- Rumination
- Speaking up in groups

## THE ANALYSING STYLE

The Analyzing style is characterized by the ability to integrate and systematize ideas through reflection. It combines reflective observation and abstract conceptualization.

**The Analyzing style people:** They thrive in learning spaces where they can use and develop their analytical and conceptual skills. They may prefer lectures, readings, exploring analytical models, and having time to think things through. They would rather work alone than in groups. They prefer teachers who model their thinking and analysis process in their lectures and interactions with them.

### Learning Strengths

- Organizing information
- Being logical and rational
- Building conceptual models

### Learning Challenges

- Risk-taking
- Socializing with others
- Dealing with a lack of structure



## THE THINKING STYLE

The Thinking style is characterized by the capacity for disciplined involvement in abstract and logical reasoning. It draws on abstract conceptualization while balancing active experimentation and reflective observation.

**Thinking style people:** They may learn best in well-structured learning spaces with clear directions and learning agendas. They also thrive in environments in which they can design or conduct experiments or manipulate data. They may prefer to work alone and need time to think things through. A teacher's expertise in their field is of primary importance to them.

### Learning Strengths

- Logical analysis
- Rational decision making
- Analyzing quantitative data

### Learning Challenges

- Working with people
- Keeping an open mind about your ideas
- "Lost in thought"

## THE DECIDING STYLE

The Deciding style is characterized by the ability to use theories and models to decide on problem solutions and courses of action. It combines abstract conceptualization and active experimentation.

**The Deciding style of people:** They may learn best in learning spaces where they can experiment with new ideas, simulations, laboratory assignments, and practical applications. They prefer teachers who set clear standards and goals and evaluate problems and questions that have right or wrong answers.

### Learning Strengths

- Problem-solving
- Evaluating ideas and solutions
- Setting goals
- Making decisions

### Learning Challenges

- Thinking "out of the box"
- Sensitivity to people's feelings
- Dealing with ambiguity

## THE ACTING STYLE





The Acting style is characterized by a strong motivation for goal-directed action that integrates people and tasks. It draws on active experimentation while balancing concrete experience and abstract conceptualization.

The Acting style people: They learn best by on-the-job learning through discussions with colleagues and working in teams. They prefer teachers with practical, real-world experience that they can emulate.

### Learning Strengths

- Combining technical knowledge and personal relationships
- Focused on getting things done
- Leading work teams

### Learning Challenges

- Taking time to reflect
- Solving the right problem
- Gathering and analyzing information

## THE INITIATING STYLE

The Initiating style is characterized by the ability to initiate action to deal with experiences and situations. It involves active experimentation and concrete experience.

**The Initiating style people:** They thrive in dynamic learning spaces where they can work with others to get assignments done, set goals, and try out different approaches to completing a project. They prefer teachers who take the role of coach or mentor in helping them learn from their life experiences.

### Learning Strengths

- Committing yourself to objectives
- Seeking new opportunities
- Influencing and leading others

### Learning Challenges

- Controlling the impulse to act
- Listening to others' views
- Impatience

## THE BALANCING STYLE

The Balancing style is characterized by the ability to adapt, weighing the pros and cons of acting versus reflecting and experiencing versus thinking. It balances concrete experience, abstract conceptualization, active experimentation, and reflective observation.



The Balancing style people: They tend to be more satisfied in learning environments where they can use all four learning modes: learning from lectures, discussion groups, brainstorming sessions, labs, and on-the-job learning. Because they can adapt to different learning environments, they can learn from teachers with different teaching approaches.

### **Learning Strengths**

- Flexibility in moving around the learning cycle
- Ability to work with diverse groups of people
- Creative insights

### **Learning Challenges**

- Indecisiveness
- “Jack of all trades, master of none.”
- Sustained commitment





## 2.3 Learning Flexibility

Learning flexibility refers to adapting and adjusting our learning preferences based on the specific situation or context. It involves successfully navigating through various learning styles to optimize our learning experiences. It is essential to understand that learning styles are not fixed traits but rather preferences shaped by our life experiences, including childhood, family, education, and culture.

### Developing Learning Flexibility:

As learning styles are preferences, we have the potential to develop ourselves in all learning styles. By recognizing the strengths and weaknesses of each style, we can adapt our approach accordingly. This flexibility significantly enhances our learning process, enabling us to achieve a whole cycle learning experience.

### Suggestions for Flexibility in Different Learning Styles:

#### Experiencing Style:

- Stay in the moment: Focus on your senses, body, and emotions as you experience new situations.
- Overcome the barrier of overthinking: Immerse yourself fully in the experience instead of getting lost in thought.

#### Imagining Style:

- Listen more to others: Be open to new ideas and perspectives.
- Dream without limits: Allow your creativity and imagination to flourish.

#### Reflecting Style:

- Cultivate empathy: Understand and share the feelings of others.
- Look at things from different perspectives: Be open to alternative viewpoints and interpretations.

#### Analyzing Style:

- Overcome distractions: Focus on gathering and compiling information from various sources.
- See the whole picture: Analyze data and identify patterns, trends, and relationships.

#### Deciding Style:

- Set criteria for success: Establish clear goals and metrics to measure progress.
- Break down goals into smaller steps: Create a roadmap for achieving objectives and evaluate progress along the way.

