



# Inclusion 101 Facilitator's Guide

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# Introduction

AnyKey's Inclusion 101 curriculum is an **interactive seminar** designed specifically **for gaming groups**. The training provides a practical introduction to diversity and inclusion through a series of activities and knowledge building exercises.

Inclusion 101 has been specially tailored to tackle complex topics by exploring the types of troubling situations people encounter in the world of gaming, especially online. During this the 3.5 hour course participants learn basic allyship skills, practice bystander intervention techniques, and set goals for making positive changes in their community.

## Who is Inclusion 101 for?

Inclusion 101 has been created for use by a wide range of game-related groups including: professional esports organizations, college varsity teams, intramural clubs, tournament admins, event producers, stream squads, and more. This training is designed to foster inclusion in any group that is united by their shared focus on gameplay.

Similarly, this facilitator's guide to Inclusion 101 has been written for a range of readers who might find themselves in the role of diversity and inclusion leader of their group. If you have the authority and the eagerness to increase the inclusiveness of your gaming organization, then this guide is meant for you.

## Who created this?

AnyKey is an advocacy organization that supports diversity, inclusion, and equity in gaming. We strive to ensure everyone feels welcome in esports by creating research-driven interventions to improve digital citizenship and organizing programs that champion marginalized players.

The research and design of Inclusion 101 was led by Dr. Johanna Brewer with contributions from AnyKey founders, Dr. T.L. Taylor and Dr. Morgan Romine.

# Inclusion 101 Overview

As an interactive seminar, this training provides support for developing both proactive and reactive responses to tackling the sorts of troubling situations that can arise in any gaming community.

## Learning Objectives

- 1 Build awareness of diversity within your group
- 2 Gain insight into the effects of toxic gamer culture
- 3 Develop shared vocabulary for talking about inclusion
- 4 Create consensus about your community's standards
- 5 Set concrete goals for making positive change together

## Timing & Format

- 3.5 hours long with breaks
- Ideally for 10-50 participants
- Driven by hands-on group activities
- Interlaced with PechaKucha-style presentation
- Adapted for in-person and virtual groups

## Training Philosophy

### **Diversity means everyone**

We make no assumptions about the gender, race, orientation, age, ability, beliefs, etc. of the facilitator or participants. Everyone can learn to be more inclusive.

### **Inclusion comes from within**

For a welcoming culture to take root in a community, it should be set by the leaders and upheld by its members.

### **Allyship requires practice**

Everyone in the group has to try, everyone will make mistakes, and everyone must try again.

### **Change takes time**

Preparing for this seminar, running the training, and making substantial improvements to your community will require sustained effort.

# Getting Started as a Facilitator

Congratulations for taking on the role of diversity and inclusion leader in your group! In preparation to facilitate this training for your community, you should make sure you follow five key steps before assembling your participants.

## 1 Attend inclusion training yourself

If you're at a school, look for courses from Title IX, student affairs, or campus life. If you're at a large company, your HR department may have resources. If you're independent or need more help than your institution provides, AnyKey offers an online training for Inclusion 101 facilitators.

## 2 Read this guide and the slides

Take the time to thoroughly read all the materials. It will require several hours to absorb, so block out enough space in your day for a focused first pass.

## 3 Give a heads up to establish expectations

Once you gain confidence as diversity leader for your group, reach out to tell them you've been honing your inclusion skills. Let them know you're preparing to run a training for the community and explain its objectives.

## 4 Practice running through the material

Organize a mock version of the training so you get comfortable facilitating. Best if you can have a colleague there to interact and give feedback, but in the very least, devote an afternoon to rehearsing on your own.

## 5 Prepare your seminar space

Scout your location in advance. Make sure to organize and test the equipment in the room, whether that's online or in the real world. Ready your projector, arranging the chairs, testing your connection, tinkering with the platform settings, adjusting your camera, and all other preparations should happen well before anyone arrives.

# Following the Slides

The core of the Inclusion 101 training is a visually rich slide deck. It's designed to keep you on track and on pace, and to ensure your participants stay engaged during the 3.5 hour seminar.

## Presentation Basics

Slides in the deck are usually shown for just 20-60 seconds, like a PechaKucha presentation or a TED talk. Most simply serve as closed captions for what you should be saying to the group, but certain slides are flagged with an icon in the upper right. Those slides have special guidelines to follow.

