

My boundaries = My strengths

1st Workshop for athletes in sports clubs



**Deutsche
Sporthochschule Köln**
German Sport University Cologne
Psychologisches Institut



Klinik
für Kinder- und Jugend-
psychiatrie/Psychotherapie
UNIVERSITÄTSKLINIKUM ULM

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General information

Requirements for speakers

In order to be able to professionally implement the first workshop "My boundaries = My strengths" for athletes, you should fulfil a few requirements:

- **Excellent, up-to-date knowledge** in the field of prevention of interpersonal violence (with proof of further or advanced training)
- **Confidence to act** in a possible initial conversation with potentially affected athletes (see additional material provided)
- **Workshop experience** as a speaker for children and young people and in dealing with sensitive topics
- **Intensive preparation** using the workshop materials
- **Reliable network** of specialists and/or regional counselling centres

If you do not fulfil these requirements, we strongly recommend that you hire a specialist to conduct the workshop. If you are based in Germany, you can contact regional (specialist) counselling centres, sports clubs or the sports psychology experts at the Arbeitsgemeinschaft für Sportpsychologie (asp-sportpsychologie.de/expertinnendatenbank-leistungssport/asp-expertinnenliste).

Structure of the script

In this script you will find all the information you need to conduct the workshop:

- Timetables, one in concise and one in detailed form
- Material list
- Notes on preparation
- Detailed workshop script:
 - Structure/content of the workshop with notes on tasks, customisation options and suggestions for reflection
 - Images of sample flipcharts (which you can either print out or use as a basis for creating your own flipcharts)
 - Background information
 - Ideas for transition to the next section
- It is possible to shorten or intensify the presentation of certain content: You are welcome to customise the presentation for your sports club
- Please note: You should check and amend passages marked in **YELLOW** on the sample flipcharts before your workshop!

We wish you every success in organising the workshop!

Preparations for the workshop

Target group	<ul style="list-style-type: none"> ▪ Athletes in a club's training group ▪ Group size: 6-25 athletes ▪ Age: 12 - 17 years
Duration	<ul style="list-style-type: none"> ▪ In-person workshop: 90 minutes ▪ Workshop can be held before, after or instead of a training session
Objectives	<p>Psychoeducation</p> <ul style="list-style-type: none"> ▪ Raising awareness of appropriate and inappropriate behaviour <p>Prevention</p> <ul style="list-style-type: none"> ▪ Know and strengthen your own boundaries <p>Intervention</p> <ul style="list-style-type: none"> ▪ Get to know help systems
Preparation	<ul style="list-style-type: none"> ▪ Personal preparation with workshop content and materials ▪ Adaptation of the sample flipcharts to the sports club/sport ▪ Clarification of the spatial conditions when making an appointment with the club ▪ Organisation of the required materials (see list below)
Room preparation	<ul style="list-style-type: none"> ▪ Use of a suitable sports club facility, such as a sports hall or seminar room ▪ Sensitive topics are addressed: Minimum level of privacy and quiet working atmosphere required ▪ Prepare the room in good time for your workshop (at least 15 minutes): <ul style="list-style-type: none"> ○ Set up flipchart ○ Prepare name badges if necessary ○ Prepare materials (see next page)

Materials	<p>Please check before the workshop that all materials are available in sufficient quantities:</p> <ul style="list-style-type: none"> ▪ Flipcharts <ul style="list-style-type: none"> ○ Flipchart with workshop title ○ Other prepared flipcharts (see additional material) ○ Blank flipcharts ○ Note: You can also design the flipcharts as posters or with a blackboard. If you have a projector available, you can also use it to display the content. ▪ Eddings/pens ▪ Moderation cards ▪ Tesa/adhesive tape ▪ "Treasure" = objects such as pens, stones, sticks, pencils, Eddings, items of clothing, etc. ▪ Additional material: Who, Where, What, With Whom cards (print 3-8 times depending on group size, so that each group receives a set of cards for groups of 3-4) + 12-24 envelopes (depending on group size) ▪ Additional material: Catalogue of questions for "No" game ▪ If available in training group: Bring your own group rules of behaviour ▪ Optional: Name badges
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Workshop timetable

