

# Did I change my game?

Reflection on the organisation of my training climate

2<sup>nd</sup> workshop concept for coaches



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



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

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## Preparations for the workshop

Target group	<ul style="list-style-type: none"> <li>Participation in the first part of the workshop ("Gamechanger") is a <b>prerequisite for this reflection workshop</b></li> <li>Date approx. 3 months after the previous workshop</li> <li>Group size depending on room capacity up to approx. 25 people</li> <li>Age: at least 16 years</li> </ul>
Duration	In-person workshop, 90 minutes
Objectives	<ol style="list-style-type: none"> <li>1. Reflection on the implementation of an empowering training climate</li> <li>2. Benefits of the empowering training climate in practice</li> <li>3. Anchoring a culture of prevention in the sports club by utilising the empowering training climate</li> </ol>
Preparation	<ul style="list-style-type: none"> <li>Personal preparation with workshop content and materials</li> <li>Adaptation of the PowerPoint slides to the sports club/sport</li> <li>Clarification of the spatial conditions when making an appointment</li> <li>Organisation of the required materials (see list below)</li> <li>Download PowerPoint and videos to local storage</li> </ul>
Room preparation	<ul style="list-style-type: none"> <li>Use of a suitable sports club venue, such as a sports club gymnasium or seminar room</li> <li>Sensitive topics are addressed, so a minimum of privacy and a quiet working atmosphere are required</li> <li>Prepare the room in good time for your workshop (at least 15 minutes): <ul style="list-style-type: none"> <li>○ Set up a laptop, projector and screen</li> <li>○ Set up flipchart</li> <li>○ Prepare name badges if necessary</li> <li>○ Prepare materials</li> <li>○ Test the sound and image of the projector/laptop</li> </ul> </li> </ul>
Materials	<p>Please check before the workshop that all materials are available in sufficient quantities:</p> <ul style="list-style-type: none"> <li>Laptop with accessories: <ul style="list-style-type: none"> <li>○ (Charging) cable</li> </ul> </li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>○ Adapter</li><li>▪ Projector (+ screen)</li><li>▪ PowerPoint presentation</li><li>▪ Moderation cards, whiteboard or flipchart and pens</li><li>▪ Prepared handouts on the empowerment areas (see additional material)</li><li>▪ Tesa/adhesive tape</li><li>▪ Notepaper and pens for group work</li><li>▪ Optional: Name badges</li></ul> |
|--|---|

## Workshop timetable

Timing *	Thematic content
10 min (10 min)	<b>1. Welcome, introduction, brief introduction to the topic</b>
15 min (25 min)	<b>2. Review of past workshops</b>
30 min (55 min)	<b>3. Exchange of experiences and reflection on the practical phase: Implementation of the empowerment climate</b>
20 min (75 min)	<b>4. Anchoring the prevention culture &amp; of the empowerment climate in the club/training group</b>
15 min (90 min)	<b>5. Conclusion and farewell in plenary session</b>

\*Time in brackets is the total duration of the workshop

## Detailed timetable of the workshop (90 min)

"Did I change my game? Reflection on the organisation of my training climate"

Element	Timing Scope	Thematic content	Methodical realisation	Necessary material
01	10/90	<b>Welcome, introduction, brief introduction to the topic</b> <ul style="list-style-type: none"> <li>Aim of the workshop: Reflection and anchoring of the empowerment climate</li> <li>Reference to sensitive content and respectful cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Talk</li> </ul>	<ul style="list-style-type: none"> <li>During the entire workshop: Laptop and projector</li> <li>Optional: Name badges</li> </ul>
02	15/90	<b>Review of past workshops</b> <ul style="list-style-type: none"> <li>"Safe Space": Children's rights, interpersonal violence, bystander behaviour, case studies</li> <li>"Gamechanger": Empowerment climate &amp; advantages, empowerment areas</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Supported by slides if required</li> </ul>	<ul style="list-style-type: none"> <li>Moderation cards, whiteboard or flipchart and pens</li> </ul>
03	30/90	<b>Exchange of experiences and reflection on the practical phase: Implementation of the empowerment climate</b> <ul style="list-style-type: none"> <li>Exchange on how the coaches have implemented the empowerment areas</li> <li>Summarising key findings</li> </ul>	<ul style="list-style-type: none"> <li>Small group work</li> <li>Securing results in the whole group</li> </ul>	<ul style="list-style-type: none"> <li>Empowerment areas hand out</li> <li>Notepaper and pens</li> <li>Moderation cards, whiteboard or flipchart and pens</li> </ul>
04	20/90	<b>Anchoring the prevention culture &amp; of the empowerment climate in the club/training group</b> <ul style="list-style-type: none"> <li>Collecting ideas</li> <li>Formulating action goals and solution approaches</li> </ul>	<ul style="list-style-type: none"> <li>Small group work</li> <li>Securing results in the whole group</li> </ul>	<ul style="list-style-type: none"> <li>Moderation cards, whiteboard or flipchart and pens</li> <li>Notepaper and pens</li> </ul>
05	15/90	<b>Conclusion and farewell in plenary session</b> <ul style="list-style-type: none"> <li>Formulation of take-home messages</li> <li>Training and support programmes</li> </ul>	<ul style="list-style-type: none"> <li>Individual work or discussion</li> </ul>	


