

Taking responsibility & being a role model

My role as a leading athlete

Additional workshop for athletes
with leadership personality/role in the training group



Deutsche
Sporthochschule Köln
German Sport University Cologne
Psychologisches Institut



Klinik
für Kinder- und Jugend-
psychiatrie/Psychotherapie
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General information

Requirements for speakers

In order to be able to professionally implement the additional workshop "Taking responsibility & being a role model - My role as a leading athlete" 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"> ▪ Athlete leaders of the training group of a club participating in the athlete workshops <ul style="list-style-type: none"> ○ Selection of participating athletes see below ○ Participation in the two previous athlete workshops ▪ Group size: 3-7 athletes ▪ Age: 12 - 17 years
Duration	<ul style="list-style-type: none"> ▪ In-person workshop: approx. 45 minutes ▪ Workshop can be held before, after or instead of a training session
Objectives	<ol style="list-style-type: none"> 1. Role understanding/expectations <ul style="list-style-type: none"> ▪ Defining and categorising your own role as a leading athlete in a training group/team ▪ Strengthening the feeling of self-efficacy in one's own role 2. Participation in a culture of looking/bystander behaviour <ul style="list-style-type: none"> ▪ Exploring the possibilities of dealing with cross-border situations ▪ Strengthening the feeling of self-efficacy in dealing with cross-border situations
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/with the athletes ▪ Organisation of the required materials (see list below) ▪ After 2. Workshop to consider which leading athletes might be suitable: <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) ○ At least three persons must be named

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 ▪ Who, What, Where, With Whom Cards ▪ Optional: Name badges ▪ If available in training group: Bring your own group rules of behaviour

Workshop timetable

"Taking responsibility & being a role model - my role as a leading athlete"

Duration *	Thematic content
5min (10 min)	1. Welcome, introduction, brief introduction to the topic
10 min (30 min)	2. Reflection: Leadership tasks and role model function in sport
25 min (50 min)	3. My role in the team
5 min (45 min)	4. Conclusion and farewell in plenary session

*Time in brackets is the total duration of the workshop

Detailed timetable of the workshop (45 min)

"Taking responsibility & being a role model - My role as a leading athlete"

Element	Duration Scope	Thematic content	Methodical realisation	Necessary material
01	5/45	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
02	10/45	Reflection: Leadership tasks and role model function in sport <ul style="list-style-type: none"> ▪ Brainstorming on tasks and role expectations ▪ Subsequent summary and categorisation of the role expectations of leading athletes 	<ul style="list-style-type: none"> ▪ Individual or group work ▪ Securing results in the group 	<ul style="list-style-type: none"> ▪ Prepared flipchart (flipchart 2) ▪ Blank flipcharts ▪ Moderation cards ▪ Pens
03	25/45	My role in the team <ul style="list-style-type: none"> ▪ Get to know the types of roles in the team as a leading athlete ▪ Assignment of role expectations ▪ Categorising and reflecting on your own role in the team ▪ Review of knowledge on bystander behaviour: Discussion of the extent to which leading athletes can support positive bystander behaviour 	<ul style="list-style-type: none"> ▪ Group work ▪ Discussion 	<ul style="list-style-type: none"> ▪ Prepared flipcharts (flipcharts 3 and 4) ▪ Blank flipchart ▪ Moderation cards ▪ Pens + tape/adhesive tape ▪ If applicable. Who/With Whom/What/Where cards ▪ If applicable. Material from previous workshop
04	5/45	Conclusion and farewell in plenary session <ul style="list-style-type: none"> ▪ Personal take-home message ▪ Showing possibilities for help ▪ Time for questions 	<ul style="list-style-type: none"> ▪ Talk ▪ Flash round 	<ul style="list-style-type: none"> ▪ Filled flipcharts ▪ Flipchart with support options