## Icon Legend

Each icon represents a different type of facilitation. Here we describe the general approach for each type of flagged slide. Later in this guide you will find more detailed instructions and ready-made scripts tailored to the series of activities you will be facilitating.



### Red Flag

Designates a type of troubling situation participants should be vigilant about.



### Read-Aloud Instructions

Before each activity you will explain the instructions using the scripts in this guide.



### Active Engagement

Indicates that the participants are expected to follow the prompt on the slide.



### Discussion

Use the question(s) to prompt reflection after an activity or stretch of presentation.



### Storytelling

Shown when members of the group should be respectfully listening to sensitive stories.



### Brainstorm

Solicit ideas from individual participants and then evaluate them as a group.



### Skill Review

Recap the specific techniques you've just covered and field lingering questions.

# Pacing the Training

The seminar is designed to be completed in 3.5 hours. By following the schedule below you will take the group through 2+ hours of activities, 75 minutes of presentation, and 10 minutes of break time.

# 1-8	3 min.	Introduce seminar and establish welcoming tone
# 9-64	35 min.	Activity: Cross the Line
# 65-73	5 min.	Present stats that gamers are diverse and begin to discuss how gaming isn't always inclusive
# 74-85	20 min.	Activity: Share Their Stories
# 86-93	5 min.	Discuss and explain more about why diversity and inclusion should matter to your community
# 94-106	10 min.	Cover vocabulary related to diversity and inclusion
# 107	5 min.	Break
# 108-121	10 min.	Cover 3 of 7 allyship skills
# 122-125	20 min.	Activity: Mod the Burns
# 126-143	10 min.	Cover remaining 4 of 7 allyship skills and review
# 144-147	20 min.	Activity: Make a Pact to Act
# 148	5 min.	Break
# 149-157	5 min.	Discuss and explain what an active bystander is
# 158-175	10 min.	Explain how to spot harassment, discrimination, and assault in a gaming context
# 176-202	15 min.	Cover the 5 D's of active bystander intervention and review
# 203-211	30 min.	Activity: Stand Up Scenarios
# 212-216	2 min.	Positively affirm participation and conclude seminar

# Beginning the Seminar

Once you've gone through the effort to gather your materials, prepare your space, and assemble your participants, you'll want to start off with an equally well considered opening.

## Introduce yourself

Even though most people in the group may know you already, make sure you remind everyone of **your full name**, what **pronouns** you use, and what **your role** is in your community.

## Set intentions, create a comfy space

The first 8 slides of the deck are designed to help you establish the proper tone for the seminar. To embrace the **philosophy of this training** it is important that you take care to emphasize the purpose of the seminar. Namely, that it is meant to be **an opportunity to learn** how to improve your community, and **not an excuse to call each other out**.

## Give a land acknowledgment

Kick things off with a **welcoming gesture** by offering your thanks to one of the most often underrepresented groups: **indigenous people**.

You can say something like: "Before we get started, I just want to remind everyone that (we are gathered here today on)/(I am speaking to you from) the lands of the <name of tribe(s)> people. So I just want to say thanks to those who have been stewarding this territory for generations. With those respects paid, let's begin."

To learn more about this inclusive tradition and the names of the indigenous stewards of the territory you are on, visit: <https://native-land.ca>.



# Running the Seminar

As you guide your group through the training, you'll want to keep a few points in mind to help orient yourself and have your eye out for the kinds of reactions from participants that require attention.

## What to remember

Always keep the larger **goal of growth** in mind. Focus on getting your community to engage with the material by using **“we” statements**. Emphasize that this is about **learning together** and practicing new skills as a group.

## What to watch for

If participants show signs of **discomfort**, acknowledge that the material can be tough, allow folks to take breaks, and invite them to express their concerns. In the case that participants exhibit **disengagement**, gently prompt them to explain their disinterest during a discussion. If someone in the group expresses sincere **disbelief**, use that opportunity to ask other members of the group to educate their peer. Finally, if a member of your community causes a **disruption**, they should be given a warning and reminded to keep things comfy. If they fail to heed the warning, you should calmly have the participant leave the seminar.

