



**European Crime Prevention Award**  
**and**  
**EUCPN Best Practice Conference 2011**  
**Project Entry Form**

The theme for this year's European Crime Prevention Award and EUCPN's Best Practice Conference is: *"Sport, science and art in the prevention of crime among children and youth"*.

Because of the theme of the competition and general subject of the trio, projects should be linked with:

- activities of allowing young people avoiding the risks of crime or move away of it
- creating the system which allows juvenile to the creative development and which is choice to the juvenile delinquency
- education and related fields (i.e. sport, art, science) used in the crime prevention system

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules can be found at [www.eucpn.org](http://www.eucpn.org)

Deadline for entries is **October 15<sup>th</sup>, 2011**.

Send your entry or entries to: [eucpn@mswia.gov.pl](mailto:eucpn@mswia.gov.pl).

If you have any questions, please contact [eucpn@mswia.gov.pl](mailto:eucpn@mswia.gov.pl).



## ECPA/BPC 2011

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

This is Germany's ECPA entry.

2. What is the title of the project?

fairplayer.manual/ fairplayer.sport –  
Science-based promotion of social and moral skills and  
prevention of bullying and violence in schools and sports clubs



3. Please give a short general description of the project.

The programs fairplayer.manual/ fairplayer.sport aim at promoting social and moral skills to prevent bullying and violence among children and adolescents. Bullying means the use of aggression against weaker individuals to gain status or power. Bullying is a group process not only including direct offenders (bullies) and their victims but also assistants (e.g. holding the victim) and reinforcers (e.g. cheering the bullies), as well as defenders of the victims. Bullying is highly prevalent in everyday life of many adolescents and related to far-reaching negative outcomes such as lower academic performance and emotional, psychological, and physical health problems.

At the moment there are two well-proven training concepts available: (1) fairplayer.manual and (2) fairplayer.sport. Within the main conceptual frame of "fairplayer", these project parts address different environments of adolescents (school, leisure time, sports clubs) and provide them with training methods which are based on theoretical evidence, are scientifically evaluated and are suitable for everyday use. Both program components include a tested and evaluated implementation approach.

(1) The program part **fairplayer.manual** includes different offers, one being the prevention program which, up to now, has been carried out by specially trained staff (fairplayer.teamer) in school classes. The other being advanced training elements and workshops for teachers, which can be offered in individual training blocks (see below). In line with a multiplier approach this train the trainer concept is being implemented in different regions. The main target group of fairplayer.manual are adolescents aged 11 to 15 years (as direct recipients of the violence prevention training) as well as their teachers.

(2) Similar to the project part fairplayer.manual, fairplayer.sport includes the implementation of a structured prevention training program in soccer clubs and the option to train the trainer and other counsellors/supervisors in multi-day workshops. Topics of these workshops are inter alia the respective program elements and general possibilities of violence prevention in soccer. fairplayer.sport training promotes social and moral skills for adolescents in a playful and movement-oriented way, based on theories derived from developmental psychology and sports science. It is easy to integrate into the regular training of youth teams.



The development of the program is based on scientific evidence (prevention theory) and its efficacy has been tested in various controlled studies. The program has been evaluated at Freie Universität Berlin. Seeking constantly standardized feedback from adolescents and pedagogues (teachers, sport trainers), the program has been continuously refined since 2004. During this process, we paid close attention to guarantee a practical integration of the program into the adolescent's everyday life.

#### **4. Please describe the objective(s) of the project.**

The prevention program fairplayer.manual/fairplayer.sport pursues the following goals:

- *Knowledge*: Raising awareness of antisocial behavior/bullying and providing knowledge about pro-social and "fair" behavior;
- *Attitudes*: Promoting the sense for personal responsibility, to sharpen the sense for violent situations/bullying and to bolster the readiness to act in a smart, adequate and responsible way in such situations;
- *Peers/ school class/ team*: Fostering of positive peer relations, cooperation and class or team climate;
- *Skills/ competencies (students/ class/ team)*: Promoting empathy, anticipation, social-emotional competencies and positive behavior, acquiring strategies to deal with negative emotions, improving self perception and self assessment;
- *Behavior*: Supporting the acquisition of adequate action strategies as well as fostering prosocial and fair behavior; preventing violent behavior;
- All in all, reducing or preventing aggressive and violent behavior and preventing bullying and victimization.