"My boundaries = my strengths"

Duration *	Thematic content
10 min (10 min)	1. Welcome, introduction, brief introduction to the topic
25 min (35 min)	2. Acceptable vs. unacceptable behaviour
25 min (60 min)	3. My treasure is my treasure
15 min (75 min)	4. No is okay!
10 min (85 min)	5. Support systems and contact points
5 min (90 min)	6. Conclusion and farewell in plenary session

*Time in brackets is the total duration of the workshop

Detailed timetable of the workshop (90 min)

"My boundaries = my strengths"

Element	Duration Scope	Thematic content	Methodical realisation	Necessary material
01	10/90	Welcome, introduction, brief introduction to the topic <ul style="list-style-type: none"> ▪ Presentation of the workshop topic/objectives ▪ Reference to confidential working atmosphere 	<ul style="list-style-type: none"> ▪ Presentation ▪ Talk 	<ul style="list-style-type: none"> ▪ Flipchart with workshop title ▪ Optional: Name badges, pens ▪ If available in training group: Bring your own group rules of behaviour
02	25/90	Acceptable vs. unacceptable behaviour <ul style="list-style-type: none"> ▪ Playful exploration of boundaries in sport ▪ Presentation of definitions, forms and frequencies of violence in sport 	<ul style="list-style-type: none"> ▪ Group exercise ▪ Discussion ▪ Talk 	<ul style="list-style-type: none"> ▪ Flipcharts with information on interpersonal violence (flipcharts 2-4) ▪ "Who", "With whom", "What" and "Where" cards (see additional material) ▪ Moderation cards ▪ Pens ▪ Tesa/adhesive tape
03	25/90	My treasure is my treasure <ul style="list-style-type: none"> ▪ Playfully protecting and defending boundaries in sport ▪ Playfully finding out the relevance of a "no" when communicating boundaries 	<ul style="list-style-type: none"> ▪ Group exercise ▪ Group reflection 	<ul style="list-style-type: none"> ▪ "Treasure" = objects such as pens, stones, sticks, pencils, Eddings, items of clothing, etc.

				<ul style="list-style-type: none"> ▪ If applicable. Flipchart (then also pens)
04	15/90	No is okay! <ul style="list-style-type: none"> ▪ Train yourself to say "no" ▪ Train to defend your own boundaries sustainably and unwaveringly 	<ul style="list-style-type: none"> ▪ Group exercise 	<ul style="list-style-type: none"> ▪ Catalogue of questions, printed out several times depending on group size (see additional material)
05	10/90	Support systems and contact points <ul style="list-style-type: none"> ▪ Exploration of available support options ▪ Presentation of available support options, help systems and contact points ▪ Encouragement to contact them at an early stage 	<ul style="list-style-type: none"> ▪ Group work ▪ Talk 	<ul style="list-style-type: none"> ▪ Prepared flipchart with contact points
06	5/90	Conclusion and farewell in plenary session <ul style="list-style-type: none"> ▪ Personal take-home message ▪ Time for questions 	<ul style="list-style-type: none"> ▪ Talk ▪ Flash round 	<ul style="list-style-type: none"> ▪ Filled flipcharts ▪ Optional: Moderation cards or flipchart

1. Welcome, introduction, short introduction to the topic (10 min)

Materials

- Flipchart with workshop title
- Optional: Name badges, pens
- If available in training group: Bring your own group rules of behaviour

