Women's Flat Track Derby Association

Code of Conduct Toolkit
December 2020

Photo courtesy of Marko Niemelä

Disclaimer

The following Code of Conduct Toolkit is solely provided for use by leagues as the example of the officially approved Code of Conduct Toolkit. Any revisions, edits, or changes to this provided Code of Conduct Toolkit by any league or individual, which is not further reviewed by and approved by the WFTDA, is not considered to be endorsed by the WFTDA. Any edited version of the Code of Conduct Toolkit may not use, affix, or otherwise display any WFTDA logos or trademarks upon any edited version of the Code of Conduct Toolkit. Leagues may not imply or explicitly promote an edited version of their edited version as one endorsed by WFTDA without explicit permission by the WFTDA.

Acknowledgements

Content

WFTDA Code of Conduct Toolkit

Preamble on Anti-Racism

The WFTDA is committed to working, every day, to dismantle racism and to work within an anti-racism framework. (See the [WFTDA Board of Directors Statement on Anti-Racism](#).)

> "Anti-racism is the active, on-going process of dismantling systems of racial inequity and creating new systems of racial equity. Anti-racism demands that this work be done at internal, interpersonal, institutional, and cultural levels in order to effectively address systemic racism. Anti-racism is an approach, not an end-point, and thus provides a useful frame for an organizational change process." [Deeper Anti-Racist Organizational Change: More Tools and Resources. CommunityWise Resource Center](#)

From the Statement:

"… Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do." [National Museum of African American History & Culture](#)

WFTDA roller derby has always been about more than "just" sport. Our sport is one that upholds social justice and human rights and believes in the humanity and dignity of all people. As many professional sports are finding out, you cannot separate the people who participate in a sport from their lived experiences. In short - people first.

What does this mean for you as a WFTDA Member?

Discrimination has always been acknowledged in the Code of Conduct and with this most recent revision you will find more explicit information on the expectations of Member Leagues. Expectations include educating oneself on the areas below, as well as incorporating anti-racists principles in the everyday operations of the organization.

All Member Leagues are expected to make the commitment to call out discrimination when it appears in our communities. We expect that all Member Leagues will continually work to decolonize their organizations, act with integrity and fight racism, transmisogyny, sexism, transphobia, homophobia and ableism, and develop a firm understanding of intersectionality and the many ways in which racism contributes to further marginalization of all our communities.

Additionally, the WFTDA will not tolerate complicity in upholding racist systems through refusal to act. This, and any refusal to act on behalf of those who have been discriminated against can result in disciplinary action, up to and including permanent expulsion from the WFTDA.

What does this mean for WFTDA Member Leagues?

The expectation is that Member Leagues will take the responsibility for growth and learning processes. The WFTDA is committed to helping Members access the training and workshops necessary to begin these conversations, but ultimately, it must be implemented by our Members.

> **Understanding the Need for Anti-Racism**
>
> **Racism exists in every corner of the world.
> By focusing on racism we are acknowledging the most urgent and pervasive threat to equity.**

But where do I/we start?

- Start by doing personal and reflective work: For example Dr. Bennett-Alexander's Website Heart Work Resources offers a good introduction into the topics of "practical diversity" and racism.
- Key questions around privilege you can start asking yourself:
  - What assumptions am I bringing to this issue?
  - How am I benefitting from this situation?
  - Who is excluded from this conversation?
  - What is the impact of this action?
- Take this exercise test by Rise to Win on Anti-Racism
- If you are a WFTDA member, make sure you sign up for the Anti-Racism Education and Resources community space where you can access live and recorded webinars, workshops and get additional materials to the toolkit.
- Begin thinking about what the culture of your league reflects.
- Visit the United Nations site "Let's Fight Racism"

Ideas on how to create buy-in and accountability in your league or organization

- Make these conversations a part of every meeting
- Provide information in your onboarding materials
- Make the expectations known clearly before people join your Club
- Bring in speakers, trainers and educators to talk with the Club about racism and what it looks like in your community
- Invest in understanding the key concepts within this Toolkit
- Consider sharing different resources (for example from this Toolkit) and talk about them (via a book club or as part of a workshop)
- We recommend reading the open letter to WFTDA leadership and membership from Atlanta Roller Derby, specifically since it recommends having a closer look at your Policies; Culture; Events and Marketing/PR. We worked some of these into section III. USE IT - How Tos and Considerations.

"For leagues asking where to start—the good news is there are lots of places to start. Recruitment is not the only answer, nor should it be your first step. Take the time to review your policies and culture before bringing new recruits into a potentially harmful environment. The silver lining of forced quarantine is having more time to get your house in order before you go out to recruit new league members. Make no mistake, Atlanta Roller Derby is also navigating the ways that our league can be more equitable."
(...)
Support and follow groups like Black Diaspora Roller Derby (Venmo: @Black-Diaspora, PayPal: blackdiaspora.rollerderby@gmail.com), Team Indigenous Roller Derby, BIPOCwhoskate, and the League of Accomplices.
(...)
Donate to bail funds for BLM protestors here.
Donate to the West River bail fund for Lakota land defenders who were arrested protecting the Black Hills here.
Donate to the Black Trans Protestors Emergency Fund here.
Donate to the Black Trans Lives Matter Youth Fund here.

Find more resources in the Resource section!

I. Introduction

💬 *"I have concerns about derby not being as inclusive and welcoming as we'd like to think we are and I'd like to help change that for the better."*
– Anonymous Community Member

The Women's Flat Track Derby Association (WFTDA) has introduced a new organizational Code of Conduct. In creating a new Code of Conduct, we have outlined the policies for expected behavior and the procedures that follow for when members of our community may not meet those expectations. However, we know that simply publishing the Code of Conduct is not enough. We also need to provide the resources necessary to encourage positive organizational culture and in some cases, a cultural shift in thinking. We know a Code of Conduct isn't everything, but you can't have meaningful change without a good one.

This document will help you define a Code of Conduct, help your league understand why you need one (or need to review your current one), and help understand why organizational *culture* is important to helping maintain and enforce your Code of Conduct. It will also help define concepts that can lead to violations of your Code of Conduct.

The WFTDA acknowledges that we do NOT have the same knowledge, language, background, and resources across our global membership. We do, however, share an overarching set of values across our membership. Our shared values can unite us in many ways, and in this Toolkit, we will attempt to create a common language and base level of knowledge, in order to grow and challenge each other to represent the best of our community.

The individuals who contributed and crafted this Toolkit have drawn from their experiences in doing, evaluating, and learning about how to do this work. It is presented with the hope it will be useful to readers and is not meant to be a definitive resource.

Why a toolkit?

This Toolkit is here to help. It serves first as a guide to navigate concepts around and from the WFTDA Code of Conduct and second to provide further resources to discuss, apply and dig deeper for your league's own Code of Conduct. By providing roller derby-specific how-to guides and best practices, we hope we will inspire individuals and leagues to go beyond this resource and continue to learn and grow.