To achieve these objectives the following methods are applied:

- Raising awareness and attitude change (e.g. discussion groups, information, feedback, role plays);
- Information brokerage and education;
- Cognitive-behavioral methods (model learning, behavioral exercises, implementation of behavioral rules/class wide rules, social reinforcement, feedback);
- Methods to modify social-cognitive information processing/ development of social skills and competencies: differentiated perception, structured role play, behavioral lessons (e.g. helping behavior);
- Moral dilemma method (structured discussion of a morally ambivalent situation);
- Methods to modify group dynamics: participant role plays (e.g. structured role plays, preparation and enactment of a theatre play, behavioral exercises in groups, cooperative games).

#### **5. How was the project implemented?**

The project part **fairplayer.manual** is addressing adolescents aged 11 to 15 years as direct recipients of the violence prevention measure as well as their teachers. It is conducted in schools (usually 7<sup>th</sup>-9<sup>th</sup> grade) and includes teacher training (workshops) on fairplayer.manual and bullying. It provides as well the implementation of the prevention program fairplayer.manual in 15-17 double lessons in schools (approximately 4 months). The



program includes an organisation diagnosis through ex ante interviews and feedback sessions with all participants (i.e. students, teachers, head of school, parents). During implementation, we offer group supervision meetings (teacher) and parent talks as well as accompanying parent's evenings before and after program implementation. We also offer information sheets for parents on topics such as bullying.

The project part **fairplayer.sport** is addressing girls and boys aged 11 to 14 years and their trainers, who are practising recreational exercise and team sports. Being a universal prevention program, fairplayer.sport pursues an universal approach. The regular team coaches are informed about the programs' topics in preliminary sessions and are involved during the whole course of the program's implementation. Our trained fairplayer.sport.teamers implement the concrete measures (movement-oriented exercises and games), which introduce adolescents to situations that demand fair and non-discriminatory behaviour. Their experiences will be reflected and discussed afterwards and may result in developing behavioural alternatives and changes. After the introduction phase the adolescents will go through six steps which are organized hierarchically (topics are positive self-concept, emotion regulation, perspective taking, empathy, cooperation/trust as well as morality/fairplay). The techniques used combine established methods of violence prevention (see above) with common practices from sports science. The implementation of the whole program -which consists of about 11 sessions- takes approximately 3 to 4 months. The fairplayer.sport training elements are usually realized during regular training sessions once a week but they can also be used as additional training units. Each unit lasts 50-60 minutes. An extension of the standardized program procedure and a continuation of program topics with repeated execution of single program elements are recommended.

So far, fairplayer has been implemented at several schools in the Berlin and the Bremen area. fairplayer.sport has been implemented in various soccer clubs in Berlin. In order to implement fairplayer.manual/ fairplayer.sport nationwide in Germany, a train-the-trainer approach is currently developed within the scope of a Corporate Social Responsibility Approach (CSR) to create a multiplier effect in reaching schools and sports clubs. In cooperation with regional policy-makers (e.g. youth associations, local education authorities) in different federal states implementation structures are being built. Representatives from different organisations (school social workers, teachers, youth leaders, trainers etc.) are being trained in program topics and thus will be able to implement fairplayer.manual/ fairplayer.sport in their institutions. Well-proven and target-group-specific workshops are offered. To enhance sustainability after implementing the core program, consecutive programs are recommended. In school context for example we already established an cooperation with the "Klassenrat" of the Deutsches Forum für Demokratiepädagogik (DeGeDe)<sup>1</sup>.

#### **6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?**

*Cooperation partners and/or financial sponsors:*

- Deutsche Bahn AG
- Deutschen Forum für Kriminalprävention (DFK)
- Jacobs Foundation, Switzerland
- Unfallkasse Freie Hansestadt Bremen

*Networking and implementation partners:*

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<sup>1</sup> "Class council" of the German Society for Democratic Education (translated by the authors)



- fairplayer e.V.
- Mobbingberatung Berlin-Brandenburg
- Polizei Bremen
- Landessportbund Berlin
- Berliner Fußballverband
- Hertha BSC Berlin
- SV Werder Bremen
- Prof. Gudrun Doll-Tepper (FU Berlin, Deutscher Olympischer Sportbund)
- Prof. Dr. Oliver Höhner (Eberhard Karls Universität Tübingen)
- Participating schools and clubs in Berlin, Brandenburg, Bremen, Niedersachsen
- Deutsches Forum für Demokratiepädagogik (DeGeDe)
- strategies against violence (stravio) UG
- Planned: Technisches Hilfswerk (THW)

