



fairplayer.manual fairplayer.sport (Germany)

Science-Based Promotion of Social and Moral Skills and
Prevention of Bullying and Violence in Schools and Sports Clubs

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wer wegsieht, verliert sein gesicht

those, who turn the other way, lose face

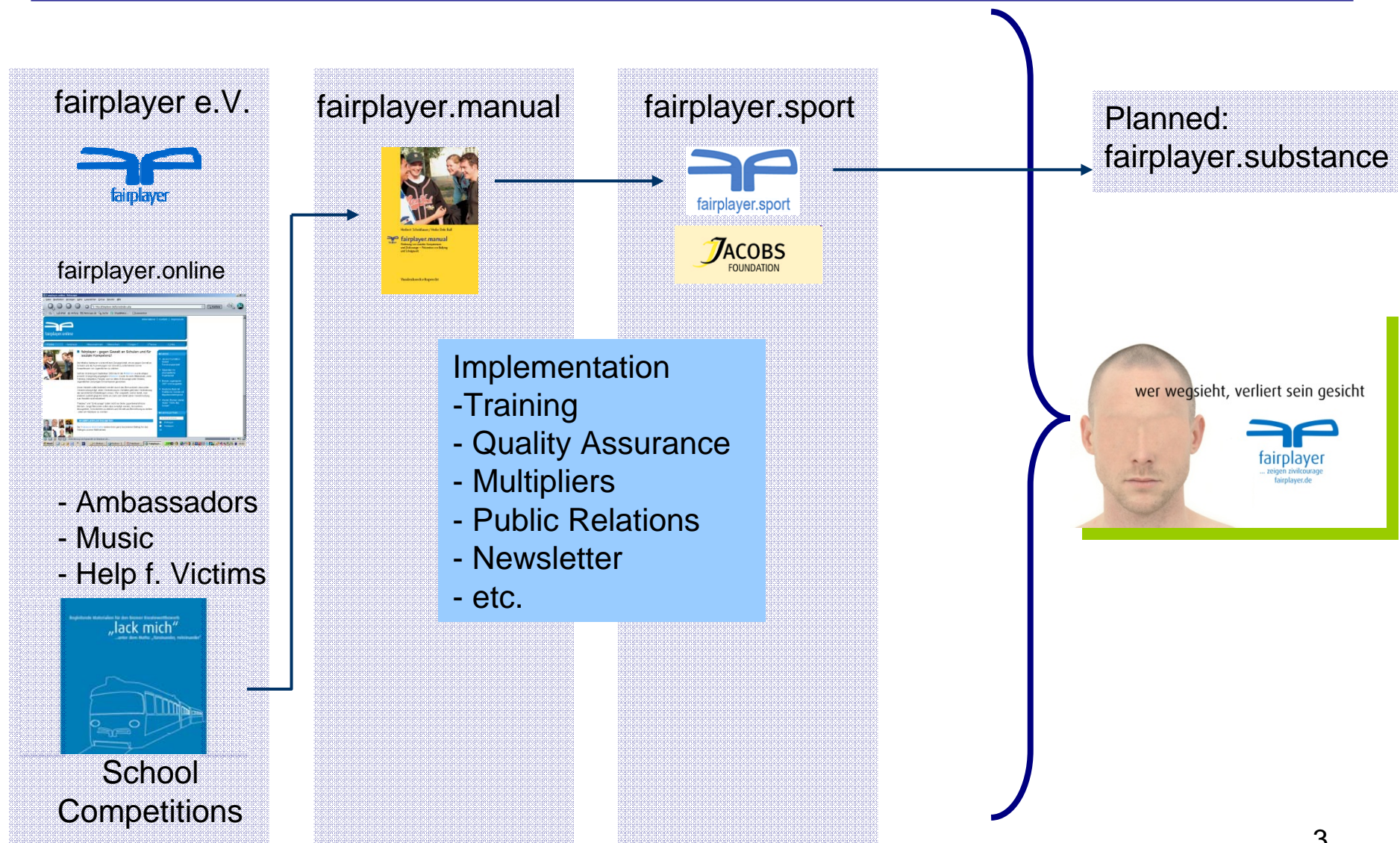


fairplayer

... zeigen zivilcourage

fairplayer.de

fairplayer.... have the courage to stand up for another





See film at <http://www.fairplayer.de/mediathek/videos/>

The fairplayer.manual

Promotion of Social and Moral Skills and
Prevention of Bullying and Violence in Schools