## Lead by example

The most important thing you can do as a facilitator to create a comfortable space of learning is to **be honest** and open about your own difficulties or discomforts. It is essential that you **readily admit your ignorance** if you don't know the answer to someone's question. In those moments, make a commitment to follow up after the seminar and **face the unknowns together**.

# Ending the Seminar

As you bring the training session to a close, you'll want to ensure that you leave on a high note. Give as much care to how you wrap the event as you did when you began.

## Positively affirm participation

After the last slide, take time to **sincerely thank your group** for participating. Make sure to **be specific** about what their engagement meant to you. Then, encourage everyone to take a moment to thank each other. Close with a round of cheers to **congratulate yourselves** on the effort you put in.

## Follow up with reinforcements

**Send a formal thank you** to everyone the next day with a reminder of your Pact to Act. **Post the pact** in your shared spaces (online and IRL) to reinforce your commitment. **Gather feedback** from participants with an open-ended survey. **Plan follow on activities** to help your community incorporate their learnings from the training into your everyday practice.

# Activity Guides

As the majority of the training seminar revolves around a series of group activities, the remainder of this manual is devoted to helping you prepare to guide your community through those exercises.

## Pick your platform

Inclusion 101 has been designed to be facilitated **in person**, through a **video meeting**, or via a **live stream**. Because each medium allows for a different type of participation, you should make sure you refer to the sections in the activity guides that correspond to your chosen platform.

## Print your script

Each activity guide includes **read aloud instructions** tailored to different platforms. We recommend printing the relevant sheets of this guide to use as a reference while you are facilitating the seminar.

# Cross the Line Activity Guide

Cross the Line is a powerful activity that, when properly facilitated, can build awareness of diversity and increase feelings of social support within a group.

The goal of the exercise is to help members of your community learn about themselves, and the ways in which they are both similar to, and different from, one another.

This activity can make some people feel uncomfortable or nervous, and so it is crucial to establish some simple ground rules to ensure participants feel at ease.

Review the instructions in the next pages before beginning the exercise and use the appropriate script as you walk the group through the activity.

If you have concerns that some members may not yet feel safe enough to share their experiences with the community, be sure to choose the anonymized version.

# Cross the Line Instructions

In Person



## Introduction

We're going to do an activity that's going to help us learn about ourselves, and the ways in which we are both similar to, and different from, one another. The exercise is pretty simple, and some of you may have done this before.

In a few minutes, I'm going to ask you all to stand up and move to one side of the room where you'll form a line and face the center. Once everyone is ready, I'm going to read out a series of statements, and ask all the people who identify with those statements to cross the line in the middle of the room.

For example, if I say, "You are a fan of Nintendo," and you feel comfortable acknowledging to the group that you are, you would walk across the line and turn to face the people across the room. We'll take a moment to let everyone look around and silently acknowledge who has crossed the line and who has stayed behind. Then after a few seconds I'll ask everyone to cross back.

## What to Expect

Over the next half hour we're going to be sharing our experiences with each other and working to build trust in our group. Crossing the line can sometimes feel awkward or scary, and there is absolutely no pressure to do so if you are not comfortable.

If you aren't ready to share a certain aspect of yourself with the group, you should feel completely confident in not crossing the line. The decision to share is always yours. After we've gone through all the statements we'll sit back down and talk about what we've just experienced together.

## Ground Rules

To create a safe atmosphere that will encourage us to feel comfortable sharing with each other we're going to follow two simple guidelines for this activity.

First, this is a silent activity. We're not going to be talking, laughing, or making nonverbal cues. It's important we focus on observing and acknowledging one another. Look around and make eye contact with people across the line, but remain quiet until we finish.

Second, this is an exercise about respect. What we share here today is meant for the people who are here in this group, and it should not be shared with people who weren't present.

Please nod your heads to signal that you agree to be **silent** and **respectful** during this activity.

## Begin Activity

Are there any questions before we begin?

Please stand up, move to the side of the room, form a line, and face the center.

*Read the statements one at a time, prefacing each with "Cross the line if you..." Advance the slide deck with each statement you make to provide a visual reminder. Allow participants a few seconds to acknowledge who has crossed the line, and then prompt them to "please return to the rest of the group."*

# Cross the Line Instructions

Anonymized



## Introduction

We're going to do an activity to help us learn about ourselves, and the ways in which we are both similar to, and different from, one another. Some of you may have done this before.