**7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?**

The evaluation of **fairplayer.manual** has been conducted in the context of different longitudinal studies (pre-post-follow-up) based on controlled waiting-control-group designs in Bremen and in Berlin since 2004 (Bull, Schultze, & Scheithauer, 2009; Scheithauer, Hess, Schultze-Krumbholz, & Bull (accepted); Scheithauer & Bull, 2008). This means that we compared an intervention group with a group who didn't perform the intervention (control group) on different relevant measures like perspective taking, aggression, etc. to see if the training had any effects. Due to ethical standards the control group performed the training after the comparison/evaluation studies were finished. The evaluation was realized by staff from the unit of "Developmental Science & Applied Developmental Psychology" at the Freie Universität Berlin. In the developmental stage a pilot study was conducted to test feasibility and effectiveness of the program. The program evaluation during the main studies was divided into the testing stage, which included well directed testing of feasibility and effectiveness in everyday conditions and the routine stage. This evaluation targeted the implementation and application of the program and comparative evaluations. The sample of the first partial evaluation in Berlin was taken from seven parallel classes in 8th grade from a comprehensive school in Berlin and four classes of 11th to 12th grade of a pre-vocational school, as well as a class from vocational school in 12th grade. The 75 students (41 girls, 34 boys) from the comprehensive school had an age range from 13 to 15 years ( $\bar{X}$  = 14 years). The 38 participating students (37 boys, 1 girl) from the pre- and vocational schools aged from 16 to 21 years ( $\bar{X}$  = 18 years). For the second partial evaluation data from 119 students (14-16 years [ $\bar{X}$  = 15.16], male  $\approx$  49%) attending comprehensive schools in Berlin (9th grade) was collected. Evaluation data in the intervention group was collected preliminary to the training (pre), shortly after the training (post), and again 12 months after the training (follow-up) to investigate the stability of positive program effects. At the same time, we collected data in the non-intervention control groups. .

**fairplayer.sport** has been evaluated applying a controlled waiting-control-group design by staff from the unit "Developmental Science & Applied Developmental Psychology" at Freie Universität Berlin as well. 13 teams from 13 youth clubs in Berlin participated in the evaluation. Six of these teams (63 adolescents) were included in the intervention group and seven in the waiting control group (82 adolescents). The adolescent's age ranged from 9 to 14



years at the first measurement. Data were collected in a pre-, post- and follow-up design in both groups with time intervals of approximately 3 months. The evaluation is based on a multi-perspective (meaning that we used students, coaches and independent observers as informants) and multi-method (meaning that we used different methods like standardized questionnaires, observations etc.) approach. Standardized questionnaires were distributed to adolescents and trainers to collect data on self-assessment and peer-assessment of adolescents and coaches. Structural criteria of the clubs (size, orientation to competition, social milieu) were also assessed. Additionally observations of aggressive and prosocial behaviour and standardized tests on laboratory conditions measuring decision making were conducted with selected groups. For quality assurance and in context of the program's ongoing evaluation, regular trainer supervisions were held concomitantly to the program. Furthermore, implementation quality of the program was controlled with standardized feedback questionnaires.

#### **8. What were the results? How far were the objectives of the project achieved?**

##### ***fairplayer.manual:***

In the first evaluation study conducted in Berlin a significant decrease in the number of self-rated victims was observed after finishing the program. We also found a decrease in self-rated bullies at post-test which however was not statistically significant. Concerning self ratings of prosociality, analyses revealed that after the training students from all participating school classes had higher scores on a measure of prosociality than before the training. In addition, teachers reported increasing prosocial behavior among their students, a decrease of aggressive behavior, and they described their students as "more reflective" concerning topics like violence or civil courage after the intervention. Results of process evaluation suggest that heterogeneous findings (for example concerning legitimization of violence) may result from the implementation process itself, as the low intervention effects emerged in those classes in which program parts were not implemented to their full extent (= low treatment integrity).