- Students from 7.- 9. grade
- Not selective
- Teachers/Parents

...more exactly...

- Universal Prevention: All students of the class/school
- Selective Prevention: High-risk-group (e.g. peer status)
- Indicated Prevention: „Cause“ (e.g. concrete behaviour)

Prevention Aims

Students/Class

Knowledge

- about antisocial behaviour
- about prosocial behaviour

Attitudes

- personal responsibility
- awareness of situations with violent behaviour
- readiness to act

Peers/Class

- peer relationships/class climate

Skills/Competencies

- empathy/sympathy
- social-emotional competencies
- moral sensitivity

Behaviour

- alternatives to act
- prosocial behaviour
- prevent/decline bullying/aggressive behaviour

Teachers/Parents

Knowledge

- about antisocial behaviour
- about prosocial behaviour

Attitudes

- personal responsibility
- awareness of situations with violent behaviour
- readiness to act

Behaviour

- alternative to act
- prosocial behaviour
- prevention/decline bullying/aggressive behaviour

Information/Elucidation

Cognitive-Behavioural Methods:

- Model/Social Learning, Behavioural Exercises
- Behavioural Rules/Class Rules
- Social Reinforcement, Feedback

Attitude Change

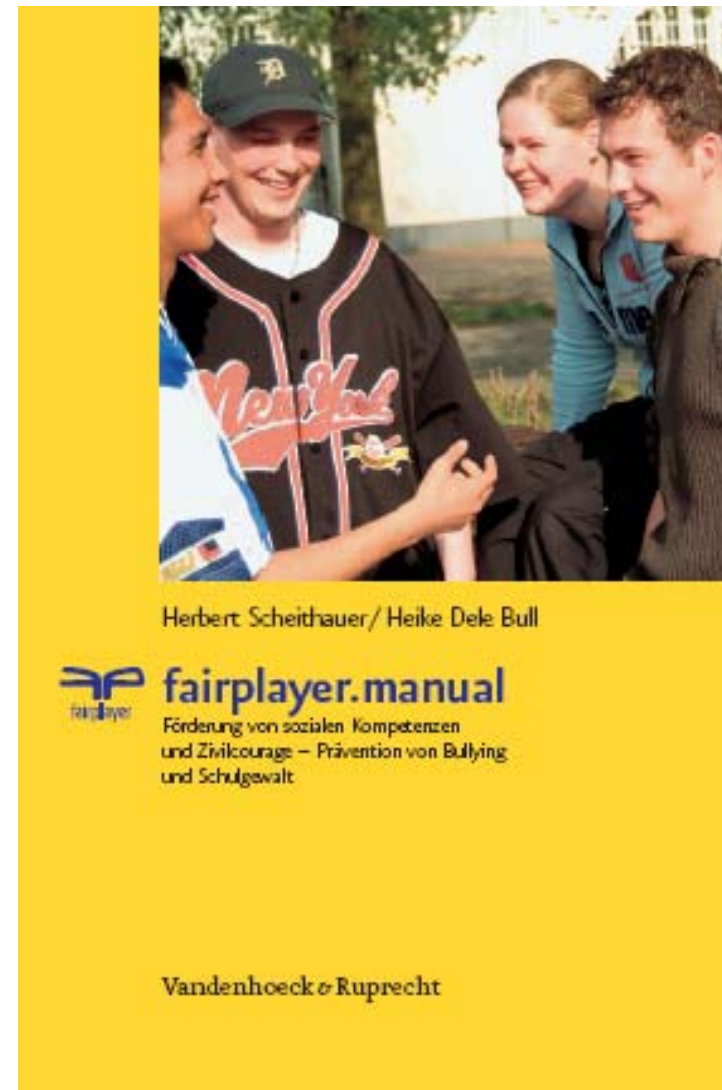
Social-Cognitive Information Processing, Social Skills Training:

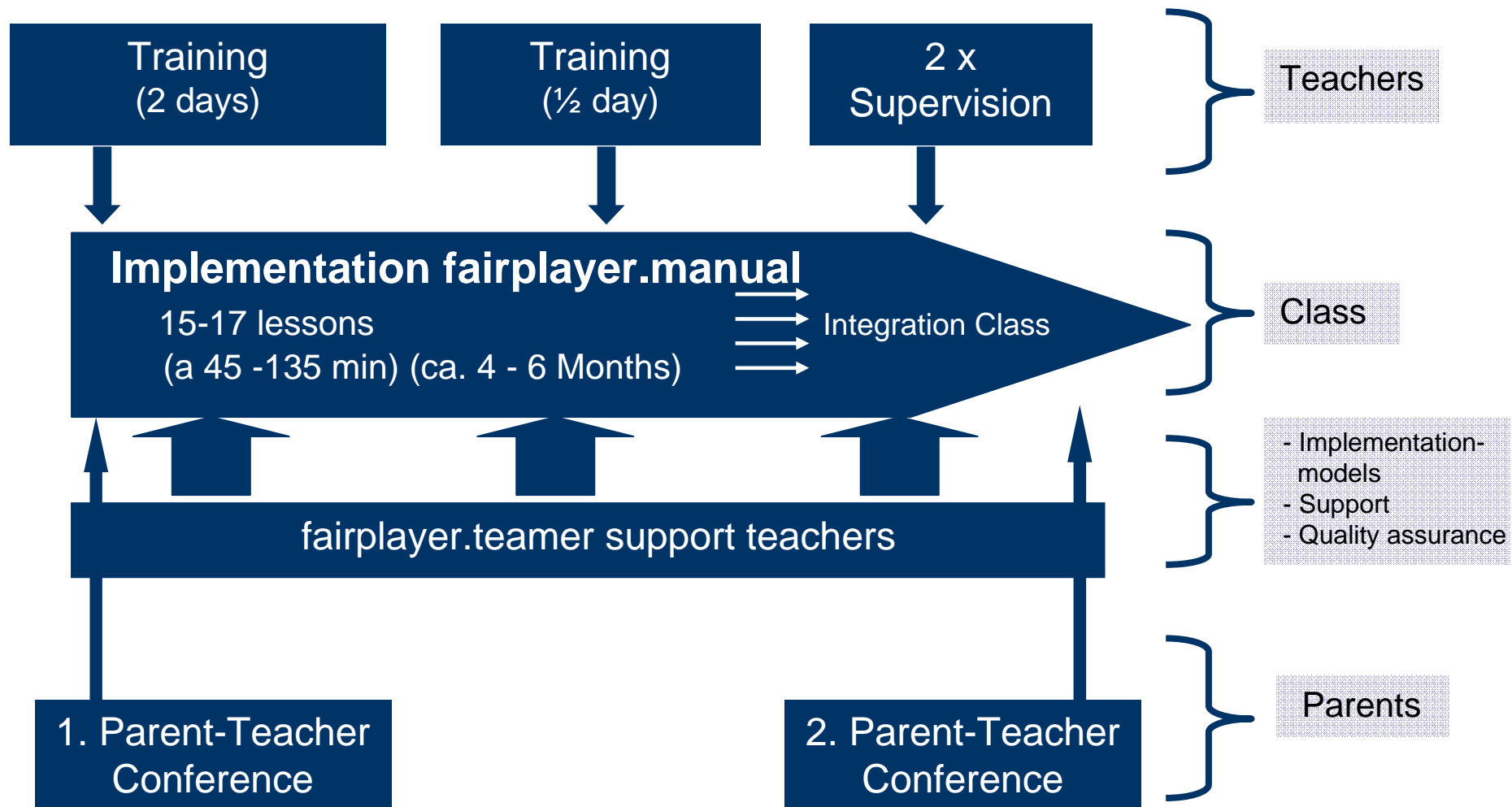
- Differentiated Perception
- Structured Role Plays, Behavioural Exercises
(e.g. helping behaviour)
- Moral Dilemma-Method