1. Welcome, introduction, brief introduction to the topic (5 min)

Materials

- Flipchart with workshop title
- Optional: Name badges, pens

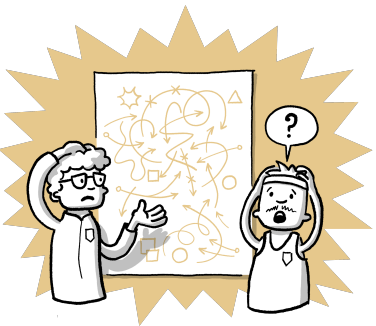
Flipchart 1	Contents
<div data-bbox="197 571 257 694" data-label="Image"> </div> <div data-bbox="275 585 656 679" data-label="Text"> <p>A warm welcome to today's workshop!</p> </div> <div data-bbox="360 745 618 1011" data-label="Image"> </div> <div data-bbox="286 1062 654 1158" data-label="Text"> <p>Taking responsibility & being a role model</p> </div> <div data-bbox="273 1187 678 1227" data-label="Text"> <p>My role as a leading athlete</p> </div> <div data-bbox="230 1281 400 1329" data-label="Page-Footer"> <p>SC SAFE CLUBS</p> </div>	<div data-bbox="806 547 978 580" data-label="Section-Header"> <h3>Preparation</h3> </div> <div data-bbox="806 601 1771 676" data-label="List-Group"> <ul style="list-style-type: none"> ▪ Preparation of the room (adjust chair arrangement, prepare material) ▪ Set up the flipchart with the workshop title </div> <div data-bbox="806 751 882 783" data-label="Section-Header"> <h3>Task</h3> </div> <div data-bbox="806 807 2040 1235" data-label="List-Group"> <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"> ○ Workshop expectations for workshop title "Taking responsibility & being a role model - My role as a leading athlete" ○ Current assessment of whether you know your own role in the team and what tasks it involves ○ Relevance of the topic: Why is it important to understand your own role? ○ What do the athletes already know about the topic of the workshop? Has this already been discussed in the group? </div>

	<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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2. Reflection: Leadership tasks and role model function in sport (10 min)

Materials

- Prepared flipchart (flipchart 2)
- Blank flipcharts & Moderation cards
- Pens

Flipchart 2	Contents
<div data-bbox="197 571 784 1356">  <p>My role in the team</p> <p>SC SAFE CLUBS</p> </div>	<p>Task</p> <ul style="list-style-type: none"> ▪ Reflection with the group on understanding one's own role as a role model and (one's own) expectations of leaders ▪ Here are some examples of reflection questions that you can supplement with your own questions. A selection of 3-5 questions is recommended: <ul style="list-style-type: none"> ○ What does being a leader mean to you? ○ How would you define a leadership role in your sport/club/team? ○ What qualities or traits define a leader? ○ In what ways can people take on responsibility in your team or sport? ○ How would you describe your role within the team? ○ During training, how do you act or present yourself in a way that makes others want to see you as part of this group? ○ What impact does sitting in this group have on you? ○ What expectations do others have of your role? ○ What do you personally expect from your role? ○ How do these expectations impact you?

	<p>You can choose exactly how you organise the exercise:</p> <ul style="list-style-type: none">▪ Option 1: The athletes first think on their own and write their personal answers on moderation cards▪ Option 2: The athletes discuss the questions in pairs or as a whole group and write down their joint answers on moderation cards▪ The moderation cards are then collected and laid out/hung up/pinned on the prepared flipchart▪ In the second step, the athletes categorise the collected answers▪ The aim is to identify certain (positive) behaviours, characteristics and tasks that make up leaders in the field of sport
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3. My role in the team (25 min)

Materials

- Prepared flipcharts (flipcharts 3 and 4)
- Blank flipchart
- Moderation cards
- Pens + tape/adhesive tape
- If applicable. Who/With Whom/What/Where cards
- If applicable. Material from previous workshop

Flipchart 3 and 4	Contents
No flipchart during this part	<p>Task</p> <ul style="list-style-type: none"> ▪ Based on the previously implemented reflection/discussion: How could we categorise four types of leaders? ▪ After the plenary question, resolve that there are the following types of leading athletes: <ul style="list-style-type: none"> ○ Task tracker (task leader) ○ Motivator (motivational leader) ○ Team player (social leader) ○ Presenter (external leader) ▪ If necessary, assign previous moderation cards to the species (if the cards fit well) ▪ Show flipchart 3 afterwards

Background information

Task tracker (task leader)

- Focuses strongly on the fulfilment of goals and tasks
- Implements clear strategies and measures to achieve goals, also for the team
- Has a high level of self-motivation and works in a disciplined manner
- Can sometimes be less empathetic because the goal is in the foreground

Motivator (motivational leader)

- Enthuses and inspires the team through positive energy and commitment
- Strengthens team spirit and helps others to believe in their abilities
- Creates a positive atmosphere and promotes stamina

Team player (social leader)