Results of the second evaluation in Berlin show that the number of bullies and victims decreased or remained constant within the intervention groups. It increased in the control groups over time. Similarly, intensity of bullying (=number of bullying incidents) decreased in the intervention groups over time, but increased in the control group. This result underpins the constant decrease of relational aggression (behavior like gossiping which damages interpersonal relations) we found in the intervention groups. Results further reveal that due to the implementation of fairplayer.manual, bullies who had a popular status at pre-test lost their positive social status at post-test. In control groups the number of popular bullies remained stable from pre- to post-test. Associated with changes in social status of bullies we found a demonstrable increase of class cohesion, perspective taking and empathy in intervention groups in comparison to control groups. For additional subgroup analyses we selected a group of adolescents who were rated as pro-bully according to their roles in bullying situations at pre-test. A pro-bully status means that these adolescents can be described as direct offenders, as assistants or as reinforcers in bullying episodes. In the intervention group these adolescents showed a stronger decrease of relational aggression rated by peers and teachers compared to the control group. In addition, the adolescents preliminary rated as pro-bully in the intervention group showed a decreasing involvement in bullying situations as bully, assistant or reinforcer.





***fairplayer.sport:***

According to results from the first controlled evaluation study, the program seems to be effective concerning cooperation, anger control and the attitude towards the impact of winning and losing. Taking into account low sample sizes and looking at effect sizes we also find trends in the desirable direction concerning social behavior and the individual orientation towards competition. Regarding empathy and perspective taking no effects of the program could be established based on overall group comparisons.

In order to gain deeper insight into the effectiveness of the program we divided the whole sample at pre-test into two subgroups based on various behavioral parameters. Since fairplayer.sport is a group-centered and no individual prevention program we used group and not individual means to build the two subgroups. The group we labeled the problematic group can be described as showing lower levels of prosocial and positive behavior, more negative behavior, a higher rate of conduct problems and a higher rate of relational aggression than the comparison group with a positive initial behavioral level. We found almost no significant training effects on the group with the negative initial behavioral level. The intervention group with a positive behavioral base level however showed improvements on several self-rated scales compared to the control group. Adolescents who participate in the program showed higher levels of cooperation, lower competitive orientation, more prosocial behavior, stronger anger control, a lower level of relational aggression, and less negative behavior than their counterparts from the control group. However similar to the global analyses we could not identify training effects concerning perspective taking and empathy in the group with the positive initial behavioral level.

Regarding implementation quality, analyses of fairplayer.sport.teamer interviews revealed that the program is well suited for implementation in everyday training sessions of young soccer teams. Most of the participants understood the intention of the program exercises. However, problems emerged regarding the standardized execution of the program. We faced high fluctuation rates within teams, the weather conditions often caused delays in the course of the program (due to cancellations of whole training sessions) and last but not least the structural heterogeneity of the involved sports clubs (competitive orientation, level of qualification among trainers and so on) made it difficult to guarantee a standardized execution of the program.

The objectives related to the concept were achieved in the following domains:

1. Effectiveness of both parts of the program has been demonstrated for numerous variables and certain subgroups;
2. Process evaluations have shown that levels of practicability and acceptance of the program parts are very high; for example due to incorporation of youth culture aspects (e.g. "fairplayer.messengers"; popular representatives from music, sports, and lifestyle); the level of implementation quality (treatment fidelity/integrity) has been taken into account.
3. Targeted screening of practicability and effectiveness under everyday conditions in combination with constant improvement and modification of fairplayer.manual/ fairplayer.sport guarantee successful quality management.
4. Application of the program elements and control of implementation quality facilitates development of differential program offerings (depending on specific problem constellation and local situation). A high implementation quality is guaranteed by educating fairplayer.teamers and multipliers. Finally, we have developed measures for quality assurance.



5. Concerning fairplayer.sport, we successfully conducted workshops for sports coaches and other people in authority from team sports clubs. We provided information about the topic of violence in team sports and practical advice concerning the application of fairplayer.sport.

**9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.**

**Selected publications:**

Scheithauer, H., Hess, M., Schultze-Krumbholz, A., & Bull, H.D. (accepted, 2012). School-based prevention of bullying and relational aggression in adolescence – The fairplayer.manual. *New Directions for Youth Development (in press)*.

