



Safe Space sports club - raising awareness on the topic of child protection

Workshop for coaches, parents, assistants, board members and
other adult club members



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für Kinder- und Jugend-
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General information

Requirements for speakers

In order to be able to implement the "Safe Space Sports Club" awareness-raising workshop professionally, 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)
- **Workshop experience** as a speaker in dealing with sensitive topics
- **Intensive preparation** using the workshop materials, especially the multiplier training course
- **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. You can contact regional (specialist) counselling centres, sports associations or the sports psychology experts (e.g., in Germany, 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:
 - Picture of each PowerPoint slide (see also PowerPoint presentation "Safe Space Sports Club")
 - Associated slide notes, including content, tasks, customisation options and reflection suggestions
 - Background information
 - Ideas for transition to the next section
- The slide notes serve as a supplement and explanation - but you do not have to use all the information in them.
- 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** in the PowerPoint presentation before your workshop!

We wish you every success in organising the workshop!

Preparations for the workshop

Target group	<ul style="list-style-type: none"> ▪ Adults who are involved in a sports club: <ul style="list-style-type: none"> ○ Coaches ○ Parents ○ Board members ○ Assistants ○ Other parties involved (facility management, medical staff, etc.) ▪ Group size depending on room capacity up to approx. 25 people ▪ Age at least 16 years
Duration	<ul style="list-style-type: none"> ▪ Workshop in presence: 120 minutes
Objectives	<p>Knowledge transfer</p> <ul style="list-style-type: none"> ▪ Forms, frequency and consequences of interpersonal violence in the sports context ▪ Options for reacting as a "bystander" <p>Change in attitude and behaviour</p> <ul style="list-style-type: none"> ▪ A sense of responsibility for a safe environment ▪ Improved awareness with regard to protection against violence ▪ Recognising cross-border situations ▪ Reacting to boundary violations in the sense of bystander intervention
Preparation	<ul style="list-style-type: none"> ▪ Personal preparation with workshop content and materials ▪ Adaptation of the PowerPoint slides 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) ▪ Download PowerPoint and videos to local storage

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 a laptop, projector and screen ○ Set up flipchart ○ Prepare name badges if necessary ○ Prepare materials ○ Test the sound and image of the projector/laptop
Materials	<p>Please check before the workshop that all materials are available in sufficient quantities:</p> <ul style="list-style-type: none"> ▪ Laptop with accessories: <ul style="list-style-type: none"> ○ (Charging) cable ○ Adapter ▪ External speakers for videos ▪ Projector (+ screen) ▪ PowerPoint presentation ▪ Additional material: Paper clip story ▪ UBSKM video stored locally on laptop ▪ 25 coated paper clips (depending on the number of participants) ▪ Optional: Flipchart/whiteboard/ pens and moderation cards ▪ Optional: Name badges

Workshop timetable

"Safe space sports club - raising awareness of interpersonal violence"

Duration *	Thematic content
10 min (10 min)	1. Welcome, introduction, brief introduction to the topic
20 min (30 min)	2. Paper clip story: Recognising perpetrator strategies and the consequences of interpersonal violence
10 min (40 min)	3. Boundaries in sport: Presentation of children's rights and outlook on criminal law limits
15 min (55 min)	4. Presentation on interpersonal violence in sport: Forms, frequency, consequences and risk factors
10 min (65 min)	5. Options for action in the event of boundary violations: "Bystander behaviour"
45 min (110 min)	6. Group exercise: Case studies on bystander behaviour
10 min (120 min)	7. Conclusion and farewell in plenary session

*Time in brackets is the total duration of the workshop

Detailed timetable of the workshop

"Safe Space Sports club - raising awareness on the topic of child protection"


Element	Duration Scope	Thematic content	Methodical realisation	Necessary material
01	10/120	Welcome, introduction, brief introduction to the topic: <ul style="list-style-type: none"> ▪ Presentation of the workshop contents ▪ Reference to sensitive content 	<ul style="list-style-type: none"> ▪ Presentation ▪ Talk 	<ul style="list-style-type: none"> ▪ Laptop, projector and PowerPoint (during the entire workshop)
02	20/120	Paper clip story: Recognising perpetrator strategies and the consequences of interpersonal violence <ul style="list-style-type: none"> ▪ Reading out the interactive story ▪ Reflection and discussion of the feelings/thoughts that arise 	<ul style="list-style-type: none"> ▪ Reading story ▪ Discussion 	<ul style="list-style-type: none"> ▪ Additional "Paper clip" story material ▪ Paper clips ▪ Optional: flipchart for notes
03	10/120	Boundaries in sport: Presentation of children's rights and outlook on criminal law limits <ul style="list-style-type: none"> ▪ Presentation and relevance of children's rights in sport ▪ Video on criminal law boundaries (in German!) 	<ul style="list-style-type: none"> ▪ Talk ▪ Video 	<ul style="list-style-type: none"> ▪ Loudspeaker ▪ UBSKM video on legal boundaries ▪ If available: Code of conduct or code of honour of the sports club
04	15/120	Presentation on interpersonal violence in sport: Forms, frequency, consequences and risk factors <ul style="list-style-type: none"> ▪ Definitions, examples and contexts of interpersonal violence ▪ Characteristics (location, context, perpetrators and victims) ▪ Consequences for athletes 	<ul style="list-style-type: none"> ▪ Talk ▪ Interactive design possible 	