#### Acting Style:

- Make a to-do list: Organize tasks and prioritize them effectively.



- Take concrete steps: Focus on small, actionable steps towards goals, even if they seem minor.

### **Initiating Style:**

- Allow yourself to improvise: Be open to adapting and making changes on the fly.
- Think positively and redefine failure: Embrace setbacks as learning opportunities and maintain a growth mindset.

### **Balancing Style:**

- Identify blind spots: Recognize areas where you might be overly devoted to a specific learning style and strive for balance.
- Adapt to others: Be receptive to different learning styles and preferences when collaborating with others.

Incorporating these suggestions allows you to develop greater flexibility across all learning styles. Remember, the key to achieving a full-cycle learning experience is adaptability and openness to exploring new approaches. Continuously practice and apply these strategies to enhance your learning experiences.



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## 3. Teamwork

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## 3.1 Tuckman 5 Stages of Group Dynamics

Bruce Tuckman's Team Development Model is a valuable framework for basketball coaches to understand and guide the dynamics of team behavior. This model consists of five stages that teams typically go through forming, storming, norming, performing, and mourning or adjourning. By adapting and applying this model to basketball teams, coaches can enhance their understanding of team dynamics and effectively guide their players toward success.

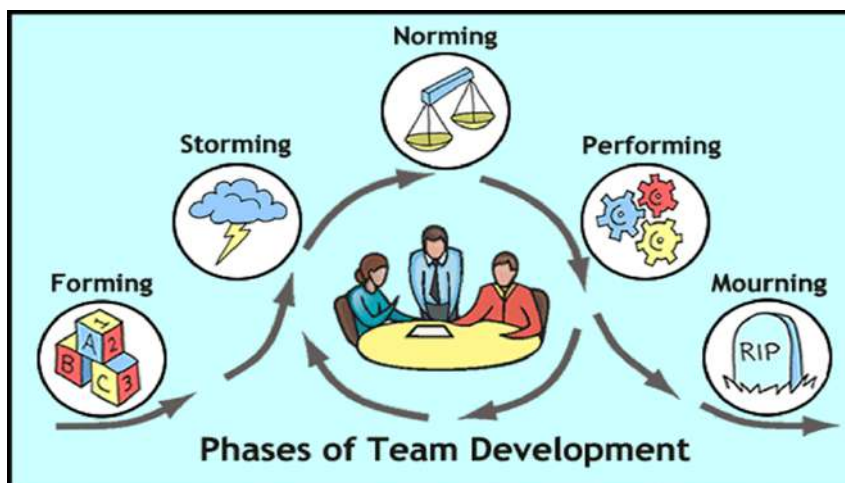
The first stage, forming, is when the team comes together, and players strive to establish their roles, relationships, and goals. In basketball, this stage involves introducing players to each other, building rapport, and clarifying individual positions and responsibilities on the court. Coaches should facilitate team-building exercises and encourage open communication during this stage to foster trust and cohesion among the players.

The second stage, storming, reflects the conflicts and disagreements that arise as players assert themselves and their ideas. In basketball, this stage may involve players vying for leadership roles, competing for playing time or expressing differing opinions on game strategies. Coaches must actively manage conflicts, mediate discussions, and promote a culture of respect and constructive dialogue within the team.

The third stage, norming, is crucial for basketball teams to establish common ground and guidelines for behavior. During this stage, players resolve conflicts, develop team norms, and create shared expectations for performance. Coaches can facilitate this process by encouraging players to collaborate, establishing team rules, and fostering a positive team culture that emphasizes accountability and mutual support.

The performing stage is when the basketball team works together efficiently towards achieving their common goal, which is typically winning games and championships. In this stage, players exhibit a high level of teamwork, coordination, and individual skills on the court. Coaches should focus on refining team strategies, optimizing player rotations, and providing targeted feedback to enhance performance during games and practices.

Lastly, the mourning or adjourning stage marks the closure of the team, such as the end of a season or when players leave the team. During this stage, coaches should help players reflect on their achievements, celebrate teamwork, and acknowledge individual contributions. It is also an opportunity to evaluate team performance, identify areas for improvement, and set goals for future seasons.



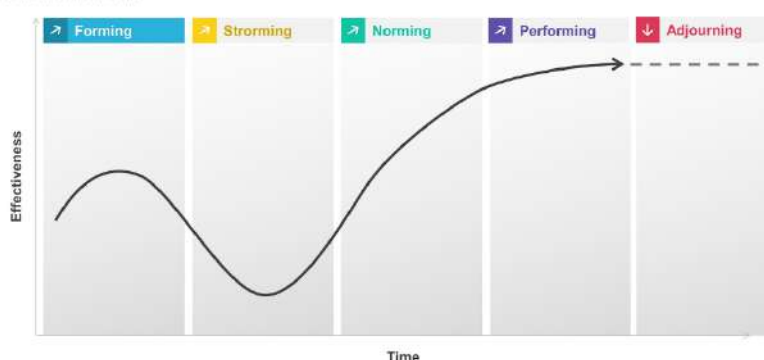
Basketball coaches can use Tuckman's Team Development Model in various ways. By anticipating and addressing challenges at each stage, coaches can effectively guide their teams through the development process. They can design team-building exercises tailored to basketball-specific scenarios, mediate conflicts among players, and promote a positive team culture. Coaches should also provide targeted support to enhance team performance, such as individual skill development, tactical training, and mental preparation.