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




### Preparation

- Preparing the room
- Testing the technology (projector, laptop, sound)

### Materials

- Laptop and projector (during the entire workshop)
- Optional: Moderation cards, whiteboard or flipchart and pens
- Optional: Name badges

Slides 1-4	Slide notes and suggestions
 <p>Did I change my game?</p> <p>Reflection on the organisation of my training climate</p> <p>2nd workshop for coaches</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"> <li>▪ Welcoming the participants</li> <li>▪ Describe the contents/objectives of the workshop <ul style="list-style-type: none"> <li>○ Reflection on the implementation of an empowering training climate</li> <li>○ Benefits of the empowering training climate in practice</li> <li>○ Anchoring a culture of prevention in the sports club by utilising the empowering training climate</li> </ul> </li> <li>▪ Optional: Have name badges put up</li> <li>▪ Optional: Ask for expectations of the workshop, e.g. with the help of moderation cards</li> </ul>

<div data-bbox="855 213 1075 276">  <b>SAFE CLUBS</b> </div> <div data-bbox="600 290 949 357"> <p><b>((Delete if necessary: Personal introduction))</b></p> </div> <div data-bbox="600 373 972 470"> <ul style="list-style-type: none"> <li>§ Name</li> <li>§ Profession</li> <li>§ (insert further background info if desired...)</li> <li>§ If applicable: Contact possibility</li> </ul> </div> <div data-bbox="1037 667 1052 683">2</div>	<p><b>Introduction of the speaker by name</b></p> <ul style="list-style-type: none"> <li>▪ You can introduce yourself using the PowerPoint slide or leave it for an oral presentation (without slide notes)</li> <li>▪ Delete slide if necessary</li> </ul>
<div data-bbox="194 743 501 818">  <b>Workshop programme</b> </div> <div data-bbox="241 834 383 861"> <p><b>Duration 90 min</b></p> </div> <div data-bbox="241 880 875 975"> <ul style="list-style-type: none"> <li>§ Review of past workshops</li> <li>§ Exchange of experience on the implementation of the empowerment climate</li> <li>§ Anchoring "empowerment" and child protection in the club</li> <li>§ Final round</li> </ul> </div> <div data-bbox="237 1182 358 1217">  <b>SAFE CLUBS</b> </div> <div data-bbox="956 1189 972 1204">3</div>	<p><b>Describe the course of the workshop</b></p>



### Notes for workshop participants

#### Sensitive topic of violence:

- § Compliance with general rules of dialogue, e.g. respectful atmosphere, respecting the 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 contact point: <https://www.ansprechstelle-safe-sport.de>
  - Nummer gegen Kummer: <https://www.nummergegenkummer.de>
  - Help portal for sexual abuse: <https://www.hilfe-portal-missbrauch.de/>

### 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

## 2. Review of past workshops (15 min)

### Materials

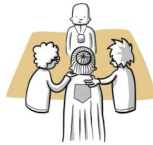
- Moderation cards, whiteboard or flipchart and pens

Slides 5-11	Slide notes and suggestions
	<ul style="list-style-type: none"> <li>▪ Start with a thematic, interactive review of the past two workshops. In terms of teaching methodology, you are free to choose which organisational form/method you would like to use.</li> <li>▪ One simple option is to brainstorm with the entire group.</li> <li>▪ Depending on the group, more or less support is required for the review (give some pointers if necessary)</li> <li>▪ During the review, the following topics should be briefly recalled:</li> <li>▪ “Safe Space” workshop:             <ul style="list-style-type: none"> <li>○ Children's rights</li> <li>○ Key figures, definitions, effects of interpersonal violence</li> <li>○ Bystander behaviour</li> <li>○ Case studies</li> </ul> </li> <li>▪ “Gamechanger” workshop:             <ul style="list-style-type: none"> <li>○ Importance of the empowering training climate</li> <li>○ Advantages and benefits</li> <li>○ Implementation based on the six areas of empowerment</li> </ul> </li> </ul> <p><b>Optional</b></p> <p>A PowerPoint slide has been put together for each of the points mentioned, which can be used to supplement the participants' dialogue if required</p>

## Children's rights and legal boundaries

Coaches, assistants and board members in sport

- § Assume **Responsibility**
- § **Protect, promote and participate**



In general:

- § 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

In the sports club, the first **the first indications of boundary violations** should be responded to in order to ensure a **safe and supportive environment** for children and young people.