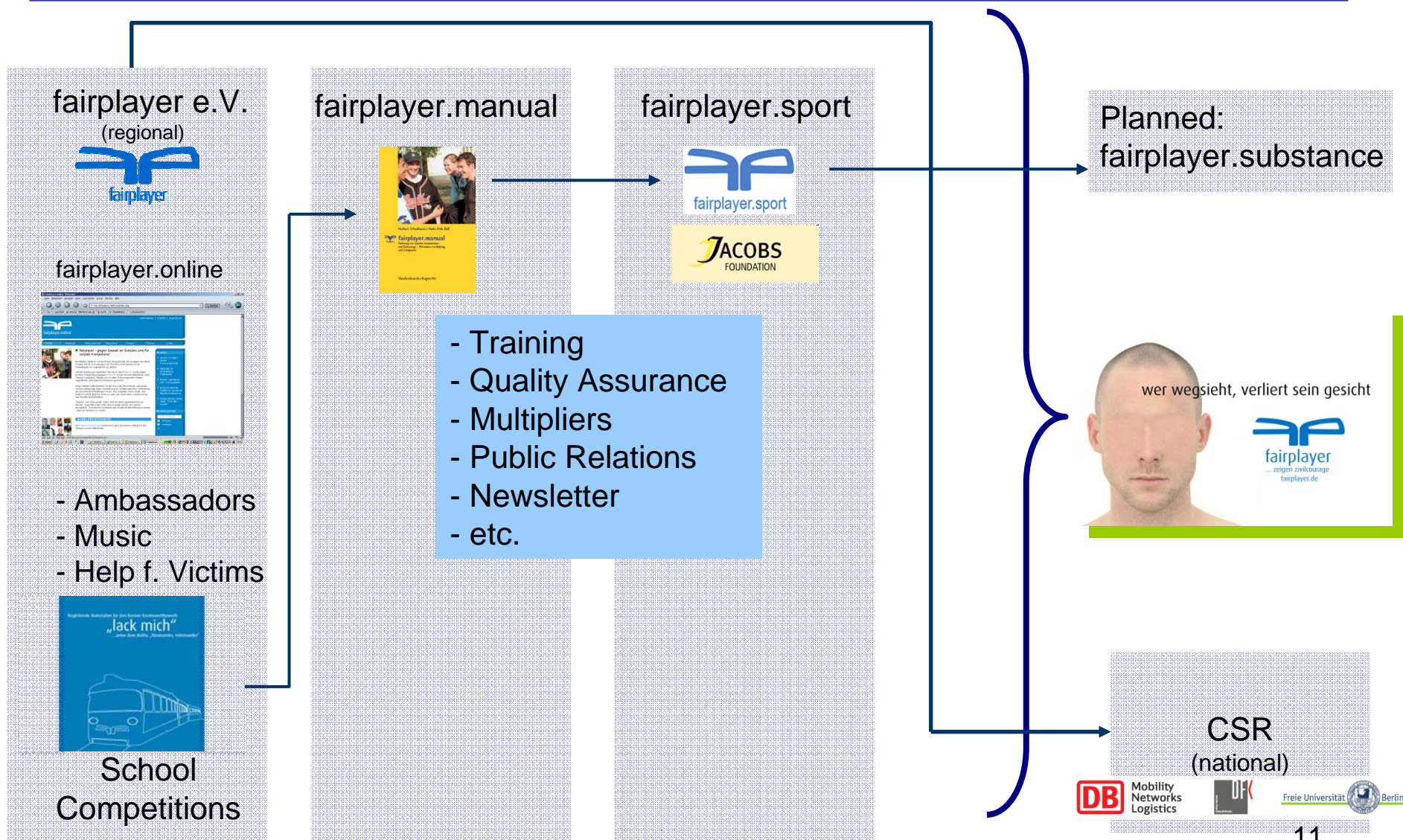
Group Dynamics:

- Participant Roles/Role Plays, Behavioural Exercises
- Expectations/Fears (e.g. regarding group)
- Different Opportunities to Participate/Discussions
- Social Norms

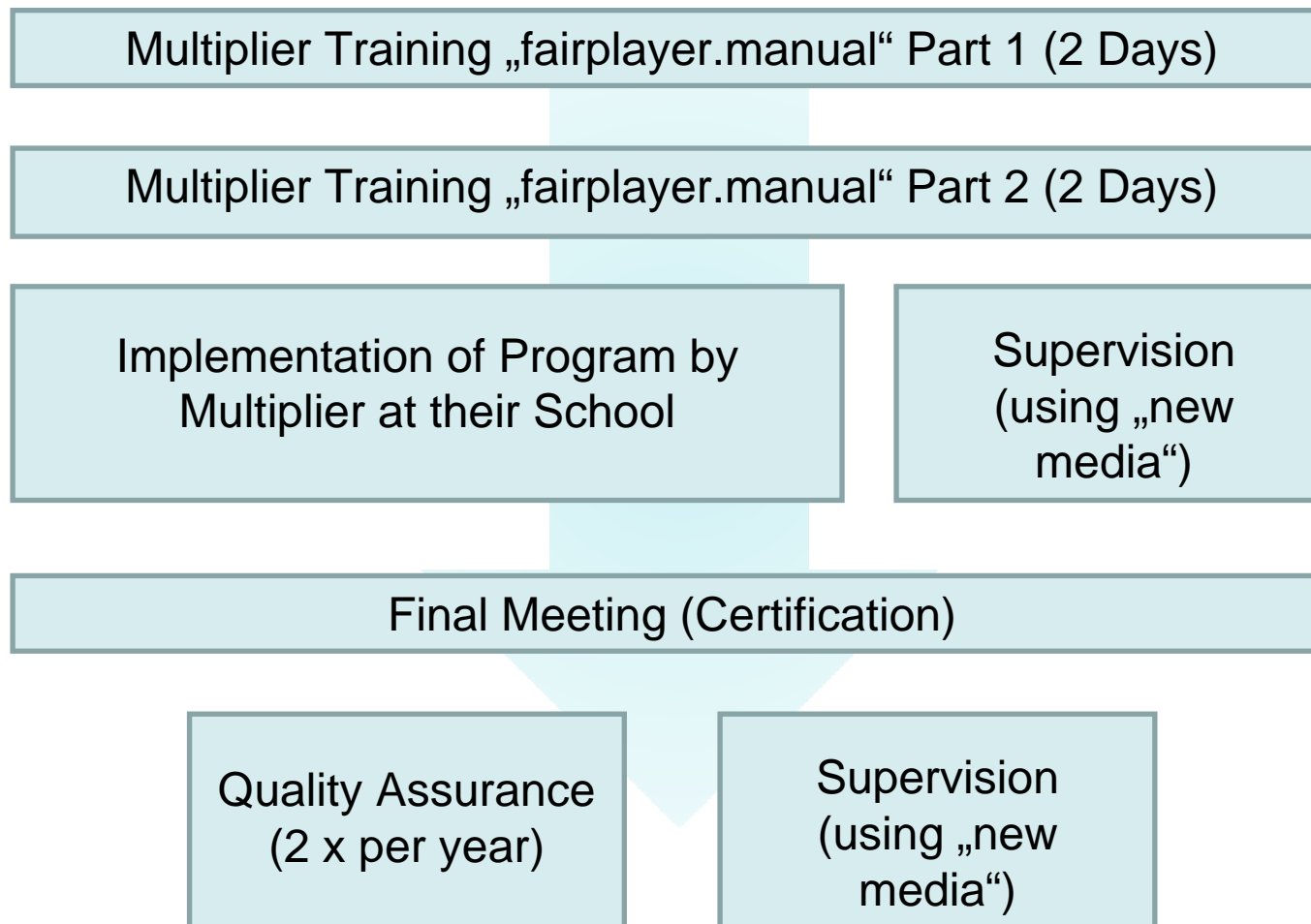