I'm going to hand out sheets with a series of statements on them and ask each of you to check off all of the ones you identify with. Once you've filled them in, I'll collect the sheets and redistribute them randomly. Then, you'll all stand up, move to one side of the room, form a line, and face the center. Once everyone is ready, I'll read out each statement, and if it's checked off on the sheet you received, then you will cross the line in the middle of the room.

For example, if I say, "You are a fan of Nintendo," and the box on your sheet is checked, you will walk across the line and turn to face the people across the room. We'll take a moment to look around and silently acknowledge who has crossed the line and who has stayed behind. Then, I'll ask everyone to cross back.

## What to Expect

Over the next half hour we're going to be sharing our experiences with each other and working to build trust in our group. Even though this exercise is anonymous, it can still feel awkward or scary.

If you aren't ready to share a certain aspect of yourself with the group, you should feel completely confident not checking the box on your sheet. The decision to share is always yours. After we've gone through all the statements we'll sit back down and talk about what we've just experienced together.

## Ground Rules

To create a safe atmosphere that will encourage us to feel comfortable sharing with each other we're going to follow two simple guidelines for this activity.

First, this is a silent activity. We're not going to be talking, laughing, or making nonverbal cues. It's important we focus on observing and acknowledging one another. Look around and make eye contact with people across the line, but remain quiet until we finish.

Second, this is an exercise about respect. What we share here today is meant for the people who are here in this group, and it should not be shared with people who weren't present.

Please nod your heads to signal that you agree to be **silent** and **respectful** during this activity.

## Begin Activity

Are there any questions before we begin?

*Pass out the sheets. Give participants a few minutes to fill them in, then collect and redistribute them. Ask participants to stand and form a line facing the center of the room. Read the statements one at a time, prefacing each with "Cross the line if you..." Advance the slide deck with each statement you make to provide a visual reminder. Allow participants a few seconds to acknowledge who has crossed the line, and then prompt them to "please return to the rest of the group."*

# Cross the Line Instructions



## Introduction

We're going to do an activity that's going to help us learn about ourselves, and the ways in which we are both similar to, and different from, one another. The exercise is pretty simple, and some of you may have done something like this before.

In a few minutes, I'm going to begin reading through a series of statements. After each one, I'll ask all the people who identify with those statements to "cross the line" by raising their hands\*.

For example, if I say, "You are a fan of Nintendo," and you feel comfortable acknowledging to the group that you are, you would raise your hand. We'll take a moment to let everyone look around their screen and silently acknowledge who has "crossed the line" and who has not. Then after a few seconds I'll ask everyone to lower their hands.

*\*You can ask participants to actually raise their hands so they are visible on video, or use an application feature like Zoom's raise hand. If using a feature, make sure to lower all hands after each statement.*

## What to Expect

Over the next half hour we're going to be sharing our experiences with each other and working to build trust in our group. Crossing the line can sometimes feel awkward or scary, and there is absolutely no pressure to do so if you are not comfortable.

If you aren't ready to share a certain aspect of yourself with the group, you should feel completely confident in not raising your hand. The decision to share is always yours. After we've gone through all the statements we'll take some time to talk about what we've just experienced together.

## Ground Rules

To create a safe atmosphere that will encourage us to feel comfortable sharing with each other we're going to follow two simple guidelines for this activity.

First, this is a silent activity. We're not going to be talking, laughing, or making faces. It's important we focus on observing and acknowledging one another. Look around to see who is raising their hands and who isn't, but remain quiet until we finish.

Second, this is an exercise about respect. What we share here today is meant for the people who are here in this group, and it should not be shared with people who weren't present.

Please nod your heads to signal that you agree to be **silent** and **respectful** during this activity.

## Begin Activity

Are there any questions before we begin?

*Read the statements one at a time, prefacing each with "Cross the line if you..." Advance the slide deck with each statement you make to provide a visual reminder. Allow participants a few seconds to acknowledge who has raised their hands, and then prompt them to "please lower your hands."*

# Cross the Line Instructions



## Introduction

We're going to do an activity that's going to help us learn about ourselves, and the ways in which we are both similar to, and different from, one another. The exercise is pretty simple, and some of you may have done something like this before.