Please note the examples provided here are to give a better understanding of concepts and are not in any way an all-encompassing or complete list. We will be updating this document regularly when information is outdated, new input is needed or the Code of Conduct has been changed.

[You can find the WFTDA Code of Conduct here](#)

❓ Why have your own Code of Conduct ❓

The WFTDA encourages all Member Leagues to organize their own Code of Conduct — whether it is a reference or link in a league's CoC to the Organizational Code of Conduct or something different. It is an important tool for your members to know how they can behave and engage with others when they are together in a group of varied personalities and backgrounds. Concrete documents and policies give your members a framework to work together and maintain the community your organization built. With your own CoC in place, you can help uphold the league culture and define, enforce and maintain that specific set of values. Resources are provided herein for taking on this work.

How to use this Toolkit

We are pleased to be able to assist Member Leagues in continuing their work as organizations. This Toolkit is a living document that is a consistent collaboration between the WFTDA and our community. We hope you will use the resources provided here and that you will find it useful in your home communities. Please use this Toolkit and the resources at your discretion as learners, teachers, facilitators, discussion moderators or groups and participants.

Each of the sections in the UNDERSTAND IT, USE IT, EXERCISES AND TEMPLATES, and RESOURCES folders can be used to inform your own work in your home league.

Feel free to mix and match concepts and sections, and adapt for your needs. Share this document with your team so you can do the exercises together. You can copy and paste whatever you need for your own Toolkit.

Please see the Disclaimer & Acknowledgements for more information on usage of WFTDA logo on edited versions.

Call to Action:
Do you have suggestions or did you create your own Toolkit? Send it our way by submitting it via the feedback form on WFTDA.com/feedback.

LEARNING SPACE

This Toolkit is also here to create and facilitate a learning space and environment where people have a space to speak up, make mistakes, change their minds, take risks, be vulnerable, and in the end, be able to teach and help others. A learning space is not not a "free pass" to ask difficult/disrespectful questions to the people/groups you want to learn about. Respect must be had for the amount of emotional labour it costs to explain certain concepts again and again. Learning is also actively using google yourself.

This means:
- recognize and honor each others' space
- don't be afraid to make mistakes
- be kind and supportive
- seek to understand, not to be understood
- be an active listener
- assume best intentions
- help each other
- contribute to the conversation (contributing can mean more than talking)

Assuming Best Intentions:
When we think about cultural norms and codes of conduct, we think about sharing the behavior that we want to see from everyone.

But if you spell out for people what it looks like to successfully participate in the culture, the expectations need to be clear. Additionally, have a clear guidance for what happens when someone does not meet those expectations.

Here is one example:
We will always assume the best intentions from our league-mates, volunteers and fans. This means we will challenge each other to bring our best selves to the league, practice, bout, meeting and public spaces at every opportunity. We will work to encourage each other. We will work to engage in positive and productive relationships. We will work to uplift each other and our league. When we believe we are not meeting these expectations and commitments, we will examine the following: ...(insert what you'll consider)

II. UNDERSTAND IT — Input and Resources

This first section is to help explain terms in the Code of Conduct as well as concepts and examples we use in everyday life and roller derby.

Some terms are not part of the Code of Conduct document itself, but we all need to know them to use the Code of Conduct and to create a Code of Conduct in our own context. Some terms and definitions are outlined here as "precursor" to violations of organizational culture and can lead to Code of Conduct violations. A precursor is an action that may be innocent or not be harmful by itself, but that can build up to or trigger a violation.

From this input we give ideas on how to assess yourself and your context in regard to some of these concepts. Finally, we focus on how to start a conversation about the concepts and terms introduced.

- Please see section III. USE IT if you are looking for best practices in the roller derby context.
- Section IV. EXERCISES AND TEMPLATES will give you examples for your context.
- You can find further readings or links for the topics introduced in section V. RESOURCES.

Terms and Concepts

Glossary and Examples in Roller Derby

About this table: The Glossary on the left can be used for clarification, while the examples on the right show how and where these concepts are seen in roller derby. The examples have been provided to us by our community and WFTDA Members.

Please note: This is not a comprehensive list. But check it out, we added more terms.

💡 **We recommend creating your own table with terms and examples relevant for and from your context.** 💡

Glossary	Examples in Roller Derby
Ableism: The discrimination or prejudice against people who have disabilities. Ableism can take the form of ideas and assumptions, stereotypes, attitudes and practices, physical barriers in the environment, or larger-scale oppression.	*"Expecting NSOs to be able to work all positions before being staffed for a higher-level event is frustrating. I'm disabled, but can certainly sit as a scorekeeper or stand in the penalty box."*
Accessibility: The quality of being easily understood or appreciated, reached or used.	*It can be very hard for non-English as a first language members to participate or even be heard.*
Accomplice: The act of working to dismantle and directly challenge institutionalized racism, colonization, and white supremacy by blocking or impeding racist people, policies, and structures.	
Allyship: When a person of privilege and power supports a marginalized group (or individual). One can't self-describe to be an Ally, the constant and active work needs to be recognized by the group/individual they seek to stand with in solidarity.	
(Implicit or unconscious) Bias: Showing partiality and/or prejudice for or against someone/a group with (deeply subconscious) attitudes that span race, gender, appearance, age, wealth, and more.	*"Unconscious biases are present in team selections and leadership elections. We lack proactive recruitment of POC, and racism is being put into the 'too hard to deal with basket.'"*
BIPOC: Black, Indigenous, People of Color	

Body Shaming: The action or practice of humiliating someone by making mocking or critical comments about their body shape, size or appearance.	*"As a fat skater, I am constantly oppressed: I get comments from our coach because he thinks I am lazy and should work out more. When I tore my ligament last season, the doctor refused to give me more medical advice than: "Go on a diet." I had to make my own uniform, because the supplier used by my league doesn't go above 2XL and no one thinks it's a problem."*
Cisgender: Someone who's gender identity corresponds with their sex assigned at birth.	*"Being a cis, queer white woman allows me privilege that I haven't earned. It has been given to me because of that cisness and whiteness."*
Classism: Discrimination and prejudice on the basis of someone's real or perceived economic status or background.	*By asking all members to pay for their own travel for bouts, we are creating a system that privileges those who have more financial resources.*
Consent: To give permission or approval voluntarily for something to happen and to agree with it. Consent is freely given and is ongoing. Consent for one activity does not constitute future consent.	*By lining up for a game people consent to physical contact that is within the boundaries of the Rules and as expected from a contact sport as defined by our community. The consent given for that physical contact within the confines of a game is not extended to after the game.*
Cultural appropriation: Taking or using something from a minority culture for gain or profit by a dominant (usually white) culture.	*League names or logos using content that is appropriated from a minority culture (the use of 'warpaint', war chants and hakas, novelty uniforms, etc.).*
Decolonization: The process of deconstructing colonial ideologies and structure.	*"When I talk about decolonizing roller derby, I talk about recognizing that opportunity and access exist in roller derby only for white privileged American and European people."*[(1)]
Discrimination: To single out, or offer unequal or different treatment in a way that is unfair or causes harm.	*"As a trans skater, I have been told that I am 'too aggressive' on the track."*
Equality vs. Equity: Treating everybody the same way versus giving everyone what they need to succeed.	*Equality would be making everyone wear all required protection including two wrist guards (old rules) whereas equity is making everyone wear the necessary protection which is possibly just the single wrist guard for someone with one hand/arm (new rules).*
Gaslighting: A tactic in which a person or entity, in order to gain more power, makes a victim question their reality.	
Gatekeeper: Using institutional power to keep someone outside by reproducing structural discrimination.	