05	10/120	Options for action in the event of boundary violations <ul style="list-style-type: none"> Explanation of the term "bystander" Options for action for adults in sports clubs when boundaries are crossed 	<ul style="list-style-type: none"> Talk 	<ul style="list-style-type: none"> If available: Include the sports club's code of conduct or code of honour
06	45/120	Group exercise: Case studies on bystander behaviour <ul style="list-style-type: none"> Assessment of boundary violations Practising options for action (e.g. bystander behaviour) Discussion of the case studies 	<ul style="list-style-type: none"> Small group exercise Group discussion 	<ul style="list-style-type: none"> Optional: Moderation cards, flipchart or whiteboard for notes
07	10/120	Conclusion and farewell in plenary session <ul style="list-style-type: none"> Provide contact channels to the club's own contact person Formulation of personal take-home message Farewell with reference to further support services 	<ul style="list-style-type: none"> Talk Flash round 	<ul style="list-style-type: none"> Optional: Business card of the contact person Optional: Moderation cards, flipchart or whiteboard for take-home messages

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

Materials

- Optional: Name badges, pens

Slides 1-4	Slide notes and notes to participants
 <p>SC SAFE CLUBS</p> <p>Safe Space Sports club - raising awareness on the topic of child protection</p> <p>Workshop for coaches, parents, assistants, board members and other adult club members</p> <p>Deutsche Sporthochschule Köln German Sport University Cologne</p> <p>Klinik für Kinder- und Jugendpsychiatrie/Psychotherapie UNIVERSITÄTSKLINIKUM ULM</p>	<ul style="list-style-type: none"> Welcoming the participants Optional: Have name badges put up Describe the contents/objectives of the workshop <ul style="list-style-type: none"> Improve protection against interpersonal violence in sports clubs Gaining knowledge on the topic of interpersonal violence Establishing a culture of looking Getting to know how to deal with boundary violations Target group: All adults who have contact with children and/or young people in the sports club, e.g. coaches, parents, assistants, other people who are in gyms or changing rooms at the same time.

<div data-bbox="197 204 629 678"> </div> <div data-bbox="801 225 1008 280"> <p>SC SAFE CLUBS</p> </div> <div data-bbox="566 295 916 357"> <p>((Delete if unnecessary: Personal introduction))</p> </div> <div data-bbox="566 371 911 462"> <ul style="list-style-type: none"> ▪ Name ▪ Profession ▪ (insert further background info if desired...) ▪ If applicable: Contact possibility </div> <div data-bbox="972 643 985 657"> <p>2</p> </div>	<ul style="list-style-type: none"> ▪ Introduction of the speaker by name ▪ You can introduce yourself using the PowerPoint slide or leave it as an oral presentation (without a slide). ▪ Delete slide if unnecessary
<div data-bbox="197 735 232 804"> </div> <div data-bbox="235 754 479 788"> <p>Workshop programme</p> </div> <div data-bbox="235 841 445 868"> <p>Workshop content 120min</p> </div> <div data-bbox="235 882 665 1013"> <ul style="list-style-type: none"> § Interactive storytelling § Information on borders and children's rights § Forms and frequency of interpersonal violence in sport § Options for action for adults § Discussion of case studies in small groups § Outlook and conclusion </div> <div data-bbox="714 834 934 1054"> </div> <div data-bbox="232 1141 347 1171"> <p>SC SAFE CLUBS</p> </div> <div data-bbox="893 1147 907 1161"> <p>3</p> </div>	<ul style="list-style-type: none"> ▪ Describe the course of the workshop

Notes for workshop participants

Sensitive topic of violence:

- § Compliance with general rules of dialogue, e.g. respectful atmosphere, not sharing personal experiences of others
- § Participants may leave the room if necessary
- § Opportunity for discussion after the workshop

Offers of assistance:

- § If participants need support after the workshop, please get in touch with the presenter, the contact person at your organisation or a specialised counselling centre
- § Suitable counselling services:

SafeSport point of contact:

- § <https://www.ansprechstelle-safe-sport.de>

Nummer gegen Kummer:

- § <https://www.nummergegenkummer.de>

Help portal for sexual abuse:

- § <https://www.hilfe-portal-missbrauch.de/en/home>

Notes for participants

- The content of the workshop can be potentially stressful, as it deals with sensitive topics such as sexualised violence.
- This workshop is intended to provide a safe space: Other people's stories should be respected and not judged, and should not be publicised.
- Allow participants to leave the room or take a break.
- Please offer the opportunity for a discussion after the workshop.

Point out available offers of help

- If possible, also name a suitable local contact centre/contact person.
- Please customise the fields marked in yellow.


Transition


The workshop begins with a hands-on story about a (fictitious) case of sexualised violence in sport. The story is an emotional one for many: Therefore, make it possible for participants to leave the room (if necessary).

2. Paper clip story: Recognising perpetrator strategies and consequences of interpersonal violence (20 min)

Materials

- Paper clips
- Printed case history for you as a speaker (see additional material); "Lars" or "Lea and Lina" variant available
- Optional: flipchart for notes

Slides 5-6	Slide notes and notes to participants
	<p>Preparation</p> <ul style="list-style-type: none"> ▪ Before the story begins, each participant receives a paper clip. ▪ Ask the participants to hold the paper clip in their hand. <p>Content/task</p> <ul style="list-style-type: none"> ▪ A story is read aloud to introduce the topic. ▪ Explain that the paper clip plays an important role in the story and that they will use it to carry out small tasks: There will be instructions on what to do with the paper clip, ▪ followed by a joint dissolution. ▪ Optional: Tips for a relaxed sitting position. <p>Now read the story aloud.</p>

Slides 5-6	Slide notes and notes to participants
	<p>Reflection</p> <ul style="list-style-type: none"> At the end, the participants will realise that the paper clip cannot be completely bent back to its original state. Use this moment to address the parallels with the story. Invite participants to share their thoughts and feelings about the exercise and the story. Possible reflection questions: <ul style="list-style-type: none"> What does the clip look like now? What thoughts does the story trigger in you How is the situation resolved? <p>Optional</p> <p>To make the transition to the next section easier, you can initiate a short discussion here (with the people sitting next to you or with the whole group):</p> <ul style="list-style-type: none"> How can we contribute to a safe environment in the sports club? What are our responsibilities with regard to protection from violence? <p>As a result, you could add the following or use it as a transition:</p> <ul style="list-style-type: none"> Every adult in a sports club has the task of ensuring the protection and well-being of children and young people in the club in particular. In order to better understand what this actually means, children's rights can be used as a framework.