Furthermore, players themselves can benefit from understanding this model. It offers a roadmap for recognizing their own behavior and that of their teammates throughout the different stages. By being aware of the challenges and dynamics associated with each stage, players can adapt their approach, communicate effectively, and contribute positively to the team's development.

It is important to note that teams may not progress through the stages linearly and can move back and forth between them. Coaches should use Tuckman's Team Development Model as a guide rather than a rigid framework. By continuously assessing the team's dynamics, coaches can identify areas that require attention and implement strategies to improve team performance and cohesion.

Tuckman's Team Development Model

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In summary, Tuckman's Team Development Model provides basketball coaches with a valuable tool for understanding and guiding the development of their teams. By adapting the model to the context of basketball, coaches can effectively navigate the different stages—forming, storming, norming, performing, and mourning/adjourning—promoting teamwork, resolving conflicts, and maximizing performance.



## 3.2 Values Education & Fair Play

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life. Furthermore, these values and attitudes learned through sport are the underpinning of a peaceful, productive, healthy and cohesive community, which contribute to a more just world.

The world faces many challenges: unemployment, conflict, inactivity, malnutrition, poverty. We need all trainers/teachers help to deliver quality education. That is active innovative and socially relevant. So no child is left behind. Quality education is learning cognitive skills and building values creatively. Sport provides a common playground and a universal framework of values.

**Equality, respect, fairness, inclusion** which activate learning and complement cognitive skills. Sports values can be delivered in anywhere in any subject. Empowering youngsters to be responsible, motivated, sensitive, engaged and respectful values-based learning supports happy, healthy, educated citizens to contribute actively to society generation - after generation with values education through sport. We can help build a tolerant, healthy, inclusive just world.

Through its role in formal and non-formal education, sport reinforces Europe's human capital. The values conveyed through sport help develop knowledge, motivation, skills and readiness for personal effort. Time spent in sports activities at school and at university produces health and education benefits that need to be enhanced. Based on experience gained during the 2004 European Year of Education through Sport, the Commission encourages support for sport and physical activity through various policy initiatives in the field of education and training, including the development of social and civic competences in accordance with the 2006 Recommendation on key competences for lifelong learning.

Sport has the power to provide a universal framework for learning values, thus contributing to the development of soft skills needed for responsible citizenship. We can see some sports powers below:

- Sport's power to transcend, getting ahead (skill-building with sports values education)
- Overcoming the odds (the power of teamwork),
- Sport as a springboard for social transformation
- Sport and empowerment (transforming stereotypes)
- Post-disaster (sport filling the void),
- Psycho-social support (values education through sport),
- Solidarity through sport(think fair play),
- Leveling the playing field (civic engagement through sport),





- Creating community through physical activity
- Social mobilization through sport
- Reinforcing cultural heritage Through sport
- The power of positive role models (showcasing the strength and excellence),
- Sport as a school for human values
- Learning healthy competition for life etc.

Values Education through Sport (VETS) programs support active learning, complement cognitive skills and give students increasing amounts of responsibility and enhance their level of concentration and participation. VETS programs are flexible and have a strong cross-curricular potential: they can reinforce existing curricula and can be streamed across different subjects, including physical education, civic and moral education, nutrition, biology, arts. Ultimately, these programs help students to transfer and put values into action outside the school environment, by getting engaged in their communities, making informed decisions, being sensitive and respecting others and the environment.

VETS contributes to the development of self-confidence, active and healthy lifestyle choices, and an understanding of rights, supporting the delicate transition to the independence of adulthood. Children can be steered in the direction of task orientation at an early age if they are provided with opportunities to play and improve their skills—that is, to harvest the intrinsic rewards of the sport. This might mean using lower basketball hoops, instituting must-play rules, using smaller playing fields, or marking “buddies” to guard in a basketball game. These little prods and gifts to children allow them to enjoy the game, master skills and develop a task orientation to the sport.

#### • Which values’ transition we can enhance through basketball?

- **Fairness and Justice:** Although individuals are fundamentally different and not equal, and the circumstances under which athletes might have to train are not the same (e.g. due to differences in resources), efforts should be made in sport to provide equal opportunity and to facilitate fair competition.

- **Inclusion:** Inclusion is about participation for all. These activities aim to encourage the participation of everybody, by celebrating and appreciating diversity, by understanding inclusion and solutions to promote accessibility.

- **Respect:** Respect is about having dignity for self and others. Sport is used within the resource to help promote respectful behaviors as the sport is often a meeting point for people with different ethnic, social, cultural, religious and political backgrounds, where individuals are given the chance to better know each other and share experiences.

- **Equity:** Equity is about the opportunity for all to achieve. These activities focus on promoting opportunities where all can achieve their fullest potential and understand the importance of a level playing field.



Equity has generally been defined as “the absence of avoidable or remediable difference among groups of people, whether those groups are defined socially, economically, demographically, or geographically” (WHO, 2008). Equity can therefore be seen as making sure that personal and social circumstances are not obstacles to achievement.