Flipchart 1	Contents
<div data-bbox="197 592 257 715"></div> <p data-bbox="286 612 651 699">A warm welcome to today's workshop!</p> <div data-bbox="264 826 698 976">   </div> <p data-bbox="246 1023 714 1059">My boundaries = My strengths</p> <div data-bbox="232 1305 398 1353">  SAFE CLUBS </div>	<p data-bbox="815 592 976 624">Preparation</p> <ul style="list-style-type: none"> ▪ Preparation of the room (adjust chair arrangement, prepare material) ▪ Set up the flipchart with the workshop title <p data-bbox="815 799 880 831">Task</p> <ul style="list-style-type: none"> ▪ Welcoming the athletes and introducing the speaker ▪ Introduce the athletes and/or have name badges created if desired ▪ Choose a suitable (interactive) introduction to the workshop topic. Here are some examples to choose from: <ul style="list-style-type: none"> ○ Ask the participants about previous knowledge or experience in the area of protection against violence (e.g. events from the school context) ○ Refer to the title of the workshop: What could today's workshop be about? ○ If the subject area is already known: Ask participants about their expectations of the workshop ▪ Name the aims of the workshop by referring to the title: "My boundaries = my strengths". Here are some of the topics and objectives that will be covered: <ul style="list-style-type: none"> ○ Sport makes you physically and mentally stronger ○ You can playfully test your limits in sport and keep pushing them in a positive direction by improving and developing your sporting skills

	<ul style="list-style-type: none"> ○ However, it is easy for situations to arise, both when playing sport and when working in a team, where boundaries are no longer just "tested" but crossed too far ○ Every athlete should therefore know and protect their personal boundaries ○ By knowing and protecting their own boundaries, athletes gain their own strength by knowing what is okay for them and what is not okay for them ○ Personal boundaries must be mutually respected - by athletes and coaches ○ If there are situations in which boundaries have been crossed, contact points are presented at the end of the workshop to which affected athletes can turn <p>Background information</p> <p>Anticipate a confidential working atmosphere and respectful behaviour</p> <ul style="list-style-type: none"> ▪ The workshop will sometimes deal with sensitive topics, so respectful interaction and mutual appreciation are very important during the workshop ▪ This workshop is intended to provide a safe space. Other people's stories should not be publicised ▪ Optional: If there are already group rules/rules of behaviour, please briefly discuss these
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Transition

One of the aims of the workshop is to familiarise yourself with your own boundaries. And we would like to start with this in a playful way so that you can think about which situations/behaviours are okay and appropriate for you and which you personally don't find okay and inappropriate.

2. Acceptable vs. unacceptable behaviour (25 min)

Materials

- Flipcharts with information on interpersonal violence (flipcharts 2-4)
- "Who", "With whom", "What" and "Where" cards (see additional material)
- Moderation cards
- Pens
- Tesa/adhesive tape

Flipcharts 2-4	Contents
No flipchart during task 1	<p>Preparation Task 1</p> <ul style="list-style-type: none"> ▪ Cut up the printed "Who", "With whom", "What" and "Where" cards and collect them in envelopes according to the W question <ul style="list-style-type: none"> ○ Each group receives 1x "Who", 1x "With whom", 1x "What" and 1x "Where" envelope ○ Depending on the size of the group, print out the W cards 3-8 times so that each group of 3-4 receives a set of cards <p>Task 1</p> <ul style="list-style-type: none"> ▪ Introduction: We would now like to discuss different scenarios in sport to understand when we perceive situations as appropriate and when they are inappropriate ▪ The athletes form small groups (3-4 people per group are recommended) ▪ Hand out the envelopes with the "Who", "With whom", "What" and "Where" cards, each group receives four envelopes ▪ The groups should independently draw a card from each envelope and in this way create individual situations by combining the cards ▪ Discussion of the situations within the group as to whether the situation created is an acceptable or unacceptable situation

	<p><i>Reflection Task 1</i></p> <p>After approx. 15 minutes of group work, the exercise is then reflected on with the whole group. Here are some examples/guiding questions that can be taken up in the reflection:</p> <ul style="list-style-type: none"> ▪ Each group should briefly report individually on how the discussions went, whether the athletes were mostly in agreement or whether there were also differences of opinion. ▪ Securing results: There are different perspectives in a group and each person has different boundaries that need to be respected. ▪ What factors were a clear indication of an inappropriate situation (certain locations, certain age differences, certain behaviours, certain roles, etc.)? ▪ Securing results: Clear boundaries (showers, nudity, physical contact, etc.) must be addressed here, and athletes should be aware of these.
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Crossing boundaries

= Violence in sport!