Background information

- **Aim of the "paper clip story" exercise:** Participants should develop an awareness of the psychological effects of experiencing violence and the importance of prevention.
- You will find **two versions** of the story in the supplementary material: "Lars" and "Lea and Lina". Choose the story that suits your context better.
- **Procedure:** During the story, prompts are read out to the participants to bend the paper clip. For each prompt, give participants a few minutes to bend the paper clip. The last prompt involves bending the paper clip back to its original shape. The paper clip here is intended to represent the development of the protagonists in the story, as the experience of violence is "cleared up" at the end and even helped.
- **Transferring:** Explain that although the situation is "resolved", the psychological scars remain - much like the paper clip that cannot be returned to its original shape. This symbolises the fact that the psychological consequences of experiencing violence remain even after coming to terms with them.

Important final thought: The interactive story makes it clear that the perpetrators' strategies are diverse and not easy to see through from the outside. Those affected do not dare to talk about the incidents due to feelings of shame and guilt or because they are afraid of the consequences. The bent paper clip illustrates the irreversible consequences of being a victim of violence: Some paper clips are still functional, others have broken apart and actually need to be "repaired". Applied to those affected, this means that some cope to some extent with the consequences of their experiences of violence, while others suffer long-term effects. Emphasise that prevention and protection of young athletes from such experiences is of paramount importance to prevent such long-term consequences from occurring in the first place.


Transition

Adults in a sports club - i.e. coaches, parents, board members, etc. - have the task of ensuring the protection and well-being of children and young people in the club in particular. In order to better understand what this actually means, children's rights can be used as a framework (to be presented)

3. Boundaries in sport: Presentation of children's rights and outlook on criminal law limits (10 min)

Materials

- Loudspeaker
- UBSKM video on legal boundaries (embedded or separate download)
- If available: Code of conduct or code of honour of the sports club

Slides 7-11	Slide notes and notes to participants
	<ul style="list-style-type: none"> ▪ Sports clubs are a special environment for the prevention of sexualised violence: <ul style="list-style-type: none"> ○ Lots of work with children and young people ○ Physicality, e.g. assistance, one-on-ones, changing room situations ○ Trust between coaches and athletes ▪ The close relationship in sport in particular can easily be exploited if there are no clear rules and boundaries ▪ Problem: Where exactly are the boundaries and at what point is the child's welfare compromised? ▪ The United Nations' children's rights are used as a framework, as they answer the question of how children can develop positively and with dignity. ▪ Criminal law limits cannot serve as the sole framework for prevention and are therefore only briefly presented.

Children's rights of the UN



... are the rights of **all** children and young people **worldwide**
... they are based on **four basic principles**:

- \$ **Equality and equal rights**
- \$ **their welfare, protection and care**
- \$ **maximum promotion of personal development**
- \$ **Respect for their opinion and respect for their wishes** in matters that affect them

Children's rights make children strong!
...that's why we deal with it in sport.

The question of what children and young people need in order to develop positively and with dignity was posed by the United Nations Organisation in 1989, from which it developed the UN Convention on the Rights of the Child (CRC) (in 54 articles). The Convention on the Rights of the Child has been in force in Germany since 1992.

Extra rights for children and young people? Why is that?

- Because children and young people have special needs in terms of their support, protection, co-determination and development.

Children's rights (from 0 to 18 years) are based on four **basic principles**:

- Equality and equal rights for all children and young people worldwide
- the welfare of children and young people; protection and care
- the best possible promotion of the personal development of every child and young person
- Respect for the opinions of children and young people and consideration of their wishes in all matters that affect them.

The children's rights approach also sees those responsible as having a duty:

- Family, society and politics bear responsibility for the realisation of children's rights
- Adults (also in sport) are committed to ensuring that children and young people know their rights and that no injustice is done to them.

Children's rights in sport

Equality

Safety and non-violence

Having a voice

Education

Health

Play and leisure

(Sportjugend Hessen & MAKISTA)

The association "Makista - Bildung für Kinderrechte und Demokratie e.V." created this child-friendly summary of the UN Convention on the Rights of the Child (based on materials from the State Sports Association of Hesse).

Equality:

- Children have the same rights in sport and must not be disadvantaged.
- They have the right to choose whether they want to take part in competitions and should have the same opportunities to do so.
- Origin, parental home, skin colour, political/religious views must be secondary when participating in sports. The programme is designed accordingly.

Safety / non-violence:

- Children must be protected from harm and danger, from abuse and violence, so that no boundary violations, no sexual abuse and no sexualised violence are possible.
- Sports clubs, sports associations and sports groups should be able to recognise and address problems.

Participation:


- Children should have the opportunity to have a say in training sessions. For example, they should be able to take part in planning meetings and implement their own ideas in sports activities with their assistants, trainers and coaches.

Education:

- Sport is a "place of learning" for children. Here they can experience self-competence and acquire a wide range of (motor) skills.
- At the same time, they should be given the opportunity to experience differences in sport, training and social interaction with others.