- Fair play: Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behavior in sport can lead to the development and reinforcement of fair play behavior in the community and in life. It is closely connected to the concepts of ‘Fair Play’ and ‘sportspersonship’, which are all more complex than simply playing by the rules. They are concepts that speak of team spirit, equality, integrity, harmony, tolerance, care, excellence and joy. As such, fairness encompasses many values, behaviors and skills.

A fair player shows awareness for themselves and others, thinks critically and acts responsibly. Fairness is closely linked with the values of respect, equity and inclusion. Many coaches say they would rather lose a lot of games through fair play with an honorable team than win a lot of competitions with athletes who lack sportsmanship and honor. Rutten has conducted research on how sport can be understood as a “practice imbued with moral values. Sport not only entails respect for the rules of the game, but also relates to respect for one’s opponents, equal opportunities to perform well, mutual cooperation, fairness, and sportspersonship. These elements are constitutive of sport, and maybe summarized by the concept of ‘fair play’”.



### 3.3 Practical Exercises for Creating a Learning Environment

Establishing an appropriate learning environment is very important for the efficiency of the training programs based on experiential learning. Participants are not only in the individual learning process, but the intensive learning process is the group learning process. In order for the group to be able to learn together, it is first required to turn the group in which different individuals come together into a “learning group”.

In learning group building, it is very important to raise the group dynamics. Kolb refers to this issue as follows; “For a learner to engage fully in the learning cycle, a space must be provided to engage in the four modes of the cycle—feeling, reflection, thinking, and action. It needs to be a hospitable, welcoming space that is characterized by respect for all. It needs to be safe and supportive, but also challenging” (Kolb & Kolb 2013).

Learning is a pleasant but a challenging process as well. Participants who enter into the process of behavior, approach and skill development/transformation must come out of their “comfort zones” and go “into the learning area” where they must “challenge” with difficulties, and they will do self-evaluation and self-criticizing. It is not easy for everyone to come out of his/her comfort zone and furthermore, does it among a group of people.

In a methodological flow based on the experiential learning cycle, the participant must first experience and then reflect on their experience. During the experience that corresponds to the concrete experience stage of the cycle (learning game, practice etc.), it is necessary that the participant do not resist against experience and he/she really experiences. For this, it is essential that he/she trusts the group members whom he/she lives the experience together with. The more active the group is in the debriefing phase, the more they feed each other and the higher the level of group learning is. Trust and open communication are very important again for the participants to share especially their emotions and observations in the group.

Suggestions for Building Learning Group:

- Begin with name and get to know each other games. Icebreakers and trust games will draw participants closer. Play fun games. Those who have fun together learn together.
- Present the learning objectives of the program clearly.
- Get the participants’ expectations from the program and contributions they can make to the program.
- Have them prepare the group learning contract. (Rules to be followed throughout the program)
- Play teamwork games with them. Those who overcome the challenges together become groups faster.
- Make room for your participants in the program according to their personal talents, knowledge, and experiences.
- Create free time. Create times for participants to spend time and share together, outside of the sessions as well.



• **Practical Exercises that incorporate learning and teamwork**

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>	<p>1) Check the facilities for safety.</p> <p>2) Examine the proportion between the size of the pitch and the size of the group.</p> <p>3) Ask the group if anyone has any injuries or concerns about playing the game.</p>
<b>Step by Step Implementation</b>	<p>- Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching.</p> <p>- 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.).</p> <p>- 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.</p> <p>- First round starts. (10/15 minutes). After a team reaches a decided score in the hand-out then second round starts.</p> <p>- 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</p>



	<ul style="list-style-type: none"> <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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<b>Title of the Method</b>	Basketball as a Tool for Communication
<b>Objective of the Method</b>	<p>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”.</p> <p>The Values &amp; Concepts gain through this method: Conflict resolution, social inclusion and discrimination</p>
<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> </ul>



	<ul style="list-style-type: none"> <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, 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>
<b>Tips for the Trainers</b>	<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>





<b>Title of the Method</b>	Fishnet
<b>Objective of the Method</b>	This is an icebreaker and warming up activity involves strategical thinking and inclusive steps.
<b>Group Size</b>	10+
<b>Duration</b>	15 Minutes
<b>Needed Materials</b>	No materials needed
<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>	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.

<b>Title of the Method</b>	Dribbling with High 5
<b>Objective of the Method</b>	This exercise is one of the warming up exercise and inclusive for each individual.
<b>Group Size</b>	6+
<b>Duration</b>	15 Minutes
<b>Needed Materials</b>	Ball per person
<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>	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.
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<b>Title of the Method</b>	- Dribbling to Ruin & Build
<b>Objective of the Method</b>	This exercise aims to increase cooperation and communication skills with the help of teamwork
<b>Group Size</b>	10+
<b>Duration</b>	20 Minutes
<b>Needed Materials</b>	Ball per person, bibs
<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>	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?".



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## 4. Active Participation

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## • How can Sport enhance Active Participation?

Research has noted people are describing sport as a “school of life”. It teaches to many people tolerance, teamwork, a sense of duty, the value of hard work, and socialisation skills. Sport’s development of character and understanding of values such as fair play and respect can benefit young people in their wider lives. More broadly, by fostering prosocial behaviour, sport can make significant contributions to the common good.