Implementation







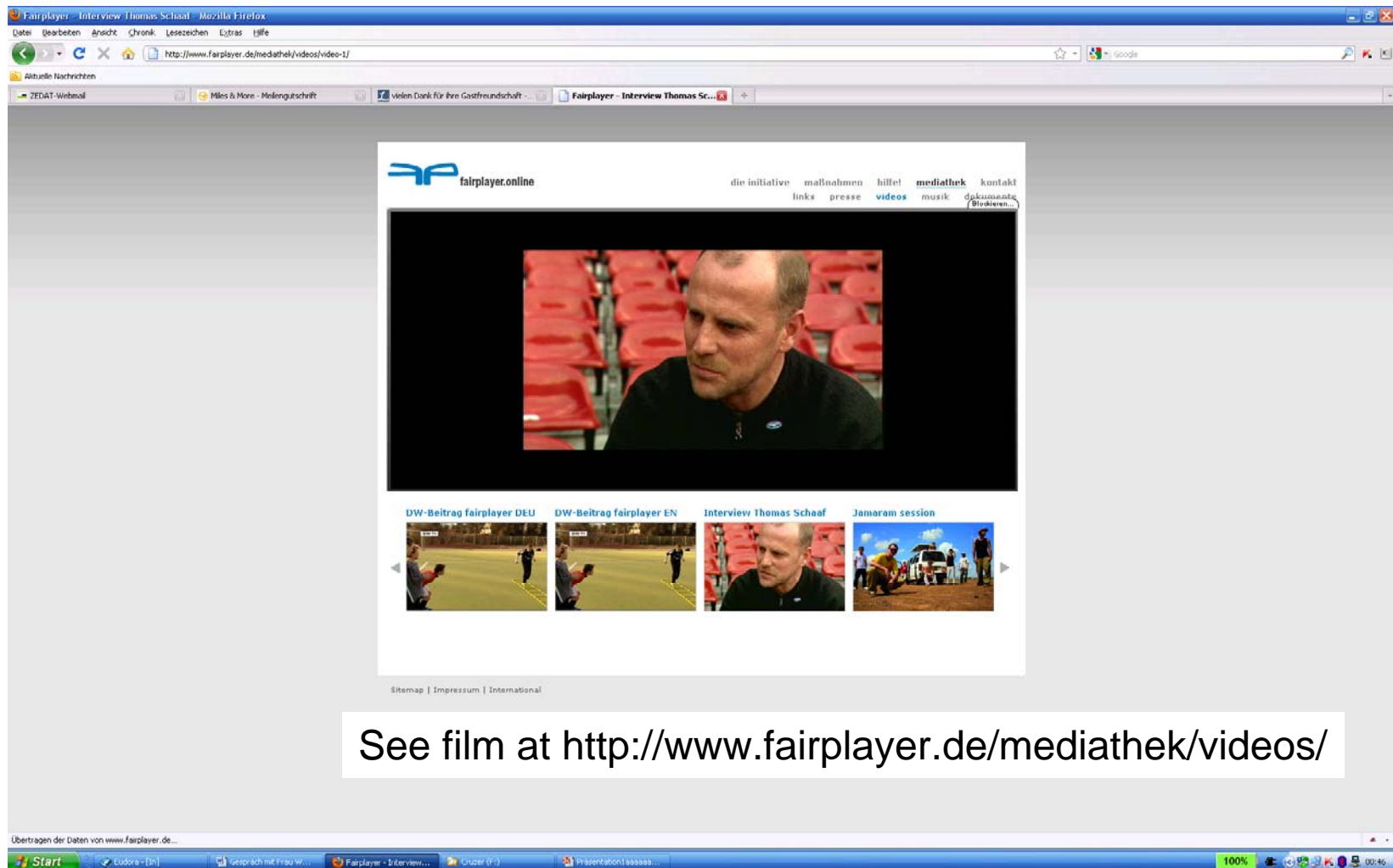
Train-the-Trainer Approach



„fairplayer.ambassadors“



Meet fairplayer.ambassadors at
<http://www.fairplayer.de/die-initiative/botschafter/>