Health:

- Children have the right to train in a safe environment, without undue (performance) pressure.
- Children's health is our top priority! Healthy, natural development must not

	<p>be compromised in favour of short-term success in sport.</p> <ul style="list-style-type: none"> Young (competitive) athletes have the right to sufficient recovery periods. This is also taken into account when scouting and promoting talent. <p>Play and leisure:</p> <ul style="list-style-type: none"> Organised sport is committed to (re)attracting children and young people to sport and exercise.
<p>Children's rights and legal boundaries</p> <p>Coaches, assistants and board members in sport</p> <ul style="list-style-type: none"> § Assume Responsibility § Protect, promote, and involve youth <p>In general:</p> <ul style="list-style-type: none"> § When caring for children and young people, we are committed to the best interests of the child § Certificate of good conduct: People with a criminal record are excluded from working with children and young people <p>In the sports club, the first indications of boundary violations should be responded to to ensure a safe and supportive environment for children and young people.</p> <p>Criminal law limits concern serious forms of violence.</p> <p>SC SAFE CLUBS</p> <p>10</p> 	<p>The Federal Child Protection Act strengthens the preventive protection of children and requires intervention in the event of violations of child protection:</p> <ul style="list-style-type: none"> Coaches, trainers and board members are usually not experts in intervening in cases of child endangerment. However, volunteers have a direct and often close relationship with children and young people as persons of trust: It is essential that they stand up for the protection of young adolescents. The Child Protection Act stipulates that sports clubs can view a certificate of good conduct when working with children and young people, so that protection against offenders with a criminal record is possible <ul style="list-style-type: none"> Criminal law limits mostly concern serious forms of violence: These offences have the most serious impact on the lives of those affected. However, the child's welfare is also impaired if criminal law boundaries have not been exceeded, and this is precisely where prevention work must begin. There must therefore be clarity about desirable and undesirable behaviour in the club. <p>Optional</p> <p>You can add the club's code of honour or rules of conduct at this point or insert them into the presentation.</p>

<p>Slide 10:</p> <p>Video of the Independent Commissioner for Child Sexual Abuse on criminal law limits.</p>	<ul style="list-style-type: none">▪ The following video makes it clear which criminal law limits apply to sexualised violence in Germany.▪ Either play the video embedded in the PowerPoint presentation or save the video outside the presentation and play it with your local video programme.▪ If available, it is recommended to include a video about legal regulations of your country pertaining to violence and abuse
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Transition







Many people are not aware of their responsibility and are unable to act appropriately when they hear about boundary violations or incidents. The next part of the presentation is about getting to know the facts about interpersonal violence in sport. With a good knowledge base, the organisation and its members gain clarity about what interpersonal violence is and how it can be prevented.

4. Presentation on interpersonal violence in sport: Forms, frequency, consequences and risk factors (15 min)

Materials

- PowerPoint slides 11-20

Slides 12-21	Slide notes and notes to participants
 <p>Interpersonal violence in sport</p> <ul style="list-style-type: none"> Definitions Frequency Consequences <p>12</p>	<p>Media reports have made the topic of sexualised and interpersonal violence more prominent in recent years:</p> <ul style="list-style-type: none"> Many male and female athletes have spoken out against abuse: Sometimes within their training group, sometimes within their sport or the club in general. Many sports clubs and associations are unsettled by this. By imparting knowledge on the topic of interpersonal violence, ambiguities and grey areas can be better addressed.

<div data-bbox="197 316 535 379">  Interpersonal violence in sport </div> <div data-bbox="586 316 647 379">  </div> <p>Interpersonal violence is the intentional use of violence or force against other persons by individuals or a small group of persons.</p> <p>Forms:</p> <ul style="list-style-type: none"> ▪ Psychological violence ▪ Neglect ▪ Physical violence ▪ Sexualised violence (with and without physical contact) <p>Any form of violence violates children's and human rights and is harmful for those affected.</p> <div data-bbox="235 691 333 716">  SAFE CLUBS </div> <div data-bbox="736 667 893 705"> <small>(Ohlert et al., 2020; Rulofs et al., 2016; World Health Organisation, 2002)</small> <small>13</small> </div>	<ul style="list-style-type: none"> ▪ Interpersonal violence is any form of violence that takes place between two or more people. ▪ Interpersonal 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>Background information</p> <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 ▪ Violence occurs not only between adults, but also between children and young people.
<div data-bbox="197 874 535 938">  Interpersonal violence in sport </div> <div data-bbox="586 874 647 938">  </div> <p>Psychological violence</p> <ul style="list-style-type: none"> § Statements, actions and attitudes that offend, belittle, overburden a fellow human being and convey the feeling of worthlessness § Actions without physical contact that mental health and/or mental/social development harm § For example: Shouting, threats, extreme criticism, ignoring, etc. <p>Neglect</p> <ul style="list-style-type: none"> § Repeated or persistent failure to act in a caring manner by responsible persons that would be necessary to safeguard the emotional and physical needs of the child or adolescent § For example: Inadequate care, lack of safety standards, inadequate medical care <div data-bbox="235 1249 333 1275">  SAFE CLUBS </div> <div data-bbox="736 1225 893 1264"> <small>(Ohlert et al., 2020; Rulofs et al., 2016; World Health Organisation, 2002)</small> <small>14</small> </div>	<p>You can add your own examples at this point, e.g. making them relevant to the specific sport of the club.</p> <p>An interactive approach is also possible - for example, you can start by asking the participants for their own definition and examples.</p>

Interpersonal violence in sport



Physical violence

- § Individual or repeated actions that constitute **actual or potential physical harm** to those affected
- § In a sports context, e.g. pushing, kicking, throwing objects, clutching
- § In some cases this also includes **forced training** in case of complete exhaustion or injury

Sexualised violence

- § Sexualised violence includes all **sexualised acts** which are **imposed or forced upon a person**
- § Act of aggression and an **abuse of power** does not serve the sexual gratification of the perpetrator
- § For example, in sport: Inappropriate looks, comments or touching, up to and including serious sexualised violence
- § **Sexualised acts against children are always to be classified as sexualised violence!**

You can add your own examples at this point, e.g. making them relevant to the specific sport of the club.

Optional

If there is time, give participants the opportunity to give their own examples or ask questions at this point.