Transition and preparation for task 2 - flipchart 2

You have just created various situations, some of which were very easy to characterise as acceptable, some of which could not be clearly classified ("it depends") and some of which could be recognised as clearly crossing the line. Crossing boundaries is not just crossing boundaries and inappropriate behaviour, it is violence in sport! And I would now like to explain in more detail what exactly violence means.

- Show flipcharts 2-4 on interpersonal violence in sport

Crossing boundaries

= Violence in sport!

... Psychological violence

... Physical violence

... Sexual violence



Task 2 - Flipchart 3

- Flipchart 3 shows and explains that there are three forms of violence in sport: psychological violence, physical violence and sexual violence with and without physical contact
- The athletes form small groups (3-4 people per group are recommended)
- The groups come up with definitions and examples of the three forms of violence
 - Writing down the considerations on moderation cards
- Summarising the group results in plenary

Securing results

Psychological violence

- Statements, actions and attitudes that insult, belittle or overtax a fellow human being and convey a feeling of their own worthlessness
- Actions without physical contact that are harmful to mental health and/or mental/social development
- For example: Shouting, threats, extreme criticism, ignoring, etc.

Physical violence

- Single or repeated actions that cause actual or potential physical harm to the person concerned
- In a sports context, e.g. pushing, kicking, throwing objects, clutching
- In some cases, this also includes forced training in the event of complete exhaustion or injury

Sexual violence

- Sexual violence includes all sexual acts that are forced or coerced upon a person
- Act of aggression and abuse of power, does not serve the sexual gratification of the perpetrator

	<ul style="list-style-type: none"> ▪ For example, in sport: Inappropriate looks, comments or touching, up to and including serious sexual violence ▪ Sexual acts against children are always to be classified as sexual violence! <p>Background information</p> <ul style="list-style-type: none"> ▪ Violence is intentional, i.e. the act is carried out deliberately (and not accidentally). ▪ Acts of violence do not always have a primary intention to cause harm: However, perpetrators often accept psychological or physical (potential) harm in order to achieve a certain goal. <p>What is not meant by this is...</p> <ul style="list-style-type: none"> ▪ Violence that takes place within the framework of sporting rules ▪ Violence against oneself, e.g. self-harm ▪ Actions that are inadvertent or "accidents", e.g. unintentional touching when providing assistance
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Crossing boundaries

= Violence in sport!

How many athletes are affected by violence in sport?

Who perpetrates violence in sport?



Task 2 - Flipchart 4

- Show flipchart 4 and pose the illustrated questions to the whole group
- The athletes should briefly discuss the questions with their neighbour

Securing results

Violence takes place in sport!

- In recent years, there have been various studies in which athletes at all levels of performance throughout Germany and internationally have been asked about their experiences with violence in sport (over 10,000 participants in total!)
- 1st question: 3 out of 4 athletes stated in the studies that they had already experienced one of the forms of violence in sport (70-75%)
- 2nd question: Violence is perpetrated both by adults in sport (such as coaches, support staff, fans, etc.) against athletes and by athletes against each other.

Background information

- Survey on experiences of interpersonal violence in club sport; current and former sports club members (name of the study: SicherimSport, 2022)
- Psychological violence = 63%, physical violence = 37%, sexual violence without physical contact = 26%, sexual violence with physical contact = 19%
- As a rule, those affected experience violence not just once, but usually repeatedly
- Often overlapping experience of violence: Those who experience violence in sport usually also experience it outside of sport (approx. 70% of respondents state that they have experienced violence outside of sport)
- Therefore: Sport is not a place where children and young people are very well protected from violence – however, However, they are also not at greater risk there compared to other environments

Transition

We got to know our personal boundaries a little better and at the same time understood when crossing boundaries constitutes violence in sport. If you remember the goals of this workshop, a second goal is to represent, uphold and protect these boundaries now. In social situations, it can sometimes be more difficult to recognise and defend when boundaries are being crossed because manipulation strategies are sometimes used to keep pushing your boundaries and not crossing them completely. We would therefore like to playfully try out how to deal with manipulation strategies and what defence strategies there are.