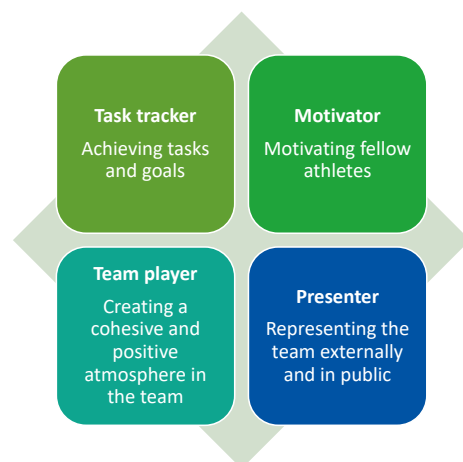
- Focusses on the cohesion of the group
- Supports team members and ensures harmonious cooperation
- Promotes communication and collaboration

Presenter (external leader)

- Represents the team or squad to the outside world
- Shows self-confidence and takes responsibility in external presentation
- Can inspire others with charisma and expressiveness

My role in the team

Leadership athletes can take responsibility for the team as a:



Task

- Discussion in groups of two about which leadership role suits you personally or which type of leadership you already practise
 - Optional: Players can take notes on moderation cards
- Mutual reflection and explanation of each other's behaviour
- Subsequent reflection in plenary, in which each person presents their behaviours

My role in the team

... to support a safe and positive training environment



Task

Open discussion in the group: What role do leading athletes play when it comes to implementing bystander behaviour in the group and supporting a positive training climate?

Reminder for bystander behaviour: In the second workshop, the athletes learnt what options they have as passive observers when boundaries are crossed:

- 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 concerned
 - 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

You can organise the discussion on the basis of the following reflection questions, but you are also welcome to use your own ideas (selection of 2-3 questions):

- How can you as an athlete with a leadership personality (or as a role model) help your fellow athletes to communicate their boundaries?
- How can you ensure that people pay more attention to cross-border situations and show more consideration for others?
- Who can you turn to if you need support?

- How could you react if a team colleague approaches you with a problem?
- How can you ensure that boundaries are respected in your team?
- Do you have situations in which it is easier or more difficult to accept other people's boundaries? How can you ensure that boundaries are still respected?
- How could you make sure that new team members feel comfortable and that they integrate well?
- Optional: If the discussion is difficult, examples can be used using "Who", "With whom", "What" and "Where" cards

Securing results

- Collect the input and views of the athletes on the prepared flipchart 4
- If necessary, supplement with the content that has already been taught in the general athlete workshop:
 - Fellow athletes should be supported in communicating personal boundaries
 - Know contact persons and be able to arrange contact
 - Have the confidence to involve trusted adults
 - Dare to speak to affected fellow athletes if problems or borderline situations are observed
 - Be a positive bystander: Help affected persons and seek help from adults (incidents do not have to be cleared up by athletes)
 - Be a good role model as a leading athlete and help to create a positive training environment

4. Conclusion and farewell in plenary (5 min)

Materials

- Filled flipcharts
- Prepared flipchart 5 with support options
- Optional: Moderation cards or flipchart (tape/adhesive tape + pens)

Flipchart 5	Contents
<div data-bbox="197 571 257 694" data-label="Image"> </div> <p data-bbox="286 619 555 651">Who can I contact?</p> <div data-bbox="322 715 629 919" data-label="Image"> </div> <ol data-bbox="264 979 680 1114" 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 1286 398 1331" data-label="Page-Footer"> <p>SC SAFE CLUBS</p> </div>	<p data-bbox="815 576 1346 608">Take-home message from the workshop</p> <ul data-bbox="815 632 2029 975" 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 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 the results: <ul style="list-style-type: none"> ○ Own understanding of roles ○ How can I be a role model for the others in my training group? ○ Enhanced sensitivity for cross-border behaviour <p data-bbox="815 1054 1234 1086">Presentation of support options</p> <ul data-bbox="815 1110 2018 1302" style="list-style-type: none"> ▪ Refer again to help systems (flipchart 5) ▪ Request to let us know even about "little things" ▪ 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 ○ Any adult whom the athletes trust can be involved

	<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
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Imprint

Editors

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

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<https://safe-clubs.de>

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

Picture credits Marcel Jansen, Instagram: @mrcl_cartoons

Funding information The project on which this report is based was funded by the Federal Ministry of Education and Research under grant number 01SR2106A. The responsibility for the content of this publication lies with the authors.

Publication January 2025 - digital version

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

Citation note If you would like to cite this workshop concept, please use the following format:

Schmitz, H., Greither, T., Sulprizio, M., Allroggen, M., & Ohlert, J. (2025). *Taking responsibility & being a role model - My role as a leading athlete* [workshop concept]. Deutsche Sporthochschule Köln und Universitätsklinikum Ulm.