

A strong TEAM through individual boundaries

2nd 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 second workshop "A strong TEAM through individual boundaries" 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 training group of a club ▪ Participation in the first part of the workshop (My boundaries = My strengths) is a prerequisite ▪ Approx. 1-2 months between the first and second part of the workshop ▪ Group size: 6-25 athletes ▪ Age: 12 - 17 years
Duration	<ul style="list-style-type: none"> ▪ In-person workshop: 60 minutes ▪ Workshop can be held before, after or instead of a training session
Objectives	<ol style="list-style-type: none"> 1. Reflection on the topic & Consolidation of the content from the previous workshop <ul style="list-style-type: none"> ▪ Psychoeducation: Raising awareness of appropriate and inappropriate behaviour ▪ Prevention: Know and strengthen your own boundaries ▪ Intervention: Know help systems 2. Bystander behaviour in the training group <ul style="list-style-type: none"> ▪ Develop a sense of responsibility for creating a safe environment
Preparation	<ul style="list-style-type: none"> ▪ Personal preparation with workshop content and materials <ul style="list-style-type: none"> ○ You are very free to organise the first half of the workshop, so careful preparation is essential! ▪ 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)○ Flipcharts from previous workshop○ 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▪ If available in training group: Bring your own group rules of behaviour▪ Optional: Name badges
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Workshop timetable

"A strong TEAM through individual boundaries"

Duration *	Thematic content
5min (5 min)	1. Welcome, introduction, brief introduction to the topic
20 min (25 min)	2. Reflection on the previous workshop
25 min (50 min)	3. Bystander behaviours: Standing up for the boundaries of others
10 min (60 min)	4. Conclusion and farewell in plenary session

*Time in brackets is the total duration of the workshop

Detailed timetable of the workshop (60 min)

"A strong TEAM through individual boundaries"

Element	Duration Scope	Thematic content	Methodical realisation	Necessary material
01	5/60	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"> ▪ 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	20/60	Reflection on the previous workshop <ul style="list-style-type: none"> ▪ Interactive review of what you have already learnt ▪ Free choice of methodological design 	<ul style="list-style-type: none"> ▪ Group exercise ▪ Discussion ▪ Talk 	<ul style="list-style-type: none"> ▪ Moderation cards/flipchart ▪ Pens/Edging pen ▪ Tesa/adhesive tape ▪ Filled flipcharts from the previous workshop
03	25/60	Bystander behaviours: Standing up for the boundaries of others <ul style="list-style-type: none"> ▪ Definition of a "bystander" and options for action ▪ Situation game 	<ul style="list-style-type: none"> ▪ Group work ▪ Talk 	<ul style="list-style-type: none"> ▪ Prepared flipchart on the topic of bystander behaviour ▪ Prepared flipchart/cards/sheets of paper for the partner exercise ▪ Optional: Flipchart/pens

04	10/60	Conclusion and farewell in plenary session <ul style="list-style-type: none"> Formulation of personal take-home message Farewell with reference to further support services Time for questions 	<ul style="list-style-type: none"> Talk Flash round 	<ul style="list-style-type: none"> Filled flipcharts Flipchart with help systems Optional: Moderation cards or flipchart
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1. Welcome, introduction, brief introduction to the topic (5 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="197 587 257 705" data-label="Image"> </div> <p data-bbox="286 603 651 691">A warm welcome to today's workshop!</p> <div data-bbox="306 762 651 994" data-label="Image"> </div> <p data-bbox="248 1059 712 1147">A strong TEAM through individual boundaries</p> <div data-bbox="232 1297 398 1345" data-label="Page-Footer"> <p>SC SAFE CLUBS</p> </div>	<p data-bbox="815 595 976 627">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="815 746 880 778">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 and the workshop objectives. Here are some examples: <ul style="list-style-type: none"> ○ A training group is characterised by different personalities, different characters and different people ○ Each person has different boundaries and that is exactly what makes a team/group ○ Respectful handling of each personal boundary and the simultaneous strengthening of each boundary is a clear rule of behaviour <ul style="list-style-type: none"> - In sports, when it comes to improving performance, the limits of the sport are respected at all times -> there is help when a person has reached their performance limit and needs support - Today we would like to transfer this approach to other boundaries in sport

	<p><i>Background information</i></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

We have already learnt a lot about this topic in the previous workshop. As the workshop was held some time ago, we would like to start by briefly recalling the content. This knowledge will then be expanded in the second part of the workshop.