Intention vs. Impact: What actions, words etc. are versus what they actually did.	*"I know those skaters did not mean to harm me by misgendering me on track, they just didn't know better. But I'm still struggling with the gender dysphoria it triggered."*
Intersectionality: the theory that the overlap of various social identities, such as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual.	*"As a woman, I have found a place in WFTDA Roller Derby, but at the same time I am a trans woman of color, and face a tremendous amount of discrimination in our sport."*
Marginalization: The process of pushing a particular group or groups of people to the edge of society by not allowing them an active voice, identity, or place in it.	*"I have seen dismissal of skaters with mental issues - 'dismissal' meaning labeling them as 'crazy' and therefore not worth the effort due to their actions or reactions ..."*
Microaggressions: Any action (often unintended) that expresses a prejudiced attitude to a marginalized group.	*"... being called "fiesty," "spicy," "quick to anger" because I am Latina."*
Oppression: The exercise of authority or power in a burdensome, cruel or unjust manner. The state of being subject to oppressive treatment. Other examples based on a system of oppression that is established as the "norm" and produces social and physical barriers can include Ageism, Heterosexism, Ethnocentrism, Cis-sexism, Faithism, Sexism, and many more.	
Quotas vs. Affirmative Actions: Setting number of XYZ to fulfill certain requirements versus including in list of criteria a prioritization of people from marginalized groups.	
Racism: Discrimination based on skin color, race, or ethnic or national origins … (– Race Relations Act of 1965, UK)	*"I am consistently called for penalties as 'black, 47' despite neither of our team uniforms being that color. I am a black woman, and it happens all. the. time."*
Reparation: Addressing and compensating the harms caused by human rights violations.	
Retaliation: Inflicting suffering or harm upon another person as an act of revenge.	*"I was asked on a date by another official at one roller derby event. I declined, and I have not been staffed at any of their events since then."*

Restoration vs. Retribution: Focusing on rehabilitation and reconciliation with the community, victims and offender versus focusing solely on punishing the offender.	*"We are at a loss for what to do when it comes to bad behavior. Do we give them another chance? Do we suspend them? What are our hard lines and how do we work with someone?"*
(Sexual) Harassment: Unwanted and repeatedly bothering and/or intimidating behavior toward someone (with sexual remarks or requests).	
Tokenism: Doing something only to prevent criticism and give the appearance that people are being treated fairly. Using one person as representative for an entire demographic, by reducing them to a singular characteristic and attempting to fulfill the concept of diversity through a singular person.	*"I am the only trans person in my league, and I am often asked to speak for all trans people. I was volunteered for our diversity committee without any real discussion and I am asked to define terms for people all the time. It's exhausting."*
Tone policing: A tactic that dismisses the ideas being communicated when they are perceived to be delivered in an angry, frustrated, sad, fearful, or otherwise emotionally charged manner.	*"In my league, we acknowledge that some experiences of discrimination produce emotional responses. Emotional responses are valid and we try to focus on what a person is saying instead of tone policing their way of saying it."*
Triggers: Being exposed to a potentially traumatic subject or experience. Something that forces you to relive this experience.	*"My league participated in a bystander intervention training with a local organization, and the trainer gave us an advanced warning before seeing the video she brought - which was challenging to watch because of the content. I appreciated the warning because it gave me time to prepare myself, because I had been in a similar situation to the person in the video."*
White privilege: Being born with white skin can afford people certain unearned privileges in life that people of other skin colors simply are not afforded.	*"I did not make the all-star roster and I am pretty sure it's because I am a skater of color."*
White supremacy culture: Systems that reinforce supremacy thinking and reinforce privilege.	
Victim-blaming: A devaluing act where the victim of a crime, an accident, or any type of abusive maltreatment is held as wholly or partially responsible for the wrongful conduct committed against them.	

Assessing Yourself

Self-Assessments (what's important to you and missing for you)

Why Self-Assessment?
Use it as an exercise and a tool to support dialogue in your group, to assess your past actions and identify future plans. Self-assessment helps you to identify where you stand and creates an understanding of accountability.

These links and surveys will help you assess and view different areas of your organization or can help you create your own assessment guide.

Check it out - we added new resources to this list!

- Pro Safe Sports: [Online Self-Assessment](#)
- [Project Implicit](#) has several free tests on implicit bias and implicit associations
- [Women Win Guides](#) with self-assessments on gender inclusion and child protection
- [Reflection](#) exercise on Privilege by RISE/risetowin.org
- [Anti-Racist Organizational Assessment - Background and How To](#) by Western States Center, including the [Western States Rubric](#) and the [Racial Justice Assessment Tool](#)

💡 **Consider creating your own questions and assessments relevant to you and your organization.** 💡

Examples of topics and areas to assess in your organization can be: recruitment strategies, creation of safer spaces (and safer transport routes), leadership roles, changing rooms, accessibility, community engagement, provision of adequate equipment, tracking of exit information, balance of financial resources, first aid kit and first responder set-up, handling of bullying, reporting of complaints, spectator management, code of conduct, risk analysis, development of policies and procedures, etc.

What to consider when filling out a self-assessment survey:
- It is not about getting the most "Yes" answers, points or a feeling of "failing" if you don't.
- After you've assessed yourself, pick one area for improvement and start step by step. Acknowledge that change takes time and lay out a plan that breaks your action items down into manageable chunks. *Not all topics have to be addressed at once. Each topic tackled is a new win, but remember that the work is never done.*
- Set a time for when you want to reevaluate your answers and see how you did in comparison.
- **Remember:** The goals of self-assessment is to take the time to review and analyze your league and organization in terms of your vision and actions. Ownership is important and practicing it with this evaluation tool will help you in creating accountability.