Scheithauer, H., Hess, M., Haag, N. & Pawlizki, C. (2010). Ausbildung zur sozialen Kompetenz: Konzeption und Evaluation des Programms fairplayer.sport. In O. Höner, R. Schreiner & F. Schultz (Hrsg.), *Aus- und Fortbildungskonzepte im Fußball – Beiträge und Analysen zum Fußballsport XVII. Tagungsband in der dvs-Schriftenreihe, Band 206* (S. 54-68). Hamburg: Czwalina.

Scheithauer, H., Hess, M. & Pawlizki, C. (2010). fairplayer.sport – ein bewegungsorientiertes Programm zur Förderung sozialer, emotionaler und moralischer Kompetenzen Latzko, B. & Malti, T. (Hrsg.), *Moralentwicklung und -erziehung in Kindheit und Adoleszenz* (S. 221-240). Göttingen: Hogrefe.

Scheithauer, H. & Bull, H.D. (2010). Das fairplayer.manual zur unterrichtsbegleitenden Förderung sozialer Kompetenzen und Prävention von Bullying im Jugendalter: Ergebnisse der Pilotevaluation. *Praxis der Kinderpsychologie und -psychiatrie, 59*, 266-281.

Bull, H., Schultze, M. & Scheithauer, H. (2009). School-based prevention of bullying and relational aggression: The fairplayer.manual. *European Journal of Developmental Science, 3*, 312-317.

Scheithauer, H. & Bull, H.D. (2007). Unterrichtsbegleitende Förderung sozialer Kompetenzen und Prävention von Bullying im Jugendalter – das fairplayer.manual. *Gruppenpsychotherapie und Gruppendynamik, 43*, 277 – 293.

**Selected Presentations:**

Hess, M. & Scheithauer, H. (2011). *fairplayer.sport – Förderung sozio-emotionaler Kompetenzen Jugendlicher im Kontext Mannschaftssport*. Vortrag im Rahmen der 20. Tagung der Fachgruppe Entwicklungspsychologie der Deutschen Gesellschaft für Psychologie (DGPs) am 12.09.2011 in Erfurt.

Hess, M., Haag, N., Pawlizki, C. & Scheithauer, H. (2010). *fairplayer.sport - Evaluation of a sports-based preventive intervention program for adolescents*. Vortrag im Rahmen des 12. Biennial Meeting der European Association for Research on Adolescence (EARA) am 14.05.2010 in Vilnius, Litauen.

Hess, M. (2010). *fairplayer.sport – Soziale Kompetenz spielerisch fördern*. Projektsport im Rahmen des 15. Deutschen Präventionstages, 11.05.2010.





Scheithauer, H. (2009). *Ausbildung zur sozialen Kompetenz: Konzeption und Evaluation des Programms „fairplayer.sport“*. Vortrag auf der Jahrestagung der dvs-Kommission Fußball, zum Thema „Aus- und Fortbildungskonzepte im Fußball“, 19.-21. November 2009 in Ruit bei Stuttgart.

Hess, M., Pawlitzki, C., & Scheithauer, H. (2008). *Sports-based prevention of violence/bullying and promotion of social and moral skills in adolescents: "fairplayer.sport"*. Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.

Scheithauer, H., Ittel, A., Bull, H., & Hess, M. (2008). *Promotion of sociomoral competencies and prevention of bullying in adolescents' school classes: the fairplayer.manual*. Presentation in Symposium "Moral Emotions and Positive Youth Development", Co-Conveners T. Malti & T. Krettenauer, at the 20th meeting of the International Society for the Study of Behavioural Development (ISSBD) in Wuerzburg, Germany

Hess, M., Pawlizki, C. & Scheithauer, H. (2007). *fairplayer.sport - bewegungsorientierte Förderung sozial-emotionaler Kompetenzen und moralischer Sensibilität bei Jugendlichen im Sportverein*. Redebeitrag auf dem 13. Europäischen Fairplay Kongress, 17.- 19.08.2007 in Frankfurt am Main.

Scheithauer, H., Bull, H., Rusch, S. & Braun, D. (2005). *fairplayer: Wirksamkeit schulbegleitender Materialien zur Prävention von Bullying und zur Förderung sozialer sowie moralischer Kompetenzen im Jugendalter*. Vortrag im Symposium "Subjektive Lebenstheorien Heranwachsender - Maßnahmen entwicklungsorientierter Primärprävention" auf der Tagung der Fachgruppe Entwicklungspsychologie der Deutschen Gesellschaft für Psychologie (DGPs) in Bochum, 14.-16. September 2005.

