



WFTDA Code of Conduct Toolkit - Additional Guidance on Workshops

This document is intended as additional workshop guidance for WFTDA Members looking to use the WFTDA Code of Conduct Toolkit exercises on:

- I. Microaggressions & Implicit Bias**
- II. Privilege, Marginalization, Oppression & Intersectionality**

***Please note:** Having workshops required for all members helps spread the work, makes sure everyone is on the same level and avoids separating between people who want to see change and those who would benefit from it. You can facilitate these exercises online, spread them out over several meetings or have folx do pre-prep work. Get creative when mandatory meetings seem like something impossible.*

Before You Start: Facilitation Recommendations

- Create a group agreement (see the WFTDA Code of Conduct Toolkit for tips).
- Dividing people into smaller groups helps distribute the workload and exercises and can make people feel more comfortable. Check in with folx and ask how they feel.
- Remind the group of taking care of themselves and to set their own boundaries about how much they wish to disclose. Use stickers or asterisks to let folx decide if they don't want their notes to be read aloud.
- These exercises will allow participants to witness each other's experiences and thus creates more understanding where we are all coming from.
- There is a tendency for people with more or lots of privileges to feel guilty, but this feeling is not helpful on its own and especially when it stops further conversations. However, this feeling can be used as a catalyst for action against oppression.

Materials

- If you are doing these in-persons, we recommend bringing several pens, markers, paper or posters, sticky notes, stickers etc.
- You can also do these workshops online (for example zoom has breakout rooms for smaller groups), and work via screen sharing for taking notes, create special group agreements (muting, moderation order etc.) and record the call.

A note for the workshop facilitators:

It is important to prepare these topics before discussing them in a workshop.

- a) Emotionally: Reflect on how these topics impact you personally in roller derby. This will help you set the tone for the exercises, as well as show that vulnerability is welcome in this space.
- b) Conceptually: Think about how you can explain and address them for your peer group.

I. Microaggressions and Implicit Bias

Why?

Implicit bias impacts all of us and impacts all parts of our identity. Implicit bias shapes the way others see us, the way we see others, and the ways we see ourselves. It is important to understand how our implicit biases are manifesting themselves via microaggressions and can lead to oppression on an individual and systemic level in roller derby. This helps you identify challenges and opportunities for your league's policies and procedures.

Learning Objectives:

1. What is implicit bias and what are its impacts?
2. What are microaggressions and how are they tied to unconscious biases?
3. How to question and challenge your implicit bias

PREPARATION: PREP WORK FOR PARTICIPANTS

Please share the glossary at the end of this document or inside the toolkit, so everyone understands the concepts and terms you'll be talking about in the workshops.

Find resources in your language or for your context, otherwise we recommend:

Test	Take the Harvard Implicit Bias Test by Project Implicit
Watch	Peanut Butter, Jelly and Racism and Check Our Bias to Wreck Our Bias
Read	Racial Microaggressions in Everyday Life by Derald Wing Sue
Reflect	How does implicit bias show up in me and my life? How does it influence Microaggressions?

- Who is your default? Who do you implicitly feel connected to?
- Who do you turn away from? Who are you shutting out?
- Who are you taking for granted?

Introduction:

Implicit biases are based on our associations with categories such as race, age, gender, orientation, appearance, etc. They can be favorable or unfavorable, but everyone has them and can't escape them, as we are usually unaware that they exist. Usually we favor people who are similar to us or whom we share aspects of identity and values with, but we can also hold biases against them (and thus our own group).

Microaggressions are our manifested implicit biases and present themselves via everyday comments, actions, insults, indignities and assaults.

EXERCISE: MICROAGGRESSIONS AND BIASES IN OUR LEAGUE

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 before you discuss the results. Adjust columns and group sizes as needed.

GOAL: Understand what examples of microaggressions and biases exist in your organization, what intent and what impact they actually have, and what you can do to address them. It will help identify which policies you have and which ones you need.

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

Debrief this exercise:

When unchallenged, implicit bias has very real consequences for individuals, however implicit bias can be effectively challenged and unlearned. Make sure folks understand this difference.

OUTRO EXERCISE: GOAL SETTING

By looking at your microaggressions, biases and policies, set yourself some goals:

1. One of my/our implicit biases is:

2. My/our goal is:

3. Three actions and commitments I/we will take to challenge my/our implicit bias are:

Now that you understand your personal and leagues biases and microaggressions, it's time to look into how these can turn into oppression.

II. Privilege, Marginalization, Oppression & Intersectionality

Why?