**Criminal law limits** concern serious forms of violence.

- Use this slide to supplement the review of past workshops if necessary.
- Detailed information on the content can be found in the workshop concept "Safe Space Sports Club".

### Optional:

- You can add the club's code of honour or rules of conduct at this point or insert them into the presentation.

## Definitions and indicators of interpersonal violence



### Forms & Frequency:

- § Psychological violence - 63% of athletes affected
- § Physical violence - 37%
- § Sexualised violence without physical contact: 26%
- § Sexualised violence with physical contact: 19%
- § Neglect - 15%

### Special features:

- § There are **few differences** between recreational and competitive sport
- § **Perpetrators are...** peers, coaches, and both men and women
- § **Assaults usually begin** mostly in childhood and/or adolescence and affect both sexes

### Consequences for those affected:

- § Sports-related: Less enjoyment of sport, quitting
- § Negative effects on child development and mental health
- § Physical effects: Declining performance, injuries

- For this and the following slides:
- Use this slide to supplement the review of past workshops if necessary.
- Detailed information on the content can be found in the workshop concept "Safe Space Sports Club".

## Reacting correctly as a bystander



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

## Empowering Coaching Climate



- For this and the following slides:
- Use this slide to supplement the review of past workshops if necessary.
- Detailed information on the content can be found in the "Gamechanger" workshop concept.

### Empowering climate

- § Take care of all athletes equally, let everyone make a contribution
- § Involving athletes in decisions
- § Performance comparison with your own previous performance
- § Honour improvement, mistakes are part of learning
- § What counts is effort and willpower, not objective performance
- § Communication with athletes at eye level
- § Promoting mutual cooperation

Leads to

### Consequences

- § Stronger motivation and greater effort
- § Fun, satisfaction and positive emotions
- § Perceived (subjective) competence
- § Useful strategies for dealing with stress
- § Positive relationships, fairness and less aggression among athletes
- § Better performance in competition (subjective and first indications of objective performance)

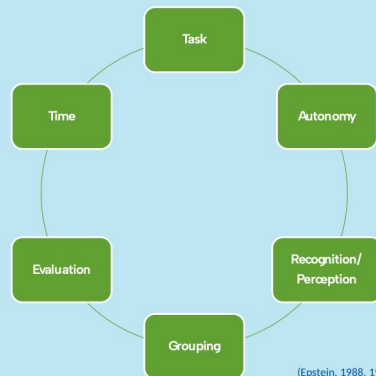
(Appleton & Duda, 2016)

## Empowerment areas

Steps to the introduction of the empowering climate:

- § Promotion of **intrinsic motivation** and therefore performance
- § **Confidence in action** for coaches
- § Offers at the same time **protection from violence** and **false suspicions**

(Ohlert et al., 2022;  
Greither & Ohlert, 2023)




(Epstein, 1988, 1989)

### 3. Exchange of experiences and reflection on the practical phase: Implementation of the empowerment climate (30 min)

#### Materials

- Empowerment areas hand out
- Notepaper and pens
- Moderation cards, whiteboard or flipchart and pens

Slides 12-15	Slide notes and suggestions
	<ul style="list-style-type: none"> <li>▪ In the weeks &amp; months since the last workshop, the coaches have had the opportunity to consider the empowerment areas in the training and thus pay more attention to an empowering climate</li> <li>▪ Divide into small groups, 3-5 coaches per group</li> <li>▪ The participants should share with each other the extent to which they have implemented the empowerment areas</li> </ul> <p><b>Optional</b></p> <p>You can adapt the exercise to the group and use a different form of group work, e.g. work with the whole group, in pairs, mixed form</p>

### Questions for group work 1

**Discuss** for each empowerment area:

- § What were my goals as a coach after the first workshop?
- § Which areas was I able to implement well? Why?
- § Which areas were difficult to implement? Why?