Frequency of interpersonal violence



"Safe in sport" study (2022) in sports clubs

70% of respondents have experienced interpersonal violence **within** within sport

Frequency of the individual forms of violence in sport



Neglect = 15%

Sexualised violence with physical contact = 19%

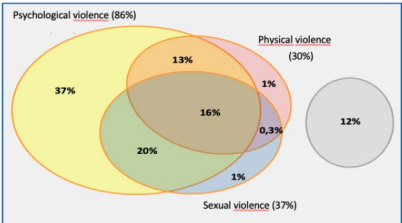
Sexualised violence without physical contact = 26%

Physical violence = 37%

Psychological violence = 63%

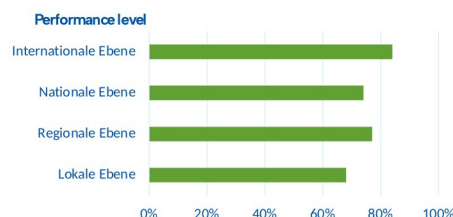
Background information on the study

- Survey with 4,367 participants on experiences of interpersonal violence in club sport; current and former sports club members
- A majority (70%) of respondents stated that they had experienced interpersonal violence within sport. This means: At least one form of violence or boundary violation was reported.
- As a rule, those affected experience violence not just once, but usually repeatedly.
- For comparison: 70% of respondents have experienced interpersonal violence in an **area of life other** than club sport

	<ul style="list-style-type: none"> ▪ Often overlapping experience of violence: Those who experience violence in sport usually also experience it outside of sport ▪ Therefore: Sport is not a place where children and young people are very well protected from violence - but they are no more "unsafe" there than in other places. <p>With more attention and prevention, sports clubs could become places where children and young people are in very good and safe hands.</p>
<p>► Overlaps in interpersonal violence</p> <p>Overlapping experiences of violence</p> <p>§ Violence rarely occurs alone, but several forms of violence are often experienced</p>  <p>Psychological violence (86%)</p> <p>Physical violence (30%)</p> <p>Sexual violence (37%)</p> <p>37%</p> <p>13%</p> <p>1%</p> <p>16%</p> <p>20%</p> <p>0,3%</p> <p>1%</p> <p>12%</p> <p>SAFE CLUBS</p> <p>(Ohlert et al., 2020)</p> <p>17</p>	<ul style="list-style-type: none"> ▪ A 2016 study on competitive sport (Safe Sport Study) analysed whether and how often the various forms of violence overlap. ▪ It can be stated that several forms of violence are usually experienced. ▪ Psychological violence sometimes occurs alone, but usually with other forms of violence ▪ Physical and sexualised violence almost never occurs alone, but is usually accompanied by psychological violence <p>Reflection</p> <p>What can be deduced from this for the prevention of violence?</p> <p><i>Possible answers:</i></p> <ul style="list-style-type: none"> ▪ Sexualised or physical violence cannot be considered in isolation when it comes to prevention, as it does not occur in a vacuum. ▪ A better starting point for sports clubs is to begin with psychological violence (which occurs very frequently) and to be vigilant. Only then can more serious incidents be better avoided.

Violence in competitive and recreational sport

§ Few differences between recreational and competitive sport:



Contrary to what many reports suggest, interpersonal violence is not a problem that only occurs in competitive sport.

Even at the recreational sport level, such as the local level, a large proportion of respondents (68%) experience interpersonal violence:

- In particular, participation in competitions (even at a low level) appears to be a risk factor for interpersonal violence
- Experiences of violence increase somewhat further as the level rises.

Background information

This data comes from the Safe in Sport study (survey of club athletes).

Place, context and perpetrators

Place and context

- § Experiences of violence are very often **sports clubs** made
- § Before, during or after the **regular training**
- § They usually take place within the **sports facility** (e.g. gymnasium)
- § Other rooms include changing rooms, showers and treatment rooms

Perpetrators

- § Perpetrators are most often **team colleagues** or **(co-)coaches**
- § Individual or group offences possible
- § Gender of the perpetrators: There are **both male and female perpetrators**; physical and sexualised violence by male perpetrators more frequent

Location & Context:

- Boundary violations can be visible in daily training (e.g. psychological violence as a training method) and often begin gradually
- Serious, longer-lasting incidents also frequently occur in other areas, such as changing rooms, car trips, etc.

Perpetrators:

- It is both about violence that comes from coaches or assistants as well as violence that athletes inflict on each other (bullying).
- Reduce prejudices about perpetrators: There are female and male perpetrators, even in cases of sexualised violence - but there are differences in prevalence.

Background information

This data comes from the Safe in Sport survey (club athletes) and CASES (Europe-wide study on violence in sport).

Characteristics of the persons affected in sport

Age:

- Assaults **begin** mostly in childhood or adolescence
- Continuation **into adulthood**

Gender:

- Men (64%) **similarly affected** as women (77%)
- The difference lies in the form of violence: Women experience sexualised violence and neglect much more frequently than men in sport

Sexual orientation:

- Particularly **vulnerable groups of people** in sport are people who are **not heterosexual** (82%)

Disability:

- People **with disabilities** suffer violence **more often** than people without disabilities

Sport type:

- Interpersonal violence occurs in **all sports** to a comparable extent



(Rulofs, Gerlach, et al., 2022)

There is no specific type of affected person.
However, the current data points to some particular risk factors.

Background information

The data comes from the Safe in Sport survey (club athletes)

Consequences of interpersonal violence

Effects of interpersonal violence on behaviour in sport:

- Less** fun and motivation
- Disregard of** rules, "cheating"
- Quitting sport

Consequences for mental health:

- Poorer** well-being and **lower quality of life**
- Lower self-confidence**
- Favours the **development of psychological problems** (e.g. anxiety or eating disorders, depression, addiction)

Physical effects:

- Declining performance**
- Development or aggravation of **injuries**



(Tuakli-Wosornu et al., 2024)

- Emphasise that even "minor" boundary violations can have negative consequences.
- Persistent interpersonal violence usually increases the stress levels of those affected.

At this point you can provide an opportunity for reflection if there is still some time.


Transition

The next section deals with what the participants can do if they encounter interpersonal violence in sport or if they suspect it. Participants should be able to recognise interpersonal violence and at the same time be able to react appropriately so that a culture of looking **and** acting is created.