Reflective Questions

One method to assess your league or organization is to ask yourself these questions to identify and address issues such as:

- BIAS
  - Who am I/are we including/excluding?
  - Who am I/are we encouraging and who am I/are we shutting out?
  - Who am I /are we taking for granted?
- PRIVILEGE
  - What does my whiteness/cisness/straightness/ability afford me that I did not have to work for?
  - What am I able to do that others might not be based on the color of my skin/gender identity/gender expression?
  - What am I willing to sacrifice in order to lift up those with less privilege than myself?
- MICROAGGRESSIONS
  - What examples of microaggressions exist in your organization? What intent and what impact do they actually have? And what could you do to address them?
  - Be present and accountable to your mistakes, own them and apologize.
  - Speak up when you hear something that is wrong or is unjust.
  - Hold your peers accountable for their actions in a kind, but firm, way.
- REPRESENTATION / CULTURAL APPROPRIATION
  - Think of the implications of any imagery, logos, materials, team names, skater names and official names. When we are thinking of our collective community, we should go out of our way to consider the views, feelings and lived experiences of our league mates, teammates, and the broader world around us. Examples of such violations could include:
    - Team with a name that connotes violence (i.e., "homicides," "beaters," "victims").
    - Team or individual names that reference events that could be traumatic for individuals or groups (i.e., "riots," "suicide," "gang").
    - Logos and names that connote or perpetuate stereotypes of groups of people.
    - Logos and names that are blatant slurs or stereotypes (i.e. using the term "crazy").
  - Does the makeup of your league accurately represent the makeup of your local community?
- ACCESSIBILITY
  - Where do you train? Where do you recruit? How are you seen? (You may have a different reputation from an outside perspective than one that you are trying to reflect)

- Reflect and assess your location, venues and access to it: How easy is it to get to? How easy is it to access? Assess and measure level changes, stairs, bathrooms, locker rooms.
- If you're putting on an event at an inaccessible venue, every time you put on an event there make sure you investigate to see if there are more accessible alternatives first. Reflect on why you are hosting events in this space.
- Know the difference between accessibility (disabled people can access space just as easily as able-bodied people) and accommodations (needing to ask for help or modify space so that disabled people are able to access it at all).

How to Start the Conversation

First step is knowing how to start the conversations to deconstruct issues, address sensitive topics, and find solutions.

💡 **We recommend you create your own communication guidelines and team agreements.** 💡

A few tips:

Preparation:
- DIFFICULT CONVERSATIONS ARE DIFFICULT! But they are important. So make sure there is space for them — especially if you are in leadership.
- Practice having these conversations as a part of your regular leadership/committee/league meetings. Role playing difficult conversations will help you in the moment.
- Agree on group norms and rules ([Group Agreements](#)) of how you want to interact and engage with each other.

Do's and Don'ts:
- Always be considerate. Try to think of the impact your actions and words have.
- Be open to new ideas and other perspectives: Listen and Believe. It might not have happened to you, but that does not mean it has not happened. If it did, tell or show the other person you can relate.
- Ask questions! Ask why! Asking is the first step to change. Be sure to actively listen.
- Don't make generalized statements to raise issues and don't make assumptions — rather: ask.
- Don't respond and react out of fear — watch out for defensiveness.
  - This can include minimizing the issue, ignoring or avoiding it, exploding, aggressively arguing back, or trying to smooth over the situation.

Acknowledgement:
- Acknowledge and accept where you and others are and where you want to go instead of staying in the state of denial.
- Acknowledge if something happened or has been said that causes harm, issues, etc.
- If you make a mistake, own it. Acknowledge, apologize, and make amends by doing better. Don't make the apology about you.

Awareness:
- Stop and interrupt an unproductive dynamic.
- Redirect the conversation if it is getting sidetracked.

- Don't be afraid to dive deeper into controversial issues. Be sure to facilitate an open dialogue and address unproductive comments or behavior. Like:
    - Inappropriate jokes or comments
    - Not listening, interrupting, side conversations, raising voice
    - Belittling, dismissing, judging, disregarding, etc.
    - Eye-rolling, laughing at others
    - Gaslighting behavior
    - Victim blaming or dismissing
- Be aware of group dynamics: Observe who is talking and who is quiet, who interrupts or gets interrupted. What tone or (nonverbal) language do people use?
- Triggers:
    - Know your triggers, and if you feel comfortable, share them.
    - Be aware and observe common reactions to triggers during difficult conversations.
    - Create a space where people are encouraged to deal with their triggers the way they feel necessary, this may include leaving a conversation and/or having to pause or stop the discussion. This may include building in time and space for emotional relief.
- Interrupt biases by taking action to point out or stop inappropriate behaviors either happening to you or to others. This can range from inadvertently using offensive terms or phrasing, all the way to purposefully using terms to hurt or belittle people.

💬 **Here are some useful phrases and examples of how to start your sentence:**
Can you ... explain, help me understand, give me an example, the context, etc.?
What do you mean by saying ... ?
Are you saying/thinking that ... ?
What was your intention when saying ... ? What led you to ... ?
How did that make you feel? How did that impact you?
I've noticed you ... reacted to my comment, got loud/quiet, changed your tone of voice, etc.
I hear that ...
What I'm hearing you say is that... Did I get that right?
What do you think are the next steps? I'm curious what you/others are thinking about ...
I would suggest that ...
I'd appreciate if ...
I'm noticing that when we are discussing ...
I believe I said something different ... What I meant was...
We discussed/agreed upon ...
Is there anything else?

Need more help and tips? Find it in the Resources section.

III. USE IT — How Tos and Considerations

This section of the Toolkit focuses on the general concepts we have discussed as issues, challenges and topics in roller derby. You can use it as a discussion guide, inspiration or starting point for your context.

In the first part we'll be discussing policies and the creation of a Code of Conduct.

In the second part you can find concrete examples of how to create a positive organizational (league) culture and events.

How To: Policies and Guidelines

Why is it important to create a Code of Conduct?
A Code of Conduct is a necessary document in any organization. It states clearly and thoroughly what **ethics, values and standards** the organization upholds. A Code of Conduct also sets you and your organization apart from other similar organizations — it lets people know what is expected of them by being a member of your league.

💡 **We recommend creating your own Code of Conduct and Policies.** 💡

Creating a Code of Conduct can be daunting, but don't worry! Here is a helpful how-to guide to get you started. We also encourage you to use the WFTDA Organizational Code of Conduct as a guiding document. While the WFTDA Organizational Code of Conduct uses a "regulatory" position (cause and effect, or action/reaction), your league may choose to use a more expectation- or behavior-based model in creating your Code. There is no one right or wrong approach.

What is Culture?

Shared.

Culture is a group phenomenon. It cannot exist solely within a single person, nor is it simply the average of individual characteristics. It resides in shared behaviors, values, and assumptions and is most commonly experienced through the norms and expectations of a group.

Pervasive.

Culture is present at multiple levels and applies very broadly in an organization; sometimes it is even seen as reflecting the organization itself. It is manifest in collective behaviors, physical environments, group rituals, visible symbols, stories, and legends. Other aspects of culture are unseen, such as mindsets, motivations, unspoken assumptions.

Enduring.

Culture can direct the thoughts and actions of group members over the long term. It develops through critical events in the collective life and learning of a group. People are drawn to organizations with characteristics similar to their own; organizations are more likely to select individuals who seem to "fit in" and over time those who don't fit in tend to leave. Thus culture becomes a self-reinforcing social pattern that grows increasingly resistant to change and outside influences.

Implicit.