Sport is a big part of the lives of many people. It provides opportunities for:

- participation
- breaking down cultural barriers
- building community identity
- making friends, developing networks and reducing social isolation.

The sport requires us to work with others to achieve team goals. In this way, it can help many people to develop attributes such as altruism and empathy. Sports can be a lever for social change because it promotes respect, a core value of human rights. Through sports, people learn the pursuit of collective goals, fairness, unity, and respect, especially respect for diversity.

Sport plays an important role in society and for promoting human rights. Through sport, and its principles of respect and fair play, we can unite people across borders and we can bridge social, cultural, and economic divides. Sport can teach us valuable lessons about non-discrimination and inclusivity and can show us what equal participation can look like. Sport can challenge stereotypes, which helps us to break down barriers in society and drive progress on issues that are fundamental to the enjoyment of our human rights.

## 4.1 Participation Ladder

Arnstein’s Ladder of Participation is a tool used in community development to measure the level of citizen participation in decision-making processes. Developed by Sherry Arnstein in 1969, the ladder has eight rungs that range from “manipulation” to “citizen control”.

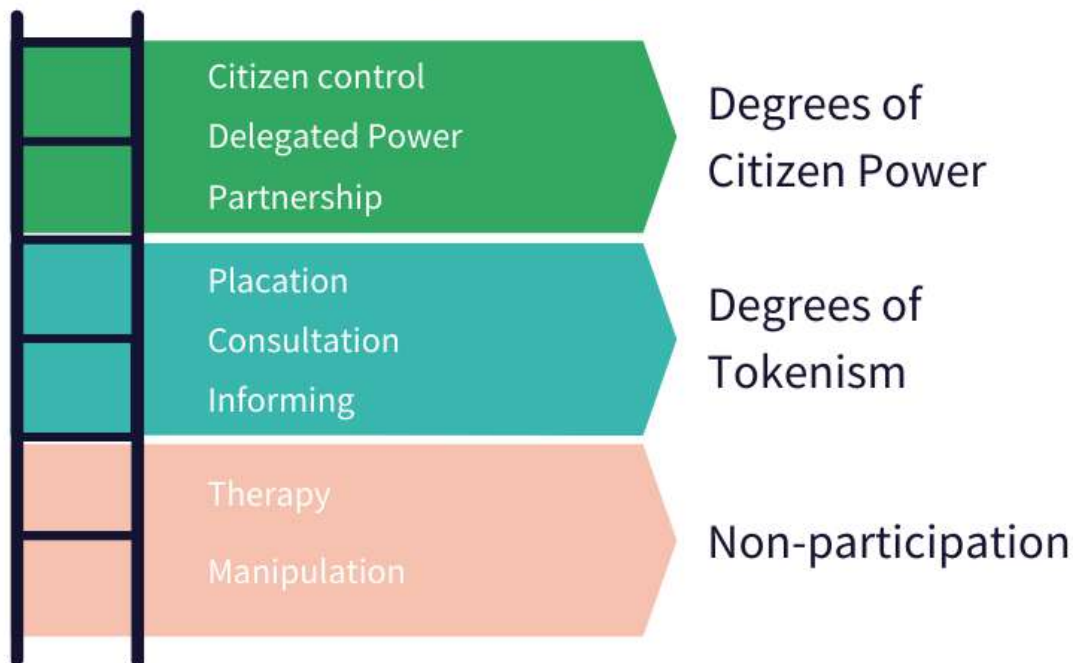
Citizen participation is all about changing the way we politicians, developers, and regular folk work together to make big decisions. And there’s plenty of ways for the local peeps to get in on the action.

Good participation = good democracy.

When people get involved in politics, they start to feel responsible for what’s going on around them. The same goes for planning – people get invested in their neighborhoods and have a sense of ownership, which helps build trust with decision-makers over time.

The higher up the ladder you go, the better the level of participation.

## Arnstein's Ladder of Public Participation



All rungs are briefly explained below:

- 1) Manipulation: Citizens are manipulated and have no real influence on the decision-making process.
- 2) Therapy: Citizens are involved in activities aimed at changing their attitudes or behavior, but still have no control over the decisions.
- 3) Informing: Citizens are informed about plans and decisions but have no opportunity to voice their opinions or exert influence.
- 4) Consultation: Citizens are consulted, and their input is gathered, but the final decision still rests with the authorities.
- 5) Placation: Some points of feedback are incorporated, power remains with the authorities.
- 6) Collaboration: Citizens collaborate with the authorities to make decisions. Power is shared, and there is shared ownership.
- 7) Delegated Power: Citizens are given more power.
- 8) Citizen Control: Citizens have full control over the decision-making process and its implementation. They have the ultimate say and bear the responsibility



- **Basketball Trainings and the Participation Ladder: Empowering Athletes through Shared Decision-Making**

In the realm of basketball training, the Participation Ladder serves as a framework to engage athletes in decision-making processes, fostering a sense of ownership and empowerment. Let's explore how this ladder can be applied in the context of basketball trainings:

#### 1) Manipulation (Lowest Rung):

Scenario: The coach dictates all aspects of the training sessions without considering athletes' preferences or opinions.

Example: The coach unilaterally decides on the training drills, schedules, and strategies without seeking input from the athletes.