We all have many different parts to our identity and experience in relations to privilege, marginalization and oppression. However, it is important to understand how these concepts can impact an individual's or a community's access to roller derby. This helps you identify challenges and opportunities for your league's policies and procedures.

Learning Objectives:

1. Understand the difference between privilege and oppression
2. Acknowledge how discrimination, marginalization and systemic oppression have a negative impact on people in roller derby
3. Being able to explain and reflect on intersectionality and multiple identities

PREPARATION: PREP WORK FOR PARTICIPANTS

Please share the glossary at the end of this document or inside the toolkit, so everyone understands the concepts and terms you'll be talking about in the workshops.

Find resources in your language or for your context, otherwise we recommend:

Test	Take this Reflection exercise on Privilege by RISE/risetowin.org
Watch	Sometimes You're A Caterpillar by Chescaleigh
Read	What is intersectionality, and what does it have to do with me? by YW Boston
Reflect	How have privilege, oppression, and intersectionality impacted my life? <ul style="list-style-type: none">● What are some advantage or disadvantage in your life you didn't "earn" (think of your race, gender, physical ability, whether you are left- or right-handed etc.)?● What am I (not) able to do that others might (not) be based on the color of my skin/gender identity/gender expression?

Introduction:

All people have different aspects to their identity, and thus almost all of us have unearned advantages and disadvantages. Another way to think about these unearned advantages and disadvantages is to think in terms of "privilege" and "oppression". But not all of us experience oppression and marginalization in the same way or form. Intersectionality helps us to show how our multiple identities interact and shape our lived experiences.

EXERCISE I: PRIVILEGE & MARGINALIZATION IN OUR LEAGUE

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.

INSTRUCTIONS:

This exercise can be done in a big group as a brainstorming method, or smaller groups when you want to go more into detail and discussions. You can add or adjust columns as needed, and collect categories beforehand or let the groups come up with them on their own.

GOAL: Understand who is privileged and marginalized in your league, identify what policies you have in place, and which ones are missing to make sure marginalized folks are not oppressed.

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		

EXERCISE II: SYSTEMS OF POWER AND OPPRESSION IN OUR LEAGUE

Identify how power and oppression manifest themselves in your league, and are reinforced by the different systems. We recommend doing this exercise after you have determined who is in your privileged and who in your marginalized group.

INSTRUCTIONS:

Start by doing this exercise in a big group and collect systems and categories together (see the glossary at the end) from your previous discussions. Then divide them into smaller groups, letting them work on filling out the rest of the rows. Bring it back by having groups present their results and find similarities and differences amongst them, so you can identify next steps.

GOAL: Understand how different systems intersect and how they can affect power and oppression in your organization, and what you can do against it.

System	Power held by	Oppression of	Solutions or Policies
Eg. Racism, Classism, (Cis-)Sexism Ableism etc.	Who holds the power here? How is that power shown?	Who is oppressed here? How is that oppression shown?	Do you already have policies in place or ideas on how to change the system?

Debrief this exercise by asking:

- How might a person's experience in roller derby be impacted if multiple aspects of their identity are oppressed?
- How might a person's experience in roller derby be impacted if they hold power or privilege in multiple aspects of their identity?

OUTRO EXERCISE: GOAL SETTING

By looking at your policy, set yourself some goals:

1. One of our Privileges is:
2. One of our Oppressive Systems is:
3. Our goal is:
4. Three actions and commitments we will take to challenge the oppressive system are:

III. Concepts from the Code of Conduct Toolkit Glossary:

Oppression: The exercise of authority or power in a burdensome, cruel or unjust manner. The state of being subject to oppressive treatment.

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.

When marginalization and oppression become systemic, discrimination is no longer just tied to individual actions. For Racism, this means an entire group, population, country etc. is now operating within a structure and a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. Other examples based on a system of oppression that is established as the “norm” and produces social and physical barriers can include Classism, Ageism, Heterosexism, Ethnocentrism, (Cis-)Sexism, Faithism, and more.

Microaggressions: Any action (often unintended) that expresses a prejudiced attitude to a marginalized group.

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.

Intersectionality shows how holding multiple identities can influence a person’s lived experience and how an individual’s (earned and unearned) advantages and disadvantages overlap and shape their lived reality – for example in terms of access to resources or experiences with multiple oppressions.

(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.

Everyone has implicit bias. These associations develop over years of exposure to direct and indirect messages about different types of people. Implicit biases do not always match an individual's declared beliefs. In fact, implicit bias may be in direct conflict with a person’s values.

Because implicit biases impact how others perceive an individual, implicit bias has real implications for people’s access to education, health outcomes, and physical safety. With intention and commitment, an individual can effectively challenge and unlearn their own implicit bias