Reacting and supporting culture is not always a conscious decision. An important and often overlooked aspect of culture is that despite its subliminal nature, people are effectively hardwired to recognize and respond to it instinctively. (1)

How To:

1) Start the conversation
You and your leadership team should start to have conversations about what the league's goals are for the culture and environment you want to create. All groups have a culture — whether it is unintentional (i.e., naturally occurring and not discussed) or intentional (i.e., the group has decided together how they will interact). A Code of Conduct will inform your league culture. In an ideal world, what would your organization look like? What behaviors are expected from participants? What behaviors are unacceptable?

2) Take these questions to a larger group
There will be natural additions to your Code of Conduct (for example, anti-harassment policies), but there will be smaller pieces that will be brought up in your conversations, like communications and interpersonal dialogue guidelines, business practices, etc. It's important to create engagement with the Code before it is finalized and create space for discussion. Facilitated dialogue, feedback surveys, and open forums for communication are all important to gathering the feedback it takes to build group consensus. *See the section Exercises and Templates for helpful guidelines.*

3) Paint a picture of your organization
Now it's time to write the actual Code of Conduct. With a solid document to refer to, your league won't be left wondering what to do or how to deal with a situation, should anything come up. More importantly, a good code of conduct sets expectations and perimeters so a whole bunch of situations will not occur in the first place. A Code of Conduct will be what sets you apart, what guides you when situations arise, and is the picture of your organization from the outside. Create and examine policies to see whether they're reinforcing oppression. Is that 'three strikes' policy that lets abusers off with a warning the first two times no matter what they do solving any problems? Does your bullying policy protect the marginalized, or protect white/cis/etc fragility when they're challenged on oppressive behavior and feel "attacked"? What's the balance between confidentiality and transparency - is strictly enforced confidentiality preventing whistleblowers from identifying oppressive behaviors without putting their own status at risk? Good policy is useless without the procedures and actions to support it. You might say from a policy level that you're inclusive of everyone, but if you brush off claims of microaggressions because they're not explicitly spelled out in your CoC, the CoC isn't as effective as it should be. Make sure you explain the purpose of the Code, define the scope of the document, include policy elements (i.e., the expectations), and any actions that may be taken if a policy is violated.

Examples in Roller Derby:

When we say that your Code of Conduct is what sets you apart, and what speaks for your organization - we are speaking about how people choose your league, or roller derby in general. Different cultures band together. So in Roller Derby, adopting a certain culture like "punk-rock", might bring with it negative related cultures and audiences. Your league is representing your culture at all times - whether outwardly with aesthetic or internally with building an intentional league culture and code of conduct. Making an effort to define the aspects of those combined cultures a league would like to keep, or to even move away from a specific adopted culture (for example, a lot of league's move away from a more rock&roll culture to a sporty culture - with its own related and linked cultural implications).

It is important for leagues to recognize this and make choices to either support current culture or make changes. Reinforcing existing league culture can be as innocuous as giving your league members the benefit of the doubt when challenged by an outsider, because of identifying with the league personally. Having that identity attacked can feel very personal, and marginalized people have to walk through a minefield to challenge those structures without becoming a "problem" league member. Make sure you are checking in and making space for all voices, without attacking each other. Paramount to this is keeping the spirit of best intentions at the front of our thinking. Roller Derby is filled with people who are committed to the sport and want to make it better. Be kind and be generous.

How To: Organizational Culture

How do we address the roots of Code of Conduct violations, and help to encourage growth when our intentional culture is violated? Below are some examples of how unintentional culture can create an unsafe environment for participants. Check in with your league — what needs to change about your league in order to create a better culture? Change has to start with YOU. *Check it out - we added Atlanta's recommendations to this list!*

Consider creating standards and policies that address the following:

- **Skater name policy, logos, and league materials**
  - Call out/Call In skater/official/volunteer/participant names that allude to violence and assault, are rooted in racism, sexism, homophobia or transphobia, and are generally offensive. If there is a question, it probably isn't appropriate.
  - Call out the naming and use of indigenous people and symbols as team names, cheers, chants, mascots, skating maneuvers or skating skills, and other misappropriations of indigenous culture in the sport of roller derby.
  - Offer an alternative to military-based designations like "bootcamp", "captain," etc. such as "A" or "Alternate".
  - Is your league branding racially or culturally insensitive? Are all your league and team logos white women? Are you clinging to the "white pinup" or "white punk rocker" derby template?
  - Does your marketing use only images of white skaters? Conversely, do you tokenize BIPOC members or exploit them for the sake of appearing diverse?
- **Policy on pronoun usage**
  - Don't assume people's pronouns.
  - Don't default to "they/them" pronouns when someone's pronouns have been provided to you.
  - Be respectful when corrected.
  - If you misgender someone, accept/own the mistake, apologize, and move on. Do not defend your error.
  - Feel free to wear your pronouns on your uniform - Especially cis-people in order to normalize the practice (sticker, pin, button, etc). This is an accessory/jewelry item/sticker and may be worn unless it poses a danger to participants in the game.
  - Be aware when introductions are to happen and introduce with pronouns when appropriate.
  - Pronouns are not a joke - don't turn them into one.
- **Policy on racism and discrimination**
  - Always listen if someone comes to you saying they feel discriminated against.
  - It is not for you to decide if discrimination has occurred.
  - Strive to understand how BIPOC are represented in your organization.

- ○ How are people of color excluded/invalidated from your organization?
- ○ Eliminate blowback by white fragility: Don't be defensive or blind to these issues — educate yourself.
- ○ Don't schedule events on holidays/days of importance that compel people to choose between their religion and their team.
- ○ Have a safe/anonymous system in place that allows people to report microaggressions they experience.
- ○ Can your league afford to pay an anti-racism educator to educate your membership? Or pay someone to review your league policies?
- ○ When it comes to your attention that someone in your league is racist or making others uncomfortable, how is that handled?
- ○ Are your policies preventative in maintaining a safe space, rather than reactive?

- **Recruit and reach out with intentions and impact**
  - ○ Understand where and how your recruitment affects your league.
  - ○ Talk to groups that are not represented in your league — what would make them consider joining?
  - ○ When people leave your league, do you know why?
  - ○ What kinds of events does your league attend for outreach and what's the demographic of people there? Which communities are you connecting with?

- **Create a pathway to access derby by helping with resources**
  - ○ Hardship policies and scholarships - this can include gear support, affordable jerseys, funding travel teams or skaters who cannot afford travel.
  - ○ Equipment lending and donations
  - ○ Child care
  - ○ Time of day / day of the week / location
  - ○ Flexible but safe rostering practices

- **Develop leadership**
  - ○ Have structures in place to accept and train new people.
  - ○ Be intentional with your recruitment of new leadership — what perspectives are you missing or would you benefit from? (If your league has BIPOC are they represented in team/league leadership roles?) Don't default to tokenism!
  - ○ Begin transition planning for each role in your league.
  - ○ Have leadership frequently seek feedback: What issues are members experiencing?