#### 2) Therapy:

Scenario: Athletes are involved in activities aimed at improving performance, but decisions are made without their active involvement.

Example: The coach introduces mental conditioning exercises to boost confidence, but athletes have no say in the choice of exercises.

#### 3) Informing:

Scenario: Athletes are informed about the training plans, but there is no platform for them to provide feedback or suggestions.

Example: The coach shares the weekly training schedule with athletes but doesn't seek their input.

#### 4) Consultation:

Scenario: Athletes are asked for their opinions, but the final decision rests solely with the coach.

Example: The coach conducts a meeting to gather athletes' preferences for upcoming drills, but the ultimate choice is made by the coach.

#### 5) Placation:

Scenario: Some feedback from athletes is incorporated, but decision-making power remains primarily with the coach.





Example: Athletes express a preference for specific conditioning exercises, and the coach includes a few in the routine, but overall planning is unchanged.

#### 6) Collaboration:

Scenario: Athletes actively collaborate with the coach in decision-making processes, with shared ownership.

Example: The coach and athletes jointly plan training sessions, incorporating both technical drills and activities athletes enjoy.

#### 7) Delegated Power:

Scenario: Athletes are given more authority and responsibility in decision-making.

Example: The coach allows team captains or senior players to design and lead specific drills during training sessions.

#### 8) Citizen Control (Highest Rung):

Scenario: Athletes have full control over training decisions, with the coach facilitating their choices.

Example: Athletes collectively decide on the training focus, drills, and overall strategy, with the coach acting as a facilitator and mentor.,

Implementing the Participation Ladder in basketball trainings transforms the coach-athlete dynamic into a collaborative partnership. As athletes ascend the ladder, they not only enhance their basketball skills but also develop leadership, decision-making, and teamwork abilities that extend beyond the court. This approach fosters a sense of collective ownership and empowers athletes to actively contribute to their own development.

## 4.2 Active Citizenship

Active citizenship, within the context of our training module, extends beyond the basketball court into the broader community. It emphasizes instilling in athletes a sense of responsibility, engagement, and contribution to society. Here's how we integrate the concept of active citizenship into our module:

- Understanding Civic Responsibilities:

- Objective: Develop athletes' awareness of their role as responsible members of society.

- Implementation: Include discussions and activities that highlight civic duties, such as promoting fair play, respect, and inclusivity, not only in sports but also in their daily lives.

- Community Engagement:

- Objective: Encourage athletes to actively participate in community initiatives.

- Implementation: Organize community service projects or outreach programs where athletes can apply the teamwork and leadership skills learned during basketball training to make a positive impact in their communities.

- Leadership Beyond the Court:

- Objective: Cultivate leadership qualities that extend to community leadership.

- Implementation: Provide opportunities for athletes to take leadership roles in organizing events, workshops, or campaigns that address social issues. This empowers them to lead beyond the basketball court.

- Promoting Inclusivity:

- Objective: Foster a sense of inclusivity and understanding of diverse perspectives.

- Implementation: Incorporate discussions and activities that promote inclusivity, tolerance, and appreciation of diversity. This helps athletes become active contributors to creating a harmonious community.

- Advocacy for Social Issues:

- Objective: Equip athletes with the skills to advocate for social causes they are passionate about.



- Implementation: Provide guidance on how athletes can use their influence and platforms to raise awareness about social issues. This could include creating awareness campaigns or participating in community dialogues.

- Reflective Citizenship:

- Objective: Encourage athletes to reflect on their roles as citizens and the impact of their actions.

- Implementation: Integrate reflective practices, such as journaling or group discussions, where athletes can contemplate how their values and actions align with the principles of active citizenship.

- Global Awareness:

- Objective: Develop a global perspective on citizenship and social responsibility.

- Implementation: Explore global issues and encourage athletes to think about their roles as global citizens. This broadens their understanding of the interconnectedness of the world.

- Sustainable Practices:

- Objective: Instill a sense of responsibility towards the environment and sustainable living.

- Implementation: Integrate discussions and activities related to environmental awareness, emphasizing the importance of sustainable practices in both personal and community contexts.

By weaving active citizenship into the fabric of our training module, we aim to produce not just skilled basketball players but well-rounded individuals who actively contribute to building a positive and inclusive society. This approach aligns with our vision of using basketball as a catalyst for holistic personal and social development.



## 4.3 Practical Exercises

<b>Title of the Method</b>	Dribble for Inclusion
<b>Objective of the Method</b>	Foster a sense of inclusivity and teamwork among participants, promoting the values of respect and collaboration.
<b>Group Size</b>	10+
<b>Duration</b>	30 Minutes
<b>Needed Materials</b>	- Basketball for each participant - Cones or markers to set up the dribbling course
<b>Preparation Means</b>	1) Check the facilities for safety. 2) Examine the proportion between the size of the pitch and the size of the group. 3) Ask the group if anyone has any injuries or concerns about playing the game.
<b>Step by Step Implementation</b>	<p><b>1. Set Up the Course:</b></p> <ul style="list-style-type: none"> <li>- Arrange cones in a zigzag pattern to create a dribbling course.</li> <li>- Ensure that the course allows players to navigate through tight spaces, encouraging control and precision.</li> </ul> <p><b>2. Explanation of Rules:</b></p> <ul style="list-style-type: none"> <li>- Emphasize that participants will navigate the course individually, but they should be aware of others around them.</li> <li>- Encourage communication between participants to avoid collisions or disruptions.</li> </ul> <p><b>3. Inclusive Challenges:</b></p> <ul style="list-style-type: none"> <li>- Introduce challenges that require participants to pair up or work in small groups to complete a section of the course.</li> </ul> <p>For example, create a section where two participants must dribble their balls close together without colliding.</p> <p><b>4. Reflection and Discussion:</b></p> <ul style="list-style-type: none"> <li>- After the activity, gather participants for a brief discussion.</li> <li>- Discuss how effective communication and collaboration made the challenges easier to overcome.</li> </ul>