Please use concrete examples from the training and write down your thoughts on each question and empowerment area



- The participants should discuss each of the empowerment areas in small groups with regard to the previous practical phase.
- The handouts for the empowerment areas can be used again for this purpose.
- The above guiding questions can remain displayed to support the discussion/reflection during the group work.
- Select some suitable questions; alternative suggestions:
  - How well did the training sessions go overall?
  - How did the sports group react to certain changes?
  - How did I feel about the change in the training climate? (Own perception, emotions, difficulties)
  - Were there situations where the climate was disempowering? Why?
- You can also label moderation cards with the six areas of empowerment and hang them up (for visualisation).

### Presentation of results Group work 1


- § Were the goals set in the first workshop achieved?
- § Which areas were easy to implement?
- § Which areas were difficult to implement?
- § Self-perception as a coach:
  - What has changed in your approach to training organisation?
  - What thoughts/emotions came up?
- § In which situations was the climate rather disempowering & why?

+ **general conclusion** of each small group on the practical phase

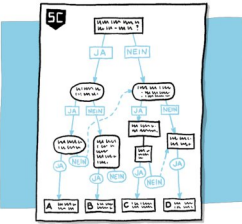


### Optional

- To support the presentation of results, you can show the coaches this assignment towards the end of the group discussion. Remove some of the points if necessary.
- This makes it easier for participants to summarise key findings.
- Alternatively, you can also use the previous slide (questions for the group work) or the following slide (summary of the group work) for the presentation of the results and let the coaches formulate them more freely.



### Conclusion on the practical phase



15

- At this point, the results are presented and secured.
- Note down key aspects on flipchart/whiteboard/moderation cards.
- At this point, summarise once again the insights gained by the participants.


## 4. Integrating the prevention culture & of the empowerment climate in the club/training group (20 min)

### Materials

- Moderation cards, whiteboard or flipchart and pens
- Notepaper and pens

Slides 16-18	Slide notes and suggestions
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<div data-bbox="197 304 667 823">  </div> <div data-bbox="860 325 1079 389"> <p><b>SC SAFE CLUBS</b></p> </div> <div data-bbox="604 414 824 458"> <h2>Verankerung</h2> </div> <div data-bbox="604 488 992 515"> <p>Wie können Trainer*innen die Themen...</p> </div> <div data-bbox="604 542 963 601"> <p>§ Prävention interpersonaler Gewalt § Empowerment-Klima</p> </div> <div data-bbox="604 627 1023 681"> <p>...in ihrem Training und im Verein dauerhaft verankern?</p> </div> <div data-bbox="1037 782 1059 798"> <p>16</p> </div>	<p>The final task is for the coaches to work out how what they have learnt can be implemented permanently in the club.</p> <p>Introduce the task with selected questions:</p> <ul style="list-style-type: none"> <li>▪ The participants should work out how the topics of empowerment climate, prevention of interpersonal violence and child protection can be maintained and further developed in the long term</li> <li>▪ Work out which measures could be implemented by the coaches themselves</li> <li>▪ Work out how the club could provide support</li> <li>▪ Work out what is still missing (knowledge, methods, personnel deployment) and develop suitable solutions</li> <li>▪ Emphasise that coaches can take personal responsibility for the training climate</li> <li>▪ At the end, new goals should be formulated that can be realised within a foreseeable period of time (e.g. within 6 months, but this can be freely chosen)</li> </ul> <p>The work assignments and key questions are formulated on the following slides.</p>
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## Integration –Group work 2

- § Which **goals** do we set ourselves regarding...
- Preventing interpersonal violence?
  - Implementing the empowerment climate in the training?
- § Which **obstacles** might there be on the way to these goals?
- § What **responsibility** do we bear for these issues?
- § Who can **support us**?
- § **By when** can these goals be achieved?



The second group exercise is about concrete action planning:

- Small groups of 3-5 people.
- The participants should use the questions to formulate a number of goals and action plans that will help to establish a sustainable climate of empowerment and the prevention of interpersonal violence in the club.

### Optional

You can also choose a different organisational form for the 2nd group work, e.g. working with the whole group or in teams of two.