2. Reflection on the previous workshop (20 min)

Materials

- Moderation cards/flipchart
- Pens/Edding pen
- Tesa/adhesive tape
- Filled flipcharts from the previous workshop

No planned flipcharts	Contents
Use of the flipcharts from the previous workshop	<p>Task</p> <ul style="list-style-type: none"> ▪ Start with a thematic, interactive review of the previous workshop. Here are some examples to choose from: ▪ (Small) group discussions or discussion in plenary with the following suggestions: <ul style="list-style-type: none"> ○ What do you remember from the last workshop? ○ Was there a situation in which you thought back to the workshop? ○ Which exercises were implemented and what were the exercise contents/objectives? ▪ Group/role play and subsequent short reflection: <ul style="list-style-type: none"> ○ 3 themed tables on boundaries/violence in sport, saying "no", support services ○ Repetition of exercises from the first workshop ○ Role plays with exemplary situations from everyday sports life ▪ Depending on the group, more or less support may be necessary for the review; if necessary, some points of reference should be given

- | | |
|--|--|
| | <ul style="list-style-type: none">▪ During the review, all workshop contents should be briefly recalled:<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 |
|--|--|

Transition

The last part of the previous workshop focussed on the support options, help systems and contact points that each individual can use if a boundary has not been respected. Because you are never alone in such a situation. There are always and everywhere people, contact points or help systems that you can turn to and receive support at any time.

Nevertheless, the hurdle of approaching another person is sometimes simply very great and those affected wish that someone else would approach them and support them. This is because it is often the case that boundary crossings happen in the presence of other athletes or other people, but these people then do not take any further action to help the athletes concerned for a variety of reasons. Sometimes this can happen because the passive observers:

- Misjudge the situation out of ignorance about violence and crossing boundaries
- Categorising the situation correctly, but feeling uncomfortable in this situation
- Correctly categorise the situation, but don't know any support options and don't know what to do

Our aim is therefore to give you an understanding of what you can do if you observe a possible situation where a boundary has been crossed. With the aim that you support each other and are there for each other.

3. Bystander behaviours: Standing up for the boundaries of others (25 min)

Materials

- Prepared flipchart on the topic of bystander behaviour (flipchart 2)
- For the task in groups of two: Depending on the implementation, flipchart/moderation cards/notes with situations and questions
- Optional: write on flipchart/moderation cards at the end of the discussion (then tape/adhesive tape also required)

Flipchart 2	Contents
No flipchart during this part	<p><i>Introduction</i></p> <ul style="list-style-type: none"> ▪ 95% of all respondents in a study stated that they had already observed another person's boundaries being crossed ▪ However, very few reports have been made to contact persons or adults; instead, many of those affected turn to friends or team colleagues whom they trust ▪ If a team colleague contacts you: How can you react in this moment and what can you do in such a situation? <ul style="list-style-type: none"> ○ The athletes briefly discuss with their neighbours ○ Summarising the considerations in plenary

Look, act, help

During the situation

Remain present

- Stay in the room
- Offer support afterwards

Distract

- Get creative and focus attention on something else
- e.g. by asking the person concerned something



During or after the situation

Addressing the person affected

- Ask about the observed event
- Offer support

Involve adults/contact persons

- Adult person in the club
- Contact person of the club, association
- Other reporting centres/assistance systems



- Then use the flipchart to explain how uninvolved athletes can take responsibility and help their team mates as "bystanders"
- Give athletes the opportunity to ask questions

Task

- The "Look - Act - Help" exercise is implemented, through which the athletes practise bystander behaviour using example situations
- New pairs are formed
- In pairs, various situations are discussed that you observe as an athlete during training
- The aim of the exercise is to find out how the athletes would assess situations from the outside and whether they would report them to a contact person or adult
- Read out the following situations individually (Alternatively, the situations can be noted on a flipchart/moderation card or slips of paper can be handed out. This allows all situations to be processed at once)
 - You see another athlete making fun of someone because of their weight.
 - You see the coach slapping another athlete on the bum.
 - You see someone taking photos in the changing room while other athletes are still changing.
 - You see a male and female athlete helping each other and touching each other on the back of the thigh
 - You see how another athlete pushes someone and others laugh about it.
 - You see another athlete swearing at someone and others join in.
 - Possible tasks and questions for the athletes: Choose 2-3 suitable questions and write them down on the flipchart, on cards or hand out slips of paper so that the questions are available during the working phase.
 - How do you rate the situation?
 - How could you react if this happened to your team colleagues?
 - How can you best provide support in this situation?
 - Which adults could you turn to in confidence?

- Encourage the athletes to discuss as precisely as possible how they would react (e.g. describe individual steps)
- The results of each individual situation should then be presented to the whole group

Reflection



- Carry out a reflection with the group
- Key questions could be:
 - Were there major differences in the assessment of the situations?
 - Do you think it is easy or difficult to act in such situations?
 - If you were affected by a situation yourself, what would you wish for?
 - Have there been or are there situations (e.g. in a club, at a competition or outside of sport) in which this knowledge will be useful to you?
- In addition to the athletes' thoughts, you could also secure following results:
 - Every person has individual boundaries, so it can sometimes be difficult to act correctly
 - Athletes should be encouraged to involve adults such as parents or contact persons if they have noticed boundary violations, even if they are unsure
 - At the same time, athletes can support each other: Being attentive, asking, encouraging and supporting when looking for help (= positive bystander behaviour)

However, the athletes do not have to actively intervene or take responsibility for investigating incidents; that is the task of the adults in the club and its environment!