	<p>- Emphasize the parallels between the activity and the importance of teamwork in building an inclusive community.</p> <p style="text-align: center;"><b>5. Variations for Skill Levels:</b></p> <p>- Modify the course to cater to different skill levels, ensuring that everyone is appropriately challenged.</p> <p>- Encourage more skilled participants to take on leadership roles in guiding others through the course.</p>
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<b>Title of the Method</b>	Pass It On: Leadership Dribble
<b>Objective of the Method</b>	Develop leadership skills among participants while reinforcing the importance of supporting others.
<b>Group Size</b>	10+
<b>Duration</b>	30 Minutes
<b>Needed Materials</b>	<p>- Basketball for each participant</p> <p>- Cones or markers</p>
<b>Preparation Means</b>	<p>1) Check the facilities for safety.</p> <p>2) Examine the proportion between the size of the pitch and the size of the group.</p> <p>3) Ask the group if anyone has any injuries or concerns about playing the game.</p>
<b>Step by Step Implementation</b>	<p>1) Create a Leadership Path:</p> <p>- Set up a straight-line course with cones, creating a clear path for participants to follow.</p> <p>2) Leadership Rotation:</p> <p>- Assign leadership roles to participants, rotating them through different sections of the course. The leader guides others by dribbling confidently and maintaining a steady pace.</p> <p>3) Encourage Support:</p> <p>- Emphasize that participants following the leader should provide verbal encouragement and support. This reinforces the idea that leadership involves not just leading but also motivating and assisting others.</p>



	<p>4) Reflective Discussion:</p> <ul style="list-style-type: none"> <li>- Conclude the activity with a discussion on the different leadership styles observed.</li> <li>- Encourage participants to share their experiences in leading and following, highlighting the importance of mutual support.</li> <li>• Skill Challenges:             <ul style="list-style-type: none"> <li>- Introduce skill challenges along the course to keep participants engaged.</li> </ul> </li> </ul> <p>For example, designate a section where participants must perform a specific dribbling move before passing the leadership role.</p>
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<b>Title of the Method</b>	Passport to Fair Play
<b>Objective of the Method</b>	Instill the values of fair play, respect, and understanding among participants through basketball dribbling activities.
<b>Group Size</b>	10+
<b>Duration</b>	45 Minutes
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- Basketball for each participant</li> <li>- Cones or markers</li> </ul>
<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>	<ol style="list-style-type: none"> <li>1. Fair Play Course Setup:             <ul style="list-style-type: none"> <li>- Set up a course with various sections, each representing a fair play principle (e.g., respect, sportsmanship, teamwork). Use cones to mark the boundaries of each section.</li> </ul> </li> <li>2. Guided Reflection:             <ul style="list-style-type: none"> <li>- Participants dribble through the course while pausing at each section to reflect on how the principle relates to their actions on and off the court.</li> <li>- Encourage open discussions about personal experiences related to fair play.</li> </ul> </li> </ol>





	<p><b>3. Peer Evaluation:</b></p> <ul style="list-style-type: none"> <li>- After completing the course, participants pair up to discuss how well they observed fair play principles and how their partners demonstrated them. This activity fosters self-awareness and encourages positive behavior.</li> </ul> <p><b>4. Fair Play Pledge:</b></p> <ul style="list-style-type: none"> <li>- Conclude the session by having participants collectively create a fair play pledge, committing to uphold these principles in their basketball community.</li> </ul> <p><b>5. Role-Playing Scenarios:</b></p> <ul style="list-style-type: none"> <li>- Introduce role-playing scenarios where participants act out situations requiring fair play decisions.</li> <li>- Encourage creative problem-solving and emphasize the importance of empathy.</li> </ul>
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<b>Title of the Method</b>	Dribble and Share
<b>Objective of the Method</b>	Promote active citizenship by incorporating community engagement and sharing through basketball dribbling.
<b>Group Size</b>	10+
<b>Duration</b>	40 Minutes
<b>Needed Materials</b>	Basketball for each participant, small items representing community needs (e.g., miniature basketballs, symbolic objects)
<b>Preparation Means</b>	<p>1) Check the facilities for safety.</p> <p>2) Examine the proportion between the size of the pitch and the size of the group.</p> <p>3) Ask the group if anyone has any injuries or concerns about playing the game.</p>
<b>Step by Step Implementation</b>	<p>1) Community Engagement Stations:</p> <ul style="list-style-type: none"> <li>- Set up stations around the court, each representing a community need or cause.</li> <li>- Use symbolic objects to represent these needs (e.g., a miniature basketball for sports programs, a book for education).</li> </ul> <p>2) Dribble and Share Challenge:</p>