5. Options for action in the event of boundary violations (10 min)

Materials

- If available: Include the sports club's code of conduct or code of honour

Slides 22-25	Slide notes and notes to participants
 <p>Options for action in the event of boundary violations</p> <p>Taking action as an adult when you observe boundary violations</p> <p>SC SAFE CLUBS</p> <p>22</p>	<ul style="list-style-type: none"> ▪ Participants now know what interpersonal violence in sport is and that there are different types of it ▪ It is important to react and take action if an abusive situation or boundary violation is noticed. ▪ Especially when children or young people are involved and you as an adult have become aware of it. ▪ The following section outlines possible courses of action in the event of suspected boundary violations.

Helpers and bystanders

Bystander:

- § An **uninvolved third person** who has **observed** an assaultive situation or has **knowledge** of it
- § 95% of respondents to a study in competitive sport stated that they had **observed** or **noticed** a situation of interpersonal violence and were therefore **bystanders**

But:

- § **Bystanders rarely become active:**
- § Only very few people (1-3%) state that violence was **ended** by the intervention of a **third person**
- § Contact persons from clubs are **rarely involved** (in 8-16% of cases)
- § **Friends, parents or partners** are most **most frequently** informed about incidents (between 11%-37%)



(Rulofs, Ohlert, et al., 2022;
Rulofs, Gerlach et al., 2022)

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Definition of Bystander:

- Someone who has observed a situation/assault, e.g. because they happened to be present
- A child has reported a situation/assault

Study from junior competitive sport:

- Almost all of the study participants had already observed an assaultive situation or a boundary violation. So all these people were bystanders/observers
- However, bystanders rarely help those affected: Around 1-3% of the experiences of violence (depending on the form of violence) were ended by an uninvolved person or the victims were supported by an uninvolved person.
- There is therefore great potential for improvement here to the benefit of those affected.

Safe in sport study (club athletes)

- Those affected often turn to friends, parents or their partner
- These people would therefore be in a position to help or support those affected. This happens in 11-37% of cases (depending on the form of violence).
- Those affected are least likely to turn to others in cases of sexualised violence involving physical contact.
- Contact persons are rarely contacted directly by victims (8-16% depending on the form of violence of the cases).

Reflection

- Why are contact persons historically so rarely involved?
- Why are those affected most likely to turn to friends/partners?

Reacting correctly as a bystander

	Proactive Independent of incidents	Reactive In response to an incident
Positive	<ul style="list-style-type: none"> § Further education and training § Be a good role model § Consideration of children's rights in sport, e.g. allowing young athletes to have a say 	<ul style="list-style-type: none"> § Intervene to put an end to the incident § Stand by the person affected § Inform parents § Involve a contact person
Negative	<ul style="list-style-type: none"> § Trivialisation of violence § Promotion of (gender) discrimination § Disregard for the opinions and rights of the athletes 	<ul style="list-style-type: none"> § Instigating or condoning the behaviour § Taking part yourself § Not giving any credence § Playing down what happened

Presentation of the different ways in which bystanders react in sport:

- Differentiation between positive (top line) and negative (bottom line)
- As well as between proactive (not in connection with an event) and reactive (in the context of an event).

Optional

Possibility to let the participants give examples themselves.

Positive bystander behaviour

During or after the situation

Addressing the person affected

- § Ask about the observed event
- § Offer support

Involve contact persons

- § Contact person of the club, association
- § Other staff of the organisation (e.g. board, coach)
- § Specialist counselling centres



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



It is not always easy to be attentive and react in a borderline situation, i.e. to be a "positive bystander". But there are some specific things you can do as a bystander to help:

- If something has happened, you can always turn to contact persons at the club, association or specialised counselling centres and ask them for an assessment
- You can approach the person concerned about the incident at a suitable time, e.g. by saying that you observed the incident and would like to offer help. This could be offering to talk to someone, accompanying them on their way home or passing on information to a contact person.

In some cases, a boundary violation takes place right in front of you. You can also react in these cases, as long as you do not put yourself in danger:

- You can stand by the person concerned and not leave them alone at that moment
- Once the incident is over, you can help those affected again.
- In some cases, you can creatively provide a distraction by drawing attention to yourself:

	<ul style="list-style-type: none"> ○ E.g. you ask the person concerned about a completely different topic (e.g. when the competition starts) ○ You deliberately drop something, e.g. a water bottle ▪ Bystanders should avoid direct confrontation with offenders (unless this is unavoidable) ▪ It is important to support those affected and to involve specialised and responsible persons ▪ As a bystander, you do not have to clear up the incident yourself: The contact persons are trained to make an initial assessment of the situation and are familiar with the next steps; for example, they know in which situations it is necessary to involve other agencies. <p>If there is an acute danger to life or limb, the police should be informed.</p> <p><i>Optional</i></p> <p>You can insert information on rules of conduct or your club's code of honour here.</p>
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6. Group exercise: Case studies on bystander behaviour (45 min)