4. Conclusion and farewell in plenary (10 min)

Materials

- Filled flipcharts
- Flipchart with help systems (Flipchart 3)
- Optional: Moderation cards or flipchart

Flipchart 3	Contents
<div data-bbox="197 571 257 694" style="background-color: #0056b3; color: white; text-align: center; padding: 10px; font-weight: bold;">▶</div> <div data-bbox="280 614 560 646" style="margin-top: 10px;">Who can I contact?</div> <div data-bbox="320 710 627 914" style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 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 <div data-bbox="232 1281 398 1329" style="margin-top: 20px;">  SAFE CLUBS </div>	<div data-bbox="806 595 1415 627" style="margin-top: 10px;"><i>Take-home message from the two workshops</i></div> <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"> ○ How did you like the workshops? ○ What will you remember about the workshops? ○ What is the most important thing you take away from the workshops? ▪ This should be summarised to secure the 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 ○ Assistance options as a passive bystander <div data-bbox="806 1137 1232 1169" style="margin-top: 20px;"><i>Presentation of support options</i></div> <ul style="list-style-type: none"> ▪ Refer again to help systems (flipchart 3) ▪ Involve contact persons or adults: Parents, coaches, helpers, other employees in the club <ul style="list-style-type: none"> ○ Name the contact person of the club again here ○ Any adult whom the athletes trust can be involved

	<ul style="list-style-type: none"> ▪ Please clarify: Athletes have the right to maintain their own boundaries at all times and to say NO, even if other adults or other athletes try to push or persuade them to do something. <p>Conclusion</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 <p>Further agreements</p> <ul style="list-style-type: none"> ▪ If the workshop for athlete leaders in the training group "Taking responsibility & being a role model - My role as a leading athlete" is implemented, then after this first workshop, consideration must be given to which athletes could be considered for the additional workshop: <ul style="list-style-type: none"> ○ Athletes are simply asked openly and/or coaches can be asked for their assessment: <ul style="list-style-type: none"> - Interest in the topic and participation in the workshops - Responsible or particularly committed athletes - Team players who make a special effort to build cohesion within the team - Athletes in leadership positions (e.g. captain, team spokesperson) ▪ Depending on the size of the training group, we recommend involving 3-7 athletes in this workshop ▪ Involve the athletes and coaches in the selection process and make sure that all interested and committed athletes can participate ▪ Also explain the content and objectives of the workshop in advance
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Imprint

Editors

Deutsche Sporthochschule Köln
Psychologisches Institut
Abt. Gesundheit & Sozialpsychologie
Am Sportpark Müngersdorf 6
50933 Köln
www.dshs-koeln.de/psychologisches-institut/

Universitätsklinikum Ulm
Klinik für Kinder- und Jugendpsychiatrie, Psychosomatik und
Psychotherapie
Arbeitsgruppe Gewalt, Entwicklungspsychopathologie und Forensik
Steinhövelstrasse 5
89075 Ulm
<https://www.uniklinik-ulm.de/kinder-und-jugendpsychiatriepsychotherapie.html>

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"SafeClubs" project - transfer concepts for the prevention and intervention of sexualised violence in sports clubs

Collaboration management: Dr Jeannine Ohlert (German Sport University Cologne)

Sub-project management: Dr. Jeannine Ohlert, Univ. Prof Dr Bettina Rulofs (both German Sport University Cologne), Prof Dr Marc Allroggen, Dr Alina Schäfer-Pels (both University Hospital Ulm)

Collaboration coordination: Marion Sulprizio (German Sport University Cologne)

Collaboration: Helena Schmitz, Annika Söllinger, Janna Kerkow, Sina Kiekbusch, Paula Edler (all German Sport University Cologne), Teresa Greither (University Hospital Ulm)

<https://safe-clubs.de>

Authors

Helena Schmitz³, Teresa Greither^{1,2}, Marion Sulprizio³, Marc Allroggen^{1,2} & Jeannine Ohlert^{3,4}

¹ Klinik für Kinder- und Jugendpsychiatrie, Psychosomatik und Psychotherapie, Universitätsklinikum Ulm

² Deutsches Zentrum für psychische Gesundheit (DZPG), Standort Ulm

³ Psychologisches Institut, Deutsche Sporthochschule Köln

⁴ momentum - Das Deutsche Forschungszentrum für Leistungssport Köln

In collaboration with Janna Kerkow, Sina Kiekbusch, Vivian Gast (all German Sport University Cologne)

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Texts, tables and graphics can be used for voluntary work in sports associations and clubs.

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