3. My treasure is my treasure (25 min)

Materials

- "Treasure" = objects such as pens, stones, sticks, pencils, Eddings, items of clothing, etc.
- Feel free to take notes on a flipchart at the end of the discussion, if possible (pens also necessary)

No flipcharts	Contents
No flipcharts	<p>Task 1</p> <ul style="list-style-type: none"> ▪ All athletes look for a "treasure" that is "dear to them for this game and that they would not give up under any circumstances" <ul style="list-style-type: none"> ○ Objects such as pens, stones, sticks, pencils, Eddings, items of clothing, etc. ▪ Pairs of two are then formed ▪ One person in the pair now tries to persuade the other to give them this special object, e.g. to lend it to them or allow them to use it ▪ Use all means and powers of persuasion that come to mind - but only verbally (no touching or physical assault!) ▪ The other person must withstand the onslaught and defend his/her object as best as possible. Arguments such as "just touch it" or "just borrow it for a few minutes" must also be fended off ▪ Role reversal if the requesting party has been successful, otherwise after approx. 3-5 minutes ▪ If pairs are already finished, they can watch other pairs in silence <p>Reflection Task 1</p> <ul style="list-style-type: none"> ▪ All pairs should discuss (writing down questions on a flipchart is optional, it is also possible to select only 2-3 questions) <ul style="list-style-type: none"> ○ What strategies were used to claim the item? <ul style="list-style-type: none"> - Target: Recognising manipulation strategies (threatening, ridiculing, demanding pity, etc.) ○ What strategies were used to defend against this? <ul style="list-style-type: none"> - Target: Recognising and using useful defence mechanisms ○ How did you feel (both in the manipulating and the defensive role)?

- Target: address (un)pleasant feelings in the defence against arguments and manipulation (e.g. feeling of power)
- Which "counter-strategy" has been most successful?
- Target: Record useful counter-strategies, recognising individual differences
- Then briefly summarise experiences in plenary (optional: note key findings on flipchart)
- To finalise the results: "Have you tried to interrupt the situation with a clear 'no'?" - Stop the discussion and withdraw only with a clear "No!" to symbolise the boundary
- If applicable. Illustrate transfer to sport using sport-specific examples to make manipulation strategies clearer

Task 2

- Another round, preferably with a change of partner: Defence only with "No!" and no further discussion

Reflection 2

- All pairs should discuss (writing down questions on a flipchart is optional, it is also possible to select only 2-3 questions):
 - How did you feel?
 - How is it different from the previous round? Did you find something harder or easier?
 - To what extent do you find saying "no" easy or difficult?
 - What strategies were used to demand the item, despite repeated "no"?
 - To what extent have the strategies changed?
 - Are there sport-specific examples in which manipulation strategies or power games become clear?
 - For example: A player is injured and the coach says you have to continue training -> A clear no!
 - For example: Rituals at the start of a season in which manipulation strategies are used such as "you have to do this, otherwise you're not part of the team"
- Summarise discussion results in plenary (optional: note key findings on flipchart)
- Note: In this game, it often becomes clear that constantly saying no can be gruelling, as you are constantly repeating yourself, but your opponent is always coming up with new arguments. This is a crucial learning aspect of the exercise: Saying "no" requires a high level of self-confidence with regard to personal boundaries and is particularly effective if you can stand by your own opinion in a sustained and unwavering manner.

Transition

Saying "no" requires a high level of self-confidence with regard to personal boundaries and is particularly effective if you can stand by your own opinion in a sustained and unwavering manner. However, saying "no" can be quite difficult if you have rarely done it before or if you want to say "no" to people who have a lot of influence and power, for example. For this reason, we will practise saying "no" and at the same time the sustained and unwavering defence of our own boundaries.