Materials

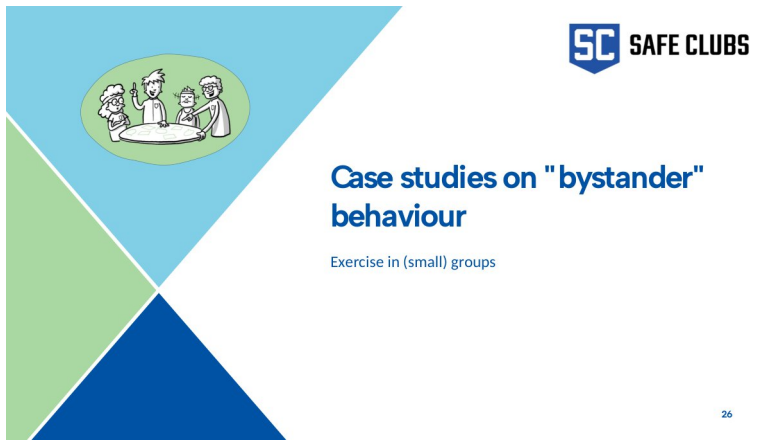
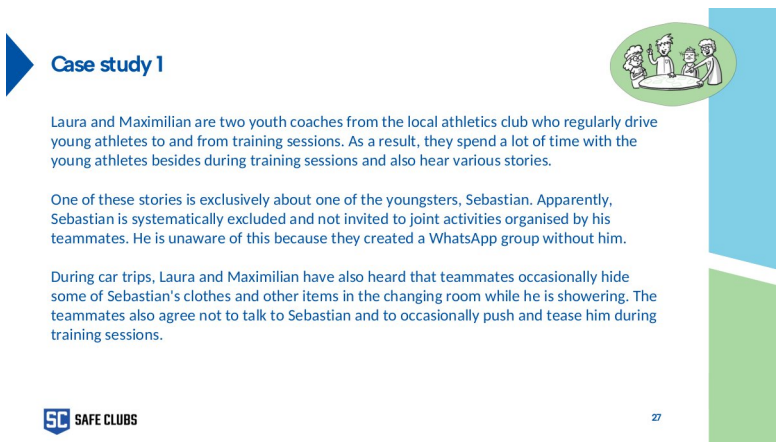
- Optional: Moderation cards, flipchart or whiteboard

Content/task

- The case studies can be adapted to the respective environment if required.
- Of the three case studies, at least the first two should be completed in small groups.
- In case study 3, it could be that time is running out. In this case the discuss the 3rd example and the resolution head-on: This shows that in serious cases, immediate action must be taken by calling in experts. In serious cases, other specialised agencies or the police may also be called in immediately.

Background information

Bystanders are not responsible for *investigating* incidents: This requires the involvement of specialised contact persons who can assess the situation and recommend further measures or procedures.

<p>Slides 26 - 32</p>	<p>Slide notes and notes to participants</p>
 <p>Case studies on "bystander" behaviour</p> <p>Exercise in (small) groups</p> <p>26</p>	<ul style="list-style-type: none"> ▪ The group can now try out the positive bystander behaviour using a few case studies <p>Task</p> <ul style="list-style-type: none"> ▪ Exercise in (small) groups, split up as required; 3-6 people per group have proved successful. ▪ Discuss scenarios in groups: Discussion and assessment of the initial situation ▪ Consider the exact steps of how you would react as a bystander in this situation ▪ Incorporate previously learnt material and discuss the procedure critically ▪ Agree on a procedure in groups and write it down ▪ Subsequent presentation of the reaction per scenario
 <p>Case study 1</p> <p>Laura and Maximilian are two youth coaches from the local athletics club who regularly drive young athletes to and from training sessions. As a result, they spend a lot of time with the young athletes besides during training sessions and also hear various stories.</p> <p>One of these stories is exclusively about one of the youngsters, Sebastian. Apparently, Sebastian is systematically excluded and not invited to joint activities organised by his teammates. He is unaware of this because they created a WhatsApp group without him.</p> <p>During car trips, Laura and Maximilian have also heard that teammates occasionally hide some of Sebastian's clothes and other items in the changing room while he is showering. The teammates also agree not to talk to Sebastian and to occasionally push and tease him during training sessions.</p> <p>SC SAFE CLUBS</p> <p>27</p>	<p>Read the case study aloud. You can then move on to group work.</p> <ul style="list-style-type: none"> ▪ Possible work assignments: ▪ What is your assessment of the situation described? ▪ How would you proceed? ▪ What options would you have to offer the person concerned help? <p>Reflection</p> <ul style="list-style-type: none"> ▪ What do you think about this situation? ▪ What would happen if you as a coach did nothing in this situation? ▪ What impact could this situation have on the athletes and/or team if you did nothing? ▪ What would be reasons to (not) intervene as a coach? ▪ What would you do as a coach in this situation?

Resolution of case study 1



These are repeated and serious incidents (bullying) perpetrated against an individual in the sports group

- § The club's contact person should be consulted for advice
- § The athlete concerned, Sebastian, can be contacted:
 - § How is he doing?
 - § What does he need or want?
 - § How can he be helped?
- § In the second step, the bullying by the sports group should be addressed:
 - § Name the misbehaviour
 - § Announce consequences clearly
 - § Ask for reasons for the behaviour
 - § Involve the group in how the situation can improve

At this point, record the suggestions and objections from the small groups, e.g. on moderation cards.

Case study 2



Lisa is a 14-year-old volleyball player. She injured her back just before an important match.

As the coach of the younger volleyball players, you overhear a conversation between player Lisa and her coach Anna. Anna asks Lisa to continue training despite the injury and to play this weekend. Coach Anna tells Lisa that the team has no chance of winning without her. The game is decisive for promotion to a higher league. She persuades Lisa to play along, despite the pain and against the doctor's advice that she should rest.

See case study 1

Resolution of case study 2



In this situation, you should react immediately, as this is a clear violation of boundaries.

Possibilities:

- § Talk to coach Anna directly: Players may not participate in games against medical advice
- § If direct communication is not possible: Involve the club's contact person
- § Address player Lisa:
 - Address the content of the overheard conversation and ask them about their well-being
 - Confirm that their coach is not allowed to use them with the injury
 - You could also advise her to get in touch with her parents or the contact person if this happens again
- § Involve parents: Ensure that they are informed about the situation and know the organisation's position (no sport against medical advice)

See case study 1

Case study 3



After the training session of a mixed training group (football, age approx. 12 years), you observe the two players Tom and Achim walking towards the girls' changing room and shower.

The next day, one of the girls comes to you and says that Tom and Achim secretly took photos of the girls in the shower. The girls have heard that the pictures have been sent around and have already ended up in the boys' WhatsApp group. The girls are frightened and fear that the pictures will continue to do the rounds.