- **What can you structurally do in your league?**
  - ○ Create a committee that focuses on intersectionality, inclusion, diversity, etc.
    - ■ Make sure this is not an insular committee but includes the whole league in conversations and efforts.
    - ■ Make sure to credit when one of your BIPOC league members does something for D&I that improves your league or benefits your league publicly.
  - ○ Have designated member advocates in place, listening and helping marginalized people, advocating on their behalf (with explicit consent).

- ○ Create policies or instructions for your league (i.e., Equity Policy, Hardship Policy, Accountability Policy) and review if your league policies inadvertently favor wealthier members.
  - ■ For example, are members able to pay their way out of league obligations like committee jobs or PR? Are there financial penalties for not meeting league requirements? Are your attendance policies too hard to meet for those with difficult work schedules?
- ○ Create standard operating documents to ensure continuation of best practices.
- ○ Create resources and policies against bullying, harassment etc.
- ○ Track data on how your league members self-identify so you know your league's demographics and in order to audit past membership.
  - ■ Is there a trend in who is able to meet your league membership requirements? Is it possible that your requirements have a built-in bias?
  - ■ If you have an associated junior league, are its members representative of your city's demographics?
- ○ Know who you are doing business with
  - ■ Do the companies from whom you order merch provide fair wages and safe working conditions for their employees?
  - ■ Look at your league's sponsors. Are they all white-owned businesses? If you reach out to BIPOC-owned businesses, are you asking for more than you're giving? Have you considered sponsorship service trades instead of asking for money?
- **Reflect on your league's culture and approach to racism**
  - ○ Has your team talked about what to do in a game if one or more of your skaters is being targeted by microaggressions/racism? Have you agreed whether you will continue to play or forfeit?
  - ○ Do your BIPOC skaters get called on more penalties than your white skaters? Does the metric for impact appear tighter for them? Do your officials undergo any kind of bias training?
  - ○ Have BIPOC tried to educate your league on these issues before? How were they met? Has there been any lasting action? Should you extend apologies to current members or retirees over your lack of action or understanding?
  - ○ Is it primarily BIPOC in your league who are pushing to improve diversity and inclusion? Are your league members quick to be vocal about other issues (like LGBTQIA+ issues) but not about racism?
  - ○ Do you rely on your BIPOC members to provide the answers to issues of diversity? Do you rely on them to do "the work" without acknowledgement or compensation from the league?
  - ○ How can you make this kind of examination and education a part of your league culture, rather than a short-term response to current events?
  - ○ Have you had fans respond negatively to your league using its platform in support of Black Lives Matter? How has your league responded to this? This is also part of using your platform.

How To: Event Standards and Values

Your organizational culture and policies do not just end with your league. Standards, policies and a Code of Conduct for events are important to cover everything outside your league as well.

Below are some examples of how your values can be applied to create a safer environment for events. Ask participants from outside what works well for them, or think about what you would like to see when you attend an outside event/tournament. What standards to do you want to set in your league and for events in order to create a better culture?
Check it out - we added Atlanta's recommendations to this list!

Consider creating the following standards and policies for your events:

- WFTDA Event Standards and Values in Action Plan
  - A document that can inform how the standards laid out in a Code of Conduct are applied to your events and any time your organization gathers.
- Have a policy or a Code of Conduct for your events in place. An event-specific Code of Conduct applies to all attendees and participants, not just to your league members (are fans allowed to wear racist imagery like confederate flags, maga hats, swastikas, etc.?). Some examples:
  - WFTDA Tournament Code of Conduct
  - Auld Reekie Safer Spaces for Events
- Next to an event-based Code of Conduct, you need a procedure that clarifies how you address breaches and deal with complaints. See the WFTDA Tournament Code of Conduct On-Site Procedural Document as an example.
  - Have a plan in place to address and report (in-game) instances of racism and microaggressions at games or tournaments you host.
- Have a person available who has the time and ability to observe, listen, is not involved in event organization or game play.
  - Inclusion and Standards Manager: This newly created position is a direct response to the 2018 WFTDA Postseason and is intended to clarify and address incidents that occur on-site at our Playoffs and Championship events. We recommend you have a similar position for your events. See the Inclusion and Standards Manager Job Description.
- Locations: Where do you hold your events? Do you need to consider talking to third-party providers? Other considerations:
  - Are participants, volunteers, and attendees being treated respectfully?
  - Are individuals with service animals being given the accommodation they require?
  - Is all bathroom signage visible and presentable? Are private changing rooms labeled?

- - ■ For example: "All Genders Bathroom" and "Private Changing Room, please knock."
      - ○ Are there any concerns or issues with venue/location staff?
        - ■ Do you have police present at your games? Are your BIPOC members comfortable with it?
        - ■ Are your medics vetted for bias?
      - ○ Are all accessibility needs being met (i.e., ramps, seating, etc.)? Did you put all potential accessibility concerns on contracts, documents, and all promotional materials for the event?
      - ○ Are the locations where you host practices and games easily accessible via public transportation?
      - ○ Do you have a safe space at your afterparties? Is the atmosphere welcoming to BIPOC?
  - Other values you would like to uphold:
    - ○ Land or other (historical etc.) acknowledgements at your games or your website
    - ○ Does your league play the national anthem at games? Do you discourage people from kneeling? How do you respond to those who express anger about kneeling?
    - ○ Environmental impacts (Do you prioritize being eco-friendly and sustainable? Do you limit single-use plastics at your events? Do you know what environmental racism is?)
    - ○ Sponsors and local businesses: Are your game-day vendors representative of your city?
    - ○ Where promotional materials appear in the community
    - ○ Scheduling: Do you cross-check religious and cultural holiday dates before booking games?
    - ○ Entertainment: What kind of music do you play at your games? What kind of half-time acts do you have? Do these have a specific audience?
    - ○ Do your announcers undergo any kind of cultural competency training?
  - Communication
    - ○ Pre-tournament or pre-event meetings are helpful to introduce everyone and to know who is in charge of what.
    - ○ Make sure you have time scheduled for check-ins with key personnel, stakeholders, and others who may be affected.
    - ○ Communicate to visiting teams the local requirements or laws on insurance, injuries, ambulances, hospitals etc. Have a plan in place if someone can not afford an ambulance.

IV. EXERCISES AND TEMPLATES

Check it out - we added more instructions and took out some exercises.

In the following section you will find exercises and templates we at the WFTDA have used ourselves, or find helpful when facilitating workshops and team meetings. This is only a small collection with few examples, which hopefully inspires you to run your own workshop and exercises for whatever goal and outcome you are looking for.

Usually these exercises are designed to help you:

- Engage with your community and create buy-in
- Understand different perspectives and approaches
- Identify problems, pain points, and patterns
- Bring together all stakeholders and align your goal and vision
- Create action items and timelines

Here are a few tips for using these templates and exercises:

- You can do them alone, but we recommend doing them in small groups as part of a league workshop. Creating buy-in from all participants is important to start these conversations and turn them into actions.
- Make sure you have someone assigned for moderation or follow-up who is not affected by issues discussed. Step up and don't let the marginalized, discriminated against, etc. person do the work.
- Remember to create a learning space (see b. How to use this Toolkit) and use the conversation tips from c. How to Start the Conversation

WORKSHOP:
Meeting in which smaller-to-larger groups use creative problem-solving exercises.