#### Web resources:

[www.fairplayer.de](http://www.fairplayer.de)

Information on the project, press releases, creativity competition and so forth



[www.youtube.com/watch?v=gifRBU4gCUc](http://www.youtube.com/watch?v=gifRBU4gCUc)

Television report about both projects aired on Deutsche Welle TV, also available at <http://www.fairplayer.de/mediathek/videos/>

Songs and film statements of "fairplayer.ambassadors" available at:

<http://www.fairplayer.de/mediathek/videos/>

<http://www.fairplayer.de/mediathek/musik/>



**10. Please, write a *one page* description of the project:**

The science-based program "fairplayer" (including fairplayer.manual and fairplayer.sport) was developed and evaluated to promote social and moral skills and to prevent bullying and violence among children and adolescents in schools and in sports clubs. Further goals are knowledge transfer concerning violence and fairness, promotion of responsibility to intervene as well as strengthening of positive peer relationships. The development of the program is based on scientific evidence (prevention theory) and its effectiveness has been evaluated in several controlled studies. During the development of the training concepts of fairplayer.manual und fairplayer.sport, close attention was paid to practical integration into and suitability for the everyday life of adolescents aged 10 to 15 years.

The program part **fairplayer.manual** includes different components, one being the prevention program which has been carried out by specially trained staff (fairplayer.teamer) together with teachers in school classes. The other part consists of advanced training elements and workshops for teachers, which can be offered in individual training blocks.

**fairplayer.sport** implements the structured prevention program in sports clubs with a play- and movement-oriented focus and the option to train the trainer and other persons in charge in multi-day workshops. The training concepts fairplayer.manual and fairplayer.sport use different methods depending on learning goals and exercise context. These methods include model learning, behavior feedback, structured role-play (e.g. simulating a bullying situation with changing roles), dilemma discussions, cooperative games (e.g. managing different soccer tasks as a team) and trust exercises (e.g. guiding a blind-folded partner who is controlling a ball over the soccer field). For a better insight into training methods see the attached training manuals and the television report from Deutsche Welle TV ([www.fairplayer.de/mediathek/videos](http://www.fairplayer.de/mediathek/videos) or [www.youtube.com/watch?v=gifRBU4gCUc](http://www.youtube.com/watch?v=gifRBU4gCUc)).

So far, fairplayer has been implemented at several schools in the Berlin and Bremen area. Fairplayer.sport has been implemented in various soccer clubs in Berlin. In the context of a Corporate Social Responsibility (CSR) approach, it is planned to implement fairplayer.manual/fairplayer.sport nation-wide. An implementation approach for the nationwide implementation has been developed and evaluated.

The first partial evaluation of **fairplayer.manual** showed a significant decrease in the number of victims after the training. Students of all participating classes reached higher scores of self-rated prosociality after the training. In addition, teachers reported positive changes concerning prosocial behaviour, aggression and reflection about violence. The second partial evaluation of fairplayer.manual showed a reduction or at least stagnation in the number of victims and bullies whereas the control groups showed an increase. The intensity of bullying and relational aggression decreased in the intervention group in comparison to the control group. The intervention classes showed a higher level of cohesion as well as improved perspective taking and empathy.

Results of the first evaluation of program **fairplayer.sport** indicate that the program shows positive results concerning cooperative orientation, anger control and the attitude towards the importance of winning and losing. Subgroup comparisons revealed that fairplayer.sport had the best results when training groups had a high average of positive behaviour to begin with (universal prevention). The investigation of implementation quality of fairplayer.sport showed that it was easy to integrate into the everyday training and that participants were able to comprehend the exercises. However, some problems emerged concerning the high fluctuation rates within the teams, weather conditions as well as the structural heterogeneity in club and team leadership.



In summary, the effectiveness of both project parts fairplayer.manual and fairplayer.sport has been proven in various variables. Process evaluations have shown that feasibility and acceptance of the program are very high due to the program's special consideration of youth cultural aspects. Besides universal training concepts, the program also offers the possibility of differential programs (considering specific problems and situation at the location). Last but not least, our well-proven and perfected training and qualification offers allow the establishment of multiplier concepts. Those facilitate an area- or nationwide practice-oriented implementation of fairplayer.manual/ fairplayer.sport.