### Examples to explain the task:


- **Goals:**
  - Prevention of interpersonal violence, e.g. regularly addressing it in meetings, developing rules of behaviour for interaction in the sports group
  - Implementation of the empowerment climate, e.g. better inclusion of athletes in training and competition planning
- What obstacles could there be on the way to achieving these goals?
  - Lack of support from the athletes' parents
  - Lack of knowledge in relation to prevention measures
- How do I deal with these obstacles?
  - Informational material to convince parents
  - Support from sports organisations (e.g. state sports association (LSB) or professional association)
- Who can support me?
  - Contact persons from clubs or associations
  - Coaches/colleagues from the club
- How soon can I achieve these goals?
  - Rules of conduct for coaches are developed within 4 weeks and then discussed with athletes

<div data-bbox="280 255 492 391"></div> <div data-bbox="862 207 1086 271"><b>SC</b> SAFE CLUBS</div> <div data-bbox="604 295 1041 343"><h2>Integrating empowerment</h2></div> <div data-bbox="571 406 896 438"><p>Summary of the group work</p></div> <div data-bbox="571 454 817 598"><ul style="list-style-type: none"><li>§ Goals</li><li>§ Obstacles</li><li>§ Need for support</li><li>§ Timescale</li></ul></div> <div data-bbox="1030 662 1064 686"><p>18</p></div>	<ul style="list-style-type: none"><li>▪ At the end of the group work, the small groups should present their results</li><li>▪ Then summarise the key findings/goals, e.g. on a flipchart or cards</li><li>▪ The aim is a lively exchange of ideas and realistic implementation options</li><li>▪ If there is enough time, allow the participants to agree concrete plans and objectives among themselves</li><li>▪ Support the participants in consolidating these ideas; e.g. one of the participants could formulate an e-mail/electronic note or a reminder where these ideas/goals are shared again with everyone.</li></ul>
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## 5. Conclusion and farewell in plenary (10 min)

### Materials

- Prepared flipcharts/moderation cards

Slides 19-22	Slide notes and suggestions
	<ul style="list-style-type: none"> <li>▪ Recap today's workshop and the reflection tasks with the participants.</li> <li>▪ Participants can then formulate an individual take-home message based on the findings of today's reflection.</li> <li>▪ Depending on the group dynamics, you can decide whether the individual Take Home messages should be shared with the group or not.</li> </ul>

### Further training opportunities for coaches:

- § Further training courses organised by the German state sports associations or professional associations
- § E-learning platform on protection concepts: <https://engagement-schutzkonzepte.elearning-kinderschutz.de/>
- § Training videos of the Deutschen Sportjugend: <https://safesport.dosb.de/schulungsvideos>
- § English-speaking: "Safeguarding Course" of the IOC <https://olympics.com/athlete365/courses/safeguarding/>
- § In-house training courses by external speakers, e.g. sports psychologists

Please adjust the training opportunities regularly and check that the links are up to date.

### Possible offers of help

1. Contact persons in the organisation
2. Name local contact points/cooperation partners
3. Name contact points of the association/state sports association or similar
4. SafeSport point of contact:  
§ <https://www.ansprechstelle-safe-sport.de>  
§ Phone: +49 (0)800 11 222 00
5. Nummer gegen Kummer:  
§ <https://www.nummergegenkummer.de>  
§ Phone: 116 111
6. Help portal for sexual abuse:  
§ <https://www.hilfe-portal-missbrauch.de/en/home>  
§ Phone: +49 (0)800225530



Finally, the participants should have the opportunity to find out about further offers of help.

Please adapt this slide to the respective sports club and region.

Please note that the contact points and their availability may change in the meantime, so please check the links and telephone numbers provided.

<p><small>SC SAFE CLUBS</small></p> <p>THANK YOU VERY MUCH FOR YOUR ATTENTION!</p> 	 <p>ARE THERE ANY QUESTIONS?</p>	<ul style="list-style-type: none"><li>■ Give the participants another opportunity to ask questions.</li><li>■ You can then end the workshop by thanking everyone for their participation and saying goodbye.</li><li>■ Please stay in the room for a while after the workshop so that participants have the opportunity to ask individual questions</li></ul>
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From slide 23 onwards you will find references and the imprint.

## Imprint

### Editors

German Sport University Cologne  
Psychological Institute  
Dept. of Health & Social Psychology  
Am Sportpark Müngersdorf 6  
50933 Cologne  
[www.dshs-koeln.de/psychologisches-institut/](http://www.dshs-koeln.de/psychologisches-institut/)

University Hospital Ulm  
Clinic for Child and Adolescent Psychiatry, Psychosomatics and  
Psychotherapy  
Working group on violence, developmental psychopathology and  
forensics  
Steinhövelstrasse 5  
89075 Ulm  
<https://www.uniklinik-ulm.de/kinder-und-jugendpsychiatrie-psychoomatik-und-psychotherapie.html>

### Available via

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

Composite line: Dr Jeannine Ohlert (German Sport University Cologne)

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

Network 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>

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**Picture credits** Marcel Jansen, Instagram: @mrcl\_cartoons

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

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