In a few minutes, I'm going to place a line in chat and then begin reading through a series of statements. After each one, I'll ask all the people who identify with those statements to "cross the line" by typing a 1 in chat.

For example, if I say, "You are a fan of Nintendo," and you feel comfortable acknowledging to the group that you are, you would type a 1 in chat. We'll take a moment to let everyone watch what happens and silently acknowledge who in chat has "crossed the line" and who has not. Then after a few seconds I'll put a new line in chat and we'll continue.

## What to Expect

Over the next half hour we're going to be sharing our experiences with each other and working to build trust in our group. Crossing the line can sometimes feel awkward or scary, and there is absolutely no pressure to do so if you are not comfortable.

If you aren't ready to share a certain aspect of yourself with the group, you should feel completely confident in not typing 1 in chat. The decision to share is always yours. After we've gone through all the statements we'll take some time to talk about what we've just experienced together.

## Ground Rules

To create a safe atmosphere that will encourage us to feel comfortable sharing with each other we're going to follow two simple guidelines for this activity.

First, this is a silent activity. We're not going to be sharing anything else in chat or DMs. It's important we focus on observing and acknowledging one another, so let's refrain from all conversation until we finish.

Second, this is an exercise about respect. What we share here today is meant for the people who are here in this group, and it should not be shared with people who weren't present.

Please type a 1 in chat as a signal that you agree to be **silent** and **respectful** during this activity.

## Begin Activity

Are there any questions before we begin?

I'm placing the first line in chat.

*Type ----- into your chat. Read the statements one at a time, prefacing each with "Cross the line if you..." Advance the slide deck with each statement you make to provide a visual reminder. Allow participants a few seconds to participate and acknowledge who has crossed the line. Then say, "thank you, I'm placing a new line in chat now."*



# Cross the Line Statements

Read each of these statements aloud one by one. Preface each with “Cross the line if you...”

Play video games.

Consider yourself a “real gamer”.

Like to play FPSs (first person shooters).

Like to play MOBAs (massive online battle arenas).

Like to play RTSs (real-time strategy games).

Like to play RPGs (role playing games).

Identify as a woman.

Identify as a man.

Identify as non-binary, agender, or gender non-conforming.

Have been teased, harassed, or discriminated against  
because of your gender.

Play as a tank.

Play as a healer.

Play as a magic user.

Don't know what tanks, healers, and magic users are.

Identify as straight.

Identify as gay, bi, pan, or queer.

Identify as demisexual or asexual.

Have been teased, harassed, or discriminated against  
because of your sexuality.

Focus on strategy when playing.

Focus on speed/DPS when playing.

Focus on having fun when playing.

Have a disability.

Don't have a disability.

Have been teased, harassed, or discriminated against  
because of your disability.

Have ever rage quit a game.

Have ever held a world record or topped a leaderboard.

Have ever used a cheat code.

Have ever lost.

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Consider yourself mixed race.

Consider yourself a person of color.

Consider yourself white.

Have been teased, harassed, or discriminated against  
because of your race.

Like to play fighting games.

Like to play puzzle games.

Like to play adventure games.

Like to play platformers.

Grew up in a middle class family.

Grew up in a working class family.

Grew up in an upper class family.

Have been teased, harassed, or discriminated against  
because of your economic status.

Have someone close to you who is LGBTQ+.

Have someone close to you who has a disability.

Have someone close to you who has (or had) some type  
of serious medical issue.

Have someone close to you who receives (or received)  
public assistance.

Have someone close to you who is (or has been) in jail.

Have someone close to you who is affected by addiction.

Have someone close to you who has been teased, harassed,  
or discriminated against because of who they are.

Have someone close to you who has been assaulted or raped.

Have lost (or almost lost) someone close to you to suicide.

Feel lonely sometimes.

Feel loved by someone.

Care about the other people in this group.

Want this community to be a place where people feel supported.

Would like a hug or high five right now.

# Cross the Line Conclusion



## Last Question

Encourage those who have crossed the line for the final question to turn to one another and indicate to one another if they'd like to share a hug or high five.

If conducting the training via video meeting, encourage participants to make a heart symbol with their hands. If running the course via live stream, ask folks to drop a heart emote in chat.