4. No is okay! (15 min)

Materials

- Catalogue of questions, printed out several times depending on group size (see additional material)

No flipcharts	Contents
No flipcharts	<p>Preparation</p> <ul style="list-style-type: none"> ▪ If applicable. Supplement to the question catalogue (see additional material) ▪ Print out and cut up the question catalogue <p>Task</p> <ul style="list-style-type: none"> ▪ The athletes walk around the room and look for a new partner (pairs are formed that have not yet worked together on a task) ▪ The two athletes take it in turns to ask each other questions from a pre-prepared question catalogue (see additional material) ▪ The person answering should indicate and answer whether the action of the question is OK or not: <ul style="list-style-type: none"> ○ Not in order: Stand with your hands on your hips, legs apart and say NO ○ All right: take a step forward and say YES ▪ After every second question, the athletes look for a new person in the room to generate new pairs <p>Reflection</p> <ul style="list-style-type: none"> ▪ All couples should discuss: <ul style="list-style-type: none"> ○ How does it feel to say "no"? ○ How does it feel when someone says "no" to you? ○ What would you do if someone asked you to do something you didn't want to do? ○ To whom or when would you like to say "no" more often?

	<ul style="list-style-type: none"> ○ Are there any members of the club who you find it more difficult to say "no" to? Why? (e.g. athletes from other training groups, older athletes, coaches, managers, parents of other athletes, ...) ▪ Each pair briefly summarises in plenary what they have reflected on and discussed <p><i>Securing results</i></p> <ul style="list-style-type: none"> ▪ Saying "no" takes practice ▪ Reinforcement that every person can and should stand up for their own boundaries ▪ Reinforcement that saying "no" in the future should be positively evaluated in the training group
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Transition

Unfortunately, there are situations in which a repeated "no" may not be heard or in which you simply don't have the courage to say something. Then you are never alone in such a situation, but there are always and everywhere people, contact points or help systems that you can turn to and receive support at any time.

5. Help systems and contact points (10 min)

Materials

- Prepared flipchart with contact points (adjust them to your needs!)

Flipchart 5	Contents
No flipchart during this part	<p>Preparation</p> <ul style="list-style-type: none"> ▪ Adapt the contact points to the sports club/sport type <p>Task</p> <ul style="list-style-type: none"> ▪ The athletes go together in groups of 3-4 ▪ All groups should discuss: <ul style="list-style-type: none"> ○ Who can I turn to if I don't feel able to say "no"? ○ Who can I turn to if my "no" is not heard? ○ Who can I turn to if I notice that a "no" is not being heard? ▪ Summarising the considerations in plenary

Who can I contact?



1. Contact persons in the club
2. Name local contact points/cooperation partners
3. Name contact points of the association/state sports association or similar

Securing results

- Present flipchart 5
- Encouragement to seek support even in "minor" and suspicious cases
- Involve contact persons or adults
 - Name the contact person of the club again here
 - Any trusted adult can be involved
- Make it clear: Athletes have the right to maintain their own boundaries at all times and to say NO, REGARDLESS of what any adults say!

6. Conclusion and farewell in plenary (5 min)

Materials

- Filled flipcharts
- Optional: Moderation cards or flipchart

No flipcharts	Contents
No flipcharts	<p><i>Take-Home Message</i></p> <ul style="list-style-type: none"> ▪ Reflect with the athletes using a few questions (1-3 questions, depending on time), e.g. as part of a short flashlight round in which each athlete is asked to name one aspect: <ul style="list-style-type: none"> ○ What did you like about the workshop? ○ What will you remember about the workshop? ○ What is the most important thing you will take away from today's workshop? ▪ This should be summarised to secure results: <ul style="list-style-type: none"> ○ Know your own boundaries ○ Boundaries can be very different in a training group, but violence is clearly defined ○ "No" can be said in any situation ○ Save, recognise and use support options <p><i>Conclusion</i></p> <ul style="list-style-type: none"> ▪ Give participants the opportunity to ask questions ▪ You can then end the workshop by thanking everyone for their participation and saying goodbye ▪ Please stay in the room for a while after the workshop so that the athletes have the opportunity to come to you with personal questions or comments

Imprint

Editors

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<https://safe-clubs.de>

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