	<ul style="list-style-type: none"> <li>- Participants dribble through the stations, and at each stop, they share how basketball and community engagement can intersect.</li> <li>- Encourage creativity in expressing ideas, fostering a sense of responsibility towards community well-being.</li> </ul> <p>3) Collaborative Artwork:</p> <ul style="list-style-type: none"> <li>- Provide a large canvas or board where participants collaboratively create artwork representing their shared vision of community development through basketball.</li> </ul> <p>4) Community Action Plan:</p> <ul style="list-style-type: none"> <li>- Conclude the session with a discussion on how the group can translate their ideas into concrete actions for community betterment.</li> <li>- Encourage participants to take the lead in organizing events or initiatives.</li> </ul> <p>5) Documenting Impact:</p> <ul style="list-style-type: none"> <li>- Throughout the project, document and share the impact of community-focused initiatives, reinforcing the idea that basketball can be a powerful force for positive change.</li> </ul>
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<b>Title of the Method</b>	Dribble Diplomacy
<b>Objective of the Method</b>	Develop diplomatic skills and cross-cultural understanding through basketball dribbling challenges..
<b>Group Size</b>	12+
<b>Duration</b>	60 Minutes
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- Basketball for each participant</li> <li>- Cones or markers</li> </ul>
<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>	<ol style="list-style-type: none"> <li>1. <b>International Dribble Circuit:</b></li> </ol>



	<ul style="list-style-type: none"><li>- Create a circuit with sections representing different countries or cultures. Participants dribble through each section, learning about the cultural significance of basketball in those regions.</li></ul> <p style="text-align: center;"><b>2. Cultural Exchange Dribble:</b></p> <ul style="list-style-type: none"><li>- Pair participants from different cultural backgrounds and encourage them to share insights about basketball traditions in their respective countries. This promotes cultural exchange and understanding.</li></ul> <p style="text-align: center;"><b>3. Language of Basketball:</b></p> <ul style="list-style-type: none"><li>- Emphasize the universal language of basketball by incorporating dribbling challenges that transcend language barriers.</li><li>- Participants collaborate to complete challenges, reinforcing the idea that teamwork is a universal concept.</li></ul> <p style="text-align: center;"><b>4. Global Basketball Stories:</b></p> <ul style="list-style-type: none"><li>- Conclude the session with participants sharing stories or anecdotes about basketball from their cultures.</li><li>- This activity fosters a sense of connection and appreciation for the diverse ways in which basketball is embraced globally.</li></ul>
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- **Tips for the Coaches/Trainers:**

In the dynamic realm of sports coaching, integrating reflection and debriefing into training sessions is a pivotal strategy for nurturing holistic player development. Coaches and trainers must prioritize creating dedicated spaces for participants to reflect on their experiences, emotions, and opinions throughout various stages of training. This involves fostering an open and communicative environment where players feel encouraged to share their thoughts. Incorporating regular reflection sessions enables athletes to delve into the intricacies of their performance, fostering self-awareness and a deeper understanding of their strengths and areas for improvement.

During debriefing sessions, coaches should employ empathetic listening skills, allowing participants to express their feelings and opinions without judgment. Encouraging athletes to articulate their experiences not only enhances their self-awareness but also contributes to a positive team culture. Coaches can guide discussions by asking thought-provoking questions, prompting players to reflect on specific moments, challenges, and achievements. This reflective process aids in building resilience, emotional intelligence, and a sense of ownership among participants, fostering a more profound connection between athletes and the sport. By consistently integrating reflection and debriefing, coaches play a crucial role in shaping well-rounded individuals who not only excel on the court but also carry valuable life skills beyond the boundaries of the game.



## Conclusion

As we finalize the Soft Skill Development Through Basketball Training Module in the BasketforAll Project, we're proud of what we've achieved and excited about the positive changes it can bring for coaches, educators, and, most importantly, young athletes.

This module isn't just about training techniques; it's a big change in how we teach sports. It shows the dedication of the project team, including BIDEV from Türkiye, BK Klatovy from Czechia, and SCS from Bulgaria. Together, we're on a mission to boost the abilities of sports organizations, showing how basketball can empower young people facing challenges.

The ideas in this module, based on education through sport and learning by doing, provide coaches with a strong foundation. It's not just about skills; it's about life skills too. The modules cover different ways of learning, flexibility, teamwork, and being an active part of the community.

Each module is a doorway to creating learners who are quick on their feet, great team players, and, most importantly, people with a range of soft skills. In this context, basketball becomes more than just a game; it becomes a way for personal and group growth. The BasketforAll Project, with its local and international activities, dreams of a future where sports, especially basketball, becomes a tool for positive change in communities.

In closing, think of this module as an invitation—a call for coaches to explore, adapt, and add their ideas to this changing story. It marks the start of a new way of teaching sports, where basketball becomes a force for good, shaping not just skilled athletes but also strong, understanding, and socially aware individuals. As we move ahead, let this module guide us toward a future where sports and life skills come together smoothly for the all-round development of our youth.

### **BasketforAll Project Team**