## Wrap Up

When finished, thank all the participants for being silent and respectful during the exercise. Encourage everyone to take a breath, let out a big sigh of relief if they need to, and return to their seats if necessary. Inform the group you will spend the next ten minutes discussing what just happened.

## Questions for Discussion

- How did that make you feel?
- What was it like when only a few people crossed the line?
- Did you find yourself judging others?
- Were you surprised by things you learned?
- Has your perspective on the diversity of our community changed?

# Share Their Stories Activity Guide

Share Their Stories is an empathy building activity that can help participants increase their awareness of the harmful effects that toxic gamer culture has on marginalized folks.

The goal of the exercise is to shed light on experiences that may resonate deeply with some members of your community, yet be completely overlooked by others.

This activity prepares the group to reflect on and discuss the effects of toxic culture by creating a shared baseline of understanding through collective role play.

Review the instructions in the next pages before beginning the exercise and use the appropriate script as you walk the group through the activity.

# Share Their Stories Instructions

## Introduction

We're going to do an exercise that's meant to help us increase our awareness of the harmful effects that toxic gamer culture can have. I'm passing out 15 cards among you. There's not enough for everyone, so please just make sure they get spread evenly around the room.

*Wait until cards are distributed and then continue.*

Okay, everyone with a card, please take a look at the top right corner. Each card is marked with a story letter and a sentence number. For example, "Story C, Sentence 2." When I call out the letter of a story, three of you will come to the front of the room.

You'll each read one sentence of a real person's story out loud to the rest of the group. Once you've given a voice to their story, you'll sit back down and we'll learn the identity of the person whose story we just heard.

## What to Expect

For the next ten minutes we'll be sharing some difficult stories. It's important that we listen thoughtfully to the people giving voice to these experiences, and that we read the text aloud respectfully.

If you have been given a card that you don't feel comfortable reading, please take a moment to quietly pass it to a person next to you. Once we've listened to all five stories we'll take some time to discuss what we've heard.

In Person



## Begin Activity

Are there any questions before we begin?

Will everyone who was a Story A card please come up.

*When the storytellers are ready, ask them to read their story aloud starting with the person who has the "Sentence 1" card. Wait until they begin telling the story to advance the slide deck which will provide a visual for others to read. Ask them to return to their seats when they finish, and then reveal the person behind that story by advancing to the next slide.*

# Share Their Stories Instructions

## Introduction

We're going to do an exercise that's meant to help us increase our awareness of the harmful effects that toxic gamer culture can have. I'm going to randomly send private messages to 15 of you.

*Send story fragments to randomly preassigned attendees.*

Okay, everyone who received a message, please take a look. You will see that each message contains a short phrase that is prefaced by a story letter and a sentence number. For example, "Story C, Sentence 2." When I call out the letter of a story, three of you will get ready to present.

Taking turns, you'll each read one sentence of a real person's story out loud to the rest of the group. Once you've collaboratively given a voice to their struggle, we'll learn the identity of the person whose story we just heard.

## What to Expect

For the next ten minutes we'll be sharing some difficult stories. It's important that we listen thoughtfully to the people giving voice to these experiences, and that we read the text aloud respectfully.

If you have been given a sentence that you don't feel comfortable reading, please message me and I will pass it to another person. Once we've listened to all five stories we'll take some time to discuss what we've heard.



## Begin Activity

Are there any questions before we begin?

Will everyone who was a Story A card please raise your hand.

*When the storytellers have identified themselves, ask them to lower their hands. Prompt the person with the "Sentence 1" card to begin reading the story out loud. Wait until they begin telling the story to advance the slide deck which will provide a visual for others to read. Thank them when they finish, and then reveal the person behind that story by advancing to the next slide.*

# Share Their Stories Instructions

## Introduction

We're going to do an exercise that's meant to help us increase our awareness of the harmful effects that toxic gamer culture can have. I'm going to randomly send direct messages to 15 of you.

*Send story fragments to randomly preassigned attendees.*

Okay, everyone who received a message, please take a look. You will see that each message contains a short phrase that is prefaced by a story letter and a sentence number. For example, "Story C, Sentence 2." When I call out the letter of a story, three of you will get ready to speak up.