See case study 1

Resolution of case study 3



This is a serious incident that requires immediate action.

- § Inform the contact person immediately, who will consult other specialist counselling centres if necessary
- § A discussion with the parents, the persons concerned and the two boys led by the contact person is necessary
- § Further steps will be taken by those responsible at the club and must be communicated with those affected and the parents

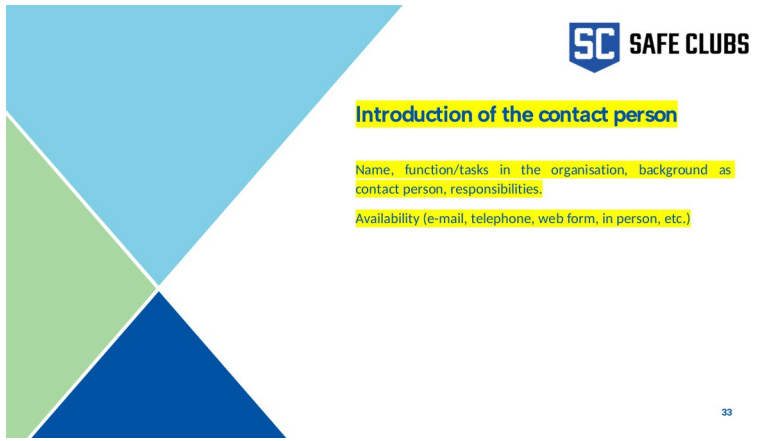
See case study 1, and:

- This shows that immediate action must be taken by calling in experts in serious cases.
- In serious cases, other specialised agencies or the police may also be called in immediately.

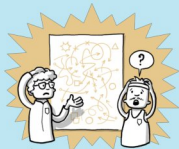
7. Conclusion and farewell in plenary session (10 min)

Materials

- Optional: Moderation cards, flipchart or whiteboard

Slides 33-36	Slide notes and notes to participants
 <p>SC SAFE CLUBS</p> <p>Introduction of the contact person</p> <p>Name, function/tasks in the organisation, background as contact person, responsibilities;</p> <p>Availability (e-mail, telephone, web form, in person, etc.)</p> <p>33</p>	<ul style="list-style-type: none"> ▪ Please complete this form in consultation with the club or contact person. ▪ The contact person may introduce themselves personally ▪ Further information on protection processes in the organisation can also be presented here (safeguarding concepts, prevention measures, etc.).

<div data-bbox="757 233 947 285" data-label="Page-Header"> <p>SC SAFE CLUBS</p> </div> <div data-bbox="512 368 806 406" data-label="Section-Header"> <h3>Take-Home Message</h3> </div> <div data-bbox="562 434 750 582" data-label="Image"> </div> <div data-bbox="907 619 927 632" data-label="Text"> <p>34</p> </div>	<p>Joint reflection on the workshop based on questions in a flashlight round, e.g.:</p> <ul style="list-style-type: none"> What are you taking away from the workshop? What was new? What will you change in the future? <p>The following points can be added, for example, if required:</p> <ul style="list-style-type: none"> Interpersonal violence is quite common, and the forms overlap The focus on children's rights is helpful in clearly defining boundaries in sport Every form of violence is potentially harmful to those affected If you have a suspicion, you should take action, e.g. by asking the contact person at the club for advice.
<div data-bbox="235 742 470 772" data-label="Section-Header"> <h3>Mögliche Hilfsangebote</h3> </div> <div data-bbox="235 799 642 1056" data-label="List-Group"> <ol style="list-style-type: none"> 1. Ansprechpersonen im Verein 2. Lokale Ansprechstellen/Kooperationspartner nennen 3. Anlaufstellen des Verbands/Landessportbunds o.Ä. nennen 4. Ansprechstelle SafeSport: https://www.ansprechstelle-safe-sport.de Tel.: 0800 11 222 00 5. Nummer gegen Kummer: https://www.nummergegenkummer.de Tel.: 116 111 6. Hilfe-Portal sexueller Missbrauch: https://www.hilfe-portal-missbrauch.de/ Tel.: 0800225530 </div> <div data-bbox="698 842 851 997" data-label="Image"> </div> <div data-bbox="232 1098 336 1128" data-label="Page-Footer"> <p>SC SAFE CLUBS</p> </div> <div data-bbox="649 1121 896 1136" data-label="Page-Footer"> <p>© T. Greither, H. Schmitz, M. Sulprizio, M. Albrogen & J. Ohlert, 2024</p> </div> <div data-bbox="840 1106 857 1118" data-label="Text"> <p>35</p> </div>	<p>Finally, the participants should have the opportunity to find out about further offers of help.</p> <p>Please adapt this slide to the respective sports club and region.</p> <p>Please note that the contact points and their availability may change in the meantime, so please check the links and telephone numbers provided.</p>

<div data-bbox="206 220 275 236"><small>SC SAFE CLUBS</small></div> <div data-bbox="250 268 526 408"><p>THANK YOU VERY MUCH FOR YOUR ATTENTION!</p></div> <div data-bbox="297 438 483 627"></div>	<div data-bbox="698 240 875 389"></div> <div data-bbox="629 442 922 568"><p>ARE THERE ANY QUESTIONS?</p></div>	<p>Give the participants another opportunity to ask questions.</p> <p>You can then end the workshop by thanking everyone for their participation and saying goodbye.</p> <p>Please stay in the room for a while after the workshop so that participants have the opportunity to ask individual questions</p>
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Sources and further information are listed on slides 37 onwards.

8. Imprint

Publishers

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Psychological Institute
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psychosomatik-und-psychotherapie.html](https://www.uniklinik-ulm.de/kinder-und-jugendpsychiatrie-psychosomatik-und-psychotherapie.html)

Available from

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<https://safe-clubs.de>

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Image credit Marcel Jansen, Instagram: @mrcl_cartoons

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