FACILITATION:
Moderating a conversation, exercise, workshop, etc. by structuring the process and guiding the group. Facilitating is not about teaching something or lecturing someone, but about helping a group discuss and engage with each other, to learn from and with each other.

DESIGN THINKING:
Problem-solving design methodology, with a user-centered approach.

Assessment Templates

Goal: Identify problems, challenges, behaviors and related policies to create next steps.

💡 **Accountability Tip:** If you have identified the next steps, add columns to assign roles and responsibilities, as well as a timeline. 💡

1. PROBLEM - ACTION - GOAL - ACTION - PROBLEM

Are you stuck in reaching your goal? Maybe it is because of multiple problems? This table will help you link them and identify solutions.

INSTRUCTIONS: After you defined your specific goal and added it in the middle, you can start either by identifying what is needed next to reach your goal and possible problems on your way, or you work your way backwards from the problem and visualize how you will reach your goal best by adding action items.

Where and why are we stuck?			**Where and why are we stuck?**
PROBLEM	**What is needed?**	**What is needed?**	PROBLEM
	ACTION	ACTION	
		GOAL	
	What is needed?	**What is needed?**	
Where and why are we stuck?	ACTION	ACTION	**Where and why are we stuck?**
PROBLEM			PROBLEM

2. MICROAGGRESSIONS AND BIAS

This exercise will help identify the difference between intention and actual impact of certain behaviors in your organization. It also helps to brainstorm solutions and create or adjust related policies.

INSTRUCTIONS:
Both tables can be filled out either as a collaborative group work, or alone as part of a survey. You can adjust columns as needed. *Please see section IV. EXERCISES AND TEMPLATES for facilitation guidelines.*

Microaggressions in our league	What do they do?	Intent?	How can we change them?	Related Policy

Biases influencing our actions	Where did we learn this? How is this presented around us?	How can we change the pattern and interrupt the bias?	Related Policy

3. PRIVILEGE & MARGINALIZATION

We recommend doing this exercise as a collaborative group work and encourage discussions around intersectionality in order to identify privilege and oppression in your organization. *Please see section IV. EXERCISES AND TEMPLATES for facilitation guidelines.*

INSTRUCTIONS:
You can add or adjust columns as needed, and collect categories beforehand or let the groups come up with them on their own.

Privileged Group: Define the group of people you think has the most benefits and privileges within a certain category (this can be Roller Derby specific, but also in life in general).
Marginalized Group: Define the group(s) of people that do not belong to the privileged group you defined before.
Majority representation in our league: Define in which category your average member falls. Check if you have an existing policy related to the category and the quality and applicability of it.
Related Policy: Think about the need and urgency of creating a policy if you don't have one ready

| Category	Privileged Group	Marginalized Group	Majority representation in our league	Related Policy
Age	Eg. 20-30	Younger, older		
Body type and size				
Class				
Disability status				
Education				
Ethnicity				
Gender identity				
Geographic region				
First or native language				
National origin or immigration status				
Race				
Religion/belief				
Sex assigned at birth				
Sexual orientation				

Team Values and Practices

Goal: Identify problems and values, and start changing your practices.

Agenda (90 minutes):

1. Detect differences and similarities through a discussion on practices.
2. Identify what we want to continue, change or start doing.
3. What do these practices mean for our values?
4. Identify and map our values.
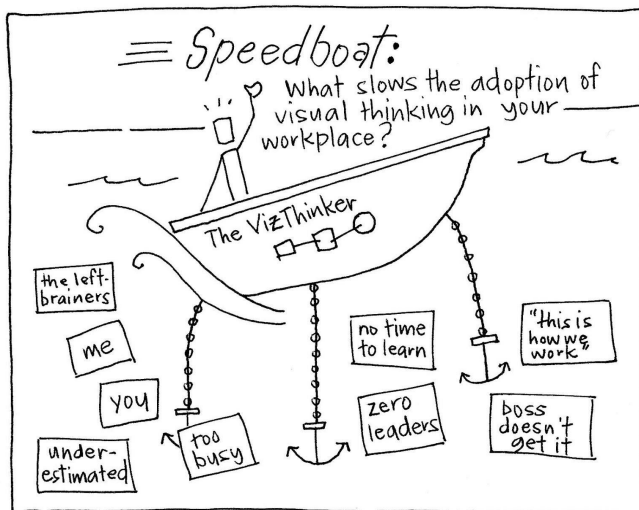
INSTRUCTIONS
Step one: SPEEDBOATING for 30 minutes

- What is preventing you from being able to work (together)?
  https://gamestorming.com/speedboat/
  - Everyone gets 10 minutes to think about:
    - What is sinking your boat when working with others?
    - What is slowing your work/the organization down?
    - What is standing in the way of your progress/projects?
  - 15 minutes: Present your post-its and cluster them around the boat

Step two: START - STOP - CONTINUE for 20 minutes

- Based on these similarities, lets focus on our practices: What do we want to stop, start, continue doing? https://gamestorming.com/start-stop-continue/
  - What are things we need to START doing?
  - What are we currently doing that we can or should STOP?
  - What are we doing now that works and should CONTINUE?

Step three: TEAM VALUES for 10 minutes

- Add a fourth column to the existing table called "values" and identify what these practices mean for and translated into your values.
- Each person or group works on a line and assigns a value.
- As a final step try to group and/or categorize the values.
  - You can define or vote on them, or create a team agreement out of them.

Step four: TEAM AGREEMENT

- If you haven't decided how you want to communicate with each other, make sure you create a team agreement out of your identified values.
- This agreement should cover collaborative and communication guidelines. You can use the WFTDA Group Agreement as a starting point to create your own.

V. RESOURCES

We can't cover everything and we don't know what is relevant for you and your context. But these resources will help you get there and we are working to grow this list continuously. As topics and issues change, so will this Toolkit and resource list.

Further Resources

Check it out - we added new resources to this list and reorganized them!

Agreements and Code of Conducts:

- [Accountability Handbook and Agreement](#) by the DIY Space for London
- [Ten Style Tips for Writing an Effective Code of Conduct](#) by the Ethics & Compliance Initiative
- [The Culture Factor](#) - Harvard Business Review
- [Free Governance Documents and Templates](#) by Effective Governance

Anti-Racism:

- [Are you racist? "No" isn't a good enough answer](#) – Credit: [Marlon James](#), author of "A Brief History of Seven Killings"
- [White Anti-Racism: Living the Legacy](#) by [Teaching Tolerance](#). They also provide a "Speak up at schools" guide for educators on [How to Respond to Everyday Prejudice, Bias and Stereotypes](#)
- [Deeper Anti-Racist Organizational Change: More Tools & Resources](#) by CommunityWise Resource Centre, including the [Continuum on Becoming an Anti-Racist Multicultural Institution](#) Chart.
- [The Characteristics of White Supremacy Culture](#) from Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun, ChangeWork, 2001 (Find the pdf version [here](#))
- [Dismantling Racism Works web workbook](#) by dRworks, including [Analysis Tools](#) and [Action Tools](#)
- [Building a Multi-Ethnic, Inclusive & Antiracist Organization](#) by Safehouse and provided by [Racial Equity Tools](#). The site offers tools, research, tips and ideas to work toward justice at every level – in systems, organizations, communities and the culture at large.
- [Anti-Racist Organizational Development](#) by Western States Center, including the [Western States Rubric](#).
- [An Antiracist Reading List](#) - Ibram X. Kendi on books to help America transcend its racist heritage.
- [The Literature of White Liberalism](#) by Melissa Phruksachart on the problem with antiracist nonfiction.
- [Anti-racism resources for white people](#). Document compiled by Sarah Sophie Flicker, Alyssa Klein in May 2020.