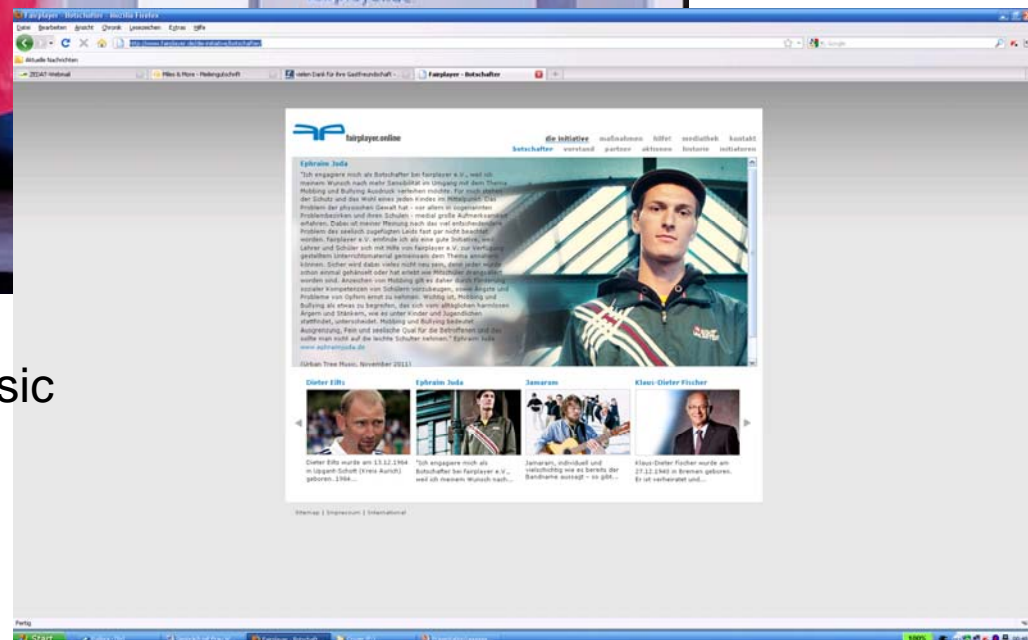


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„fairplayer.ambassadors“



Ephraim Juda & Urban Tree Music



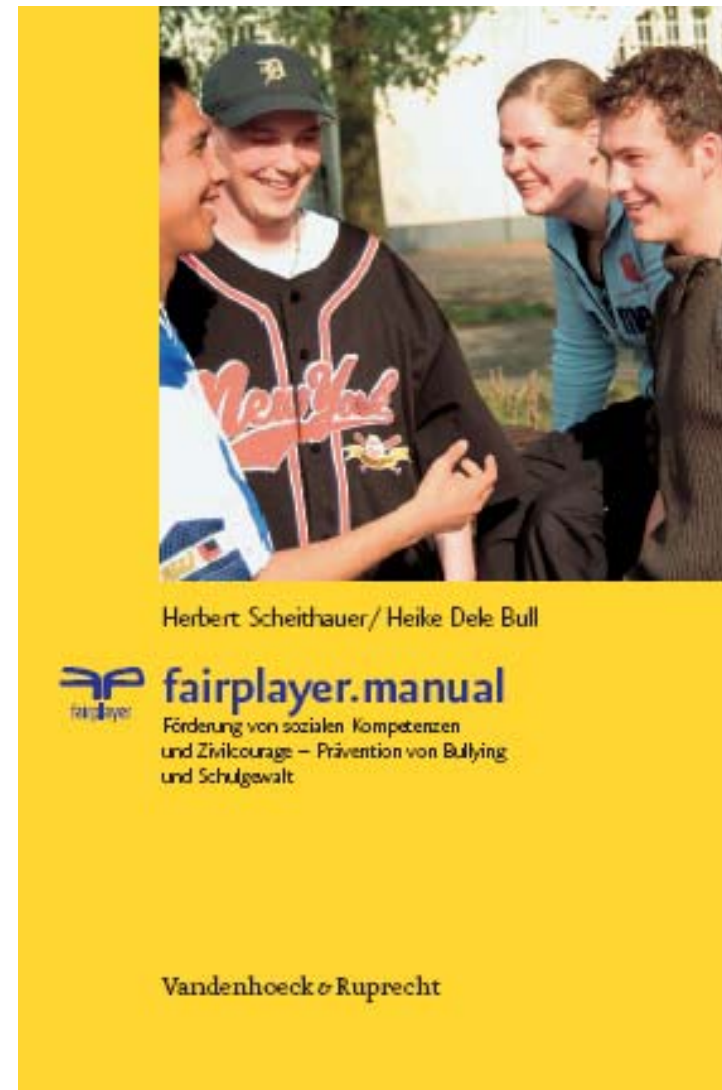
German-Wide Roll-Out of the fairplayer.manual Program: Kick-off Event: November, 11th, 2011, Berlin (Germany)



Source: BMI/Hans-Joachim M. Rickel

From left to right: Teacher and two students from the Felix-Mendelssohn-Bartholdy-School („fairplayer.model.school“), Berlin, Dr. Hans-Peter Friedrich, Minister of the Interior of Germany, Dr. Rüdiger Grube, Chief Executive Officer of Deutsche Bahn AG, Prof. Dr. Herbert Scheithauer, Freie Universität Berlin, founder of fairplayer

Evaluation



I. Pilot in HB: N = 226

II. 1. Evaluation, Berlin: N = 113

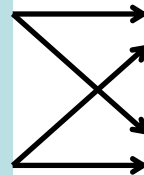
Bullying, prosocial behaviour;
process evaluation etc.

III. 2. Evaluation, Berlin: N = 119

Empathy, participant roles,
moral Dilema etc.

IV. 3. Evaluation, HB: N = 220

Cyberbullying, attitudes/beliefs,
etc.



Conceptual stage (preformative stage):

Concept of intervention

Development stage (formative stage):

Pilot studies, „feasibility“, first efficiency studies

Examination stage (1. summative stage):

Effectiveness study

Routine stage (2. sumative stage):

Effectiveness study, implementation models

- 4 Samples
- N = 678; IG: N = 562; KG: N = 116
- Age range: 11 J. - 19 J.

The efficacy/effectiveness of fairplayer.manual has been proven in several evaluation studies (mostly pre-post-follow-up, waiting-control-group designs)

Summary: Evaluation Results

After finishing the fairplayer.manual program we found in participating school classes, compared to control groups:

- Decrease in number of victims, perpetrators
- Decrease in bullying intensity
- Decrease in relational aggression

- Decrease in legitimating violence

- Loss of popularity among perpetrators (change in social norms)
- Increase in prosocial behavior
- Higher empathy, better class cohesion, change in moral values

- High feasibility and relevance of the program, high practical applicability

e.g. Bull, Schultze, & Scheithauer, 2009; Scheithauer, Hess, Schultze-Krumbholz, & Bull (accepted); Scheithauer & Bull, 2008



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