Biases:

- [Harvard Implicit Bias Test](#) by Project Implicit
- [The "Look Different" Campaign](#) by MTV and the Kirwan Institute, offers education and resources on biases. Check out their [Bias cleanse](#), discover your advantage or take a quiz.
- [Understanding Implicit Bias](#) by the Kirwan Institute. Have a look at their [State of the Science: Implicit Bias Review](#).
- [Catalogue of Bias](#) - a collaboration by the University of Oxford and CEBM
- [Unbiasing](#) - articles and guides/toolkits from re:work with Google
- [A lesson in how to overcome implicit bias](#) by NPR Code Switch

Conversations:

- [Conflict Tools](#) by Workplace Conflict
- [Calling in vs. Calling out](#) by Everyday Feminism
- [10 Tips on Receiving Critical Feedback](#): A Guide for Activists, by Brooke Anderson

Exercises, Workshop Methods and Toolkits:

- [THE TEACHING TOLERANCE](#): Social Justice Standards - Professional Development Facilitator Guide
- [Gamestorming](#) is a collection of exercises and workshop ideas, in book or online form. Check out their [Coda Gamestorming Toolkit](#).
- [Facilitation tools for meeting and workshops](#) by Seeds for Change. Find more resources from them [here](#).
- [Youth Advocacy Toolkit](#) by A World at School and the Youth Advocacy Group of the Global Education First Initiative. It offers a lot of tools and ideas on how to advocate for your rights.
- [Human Center Design Toolkit](#) by IDEO.org, a creative approach to problem solving and designing methods and workshops
- [Design Thinking for Educators Toolkit](#) by Riverdale and [IDEO.org](#) is a collection of methods and exercises for anyone who uses education
- [Achieving Transformative Feminist Leadership](#) - a toolkit for Organisations and Movements by Srilatha Batliwala and Michel Friedman for for CREA

Microaggressions:

- [Racial Microaggressions in Everyday Life](#) by Derald Wing Sue
- [Racial Microaggressions: Comments That Sting](#) video by The New York Times

- [Educator Self-Reflection Tool: Reduce Harm in Classrooms, Interrupt Microaggressions](#) by Sharla Serasanke Falodi
- [You've Been Called Out for a Microaggression. What Do You Do?](#) By Havard Business Review

On Sexism, Bullying and Discrimination:

- [5 Ways That Adults Bully Each Other](#) by Preston Ni
- http://www.bullyingstatistics.org/ Anti-Bullying Help, Facts, and More
- [More about sexual consent](#) from Planned Parenthood
- [What is intersectionality, and what does it have to do with me?](#) by YW Boston
- [It's pronounced metrosexual](#)- free online resources for social justice, gender, and sexuality with activities, edugraphics, courses and more

Organizations and Educators:

- [TRANSATHLETE](#)- information about trans inclusion in athletics at various levels of play
- [Athlete Ally](#) - check out their free online training ["Champions of Inclusion"](#) or their [10 Policies for LGBTQ inclusion](#)
- [Everyday feminism](#) online school for social justice
- [EduColor](#) - find more resources from this inclusive cooperative on intersectional diversity
- [Center for Transformation Change](#) - Dr. Kathy Obear. Find books, resources and webinars. Check out her article on [triggers](#).
- [The Safe Zone Project](#) - free online resources for LGBTQ Awareness and Ally Training Workshops
- [Worksportlife](#) Leadership Coaching - offers free articles and podcasts, next to consultations and coaching
- [Robot Hugs comics](#) Visual educational material

Self-Assessments:

- [Online Self-Assessment](#) by Pro Safe Sports
- [Women Win Guides](#) with self-assessments on gender inclusion and child protection
- [Organizational Self-Assessments](#) links and tools by the National Council of Nonprofits
- [Reflection](#) exercise on Privilege by RISE/risetowin.org
- [Anti-Racist Organizational Assessment - Background and How To](#) by Western States Center, including the [Western States Rubric](#) and the [Racial Justice Assessment Tool](#)

Where and how to find resources for your (local) context

Check it out - we added new resources to this list!

- If you are a WFTDA Member League you can always start in the "Diversity and Inclusion" forum section to ask for tips or see what different leagues are doing.
- Connect with other leagues around you in your local context or online if you like what they do. Most leagues are more than willing to share their resources. Their templates or ideas can help you start a conversation or a document.
    - Atlanta has a great series on Anti-Racism Reading and Action Items https://www.atlantarollerderby.com/anti-racism-reading-and-action/.
    - For example, have a look at Helsinki's home page and their Code of Conduct or read Building Positive Team Culture on Rose City's website.
- If you are in a country with a National Governing Body (NGB) ask what policies they have in place or tell them which ones you would like them to HAVE in place.
- Investigate the organizations in your communities:
    - Consider local social justice organizations
        - For example in Europe, the Center for Intersectional Justice engages in advocacy and policy-oriented research and releases reports like Intersectional discrimination in Europe: relevance, challenges and ways forward or report summaries.
    - Look into organizations whose mission aligns with the values of your league
    - Have conversations with your league members about organizations they individually support
- Get in touch with local media or news you trust to discuss important topics and issues.
    - For example the Boulder County Bombers talked to PoCo in BoCo about Roller Derby.
- Check out skater or roller derby alliances and find resources or inspiration:
    - For example: Tips for Leagues and Coaches by the Deaf and Hard of Hearing Roller Derby Skaters Worldwide. (Find tips for officials here.)
    - Important groups you can follow and get in touch with:
        - League of Accomplices
        - Team Indigenous
- Get inspired and find more resources by derby blogs, coaches and writers:
    - Follow The Apex and their guest writers on topics such as Some Tips for Working Through Conflict in Roller Derby by Gwendolyn Olton or Systemic Racism in Roller Derby by Queen Loseyateefa
    - Punchy O'Guts: Dear Roller Derby - We Can Do Better and Inclusive Coaching.
    - Rule 56 wrote a blog post about Accessibility in Roller Derby
- Look at other (local, regional or national) sport organizations or nonprofits. For example Sport England released a report on Sport for all - why ethnicity and culture matters in sport and physical activity' . The whole report can be viewed here: Sport for all?