Taking turns, you'll each read one sentence of a real person's story out loud to the rest of the group. Once you've collaboratively given a voice to their struggle, we'll learn the identity of the person whose story we just heard.

## What to Expect

For the next ten minutes we'll be sharing some difficult stories. It's important that we listen thoughtfully to the people giving voice to these experiences, and that we read the text aloud respectfully.

If you have been given a sentence that you don't feel comfortable reading, please message me and I will pass it to another person. Once we've listened to all five stories we'll take some time to discuss what we've heard.

Live Stream



## Begin Activity

Are there any questions before we begin?

Will everyone who was a Story A card please join voice chat.

*When the storytellers have joined the voice chat, prompt the person with the "Sentence 1" card to begin reading the story out loud. Wait until they begin telling the story to advance the slide deck which will provide a visual for others to read. Thank them when they finish and let them know they can turn disconnect from the voice chat. Then reveal the person behind the story they shared by advancing to the next slide.*

## Facilitation Note

This exercise requires that participation extend beyond the stream chat by using a voice chat service. For example, when broadcasting on Twitch, the facilitator should also have invited participants to a private room on a Discord server.

# Share Their Stories Fragments

Print each of these labeled sentences out onto index cards or send them to randomly pre-assigned participants.



## Experiencing Social Isolation

### Story A, Sentence 1

I've always had a love for gaming since my uncles gifted me my first Nintendo console.

### Story A, Sentence 2

But growing up it was difficult to find other black women that liked to play.

### Story A, Sentence 3

When gaming doesn't ever come up as a topic of discussion with your friends, it becomes very isolating.

## Being Prevented From Participating

### Story B, Sentence 1

There was way too much going on after I got banned, I couldn't handle it, and I decided to skip my school for a semester.

### Story B, Sentence 2

That was really stressful for me and I was really worried about the two casters involved in the incident as well.

### Story B, Sentence 3

We were just trying to defend our rights; you shouldn't have to be worried about things like that.

## Having Your Authenticity Questioned

### Story C, Sentence 1

When I first started to work as a host, there were a lot of comments that would question my intent and question my love for the game.

### Story C, Sentence 2

I came into this space because I truly, truly loved StarCraft, and it was really bewildering to me to see that there were so many people that could not believe that.

### Story C, Sentence 3

No matter how hard I worked or how hard I tried, if they just saw me as "other," there wasn't much I could do.

## Dealing With Identity-Based Trash Talk

### Story D, Sentence 1

People try to trash talk me for being a furry, but it doesn't bother me at all.

### Story D, Sentence 2

I'm just like, "well you're kinda getting whooped by a furry, that's kinda godlike."

### Story D, Sentence 3

I'm willing to bear the torch, if it means a lot more people get to feel comfortable being themselves when they look at me.

## Getting Harassed

### Story E, Sentence 1

I've been maliciously raided by thousands of people, banned hundreds, gotten death threats, and incredible depths of hatred and vitriol.

### Story E, Sentence 2

The first few times it happened were horrifying, but now it just rolls off me.

### Story E, Sentence 3

I don't know whether being used to that kind of abuse is a good thing or not, but it doesn't bother me anymore, and so I take that negativity so someone else doesn't have to.

# Share Their Stories Conclusion

## Wrap Up

When finished, thank all the participants for giving voice to the stories and respectfully listening. Inform the group you will spend the next ten minutes discussing what just happened.

## Questions for Discussion

What was it like to hear those stories?

How did it feel to read your sentence?

Were you surprised by who was behind the stories?

Do you have a similar story you want to share?

Has your perspective on the importance of being inclusive changed?





# Mod the Burns Activity Guide

Mod the Burns is a collaborative boundary setting exercise that is meant to build consensus in the group and establish shared norms.

The goal of the activity is to encourage members of your community to critically reflect on the types of casual insults and trash talk they frequently use or overhear.

This exercise is meant to be generative and playful while grappling with a serious subject, so it is essential to set the proper tone for the participants.

Review the instructions in the next pages before beginning the exercise and use the included script as you walk the group through the activity.



# Mod the Burns Instructions

## Introduction

We're going to do an activity to help us critically reflect on the types of trash talk we use and overhear in game. We're meant to have some fun with this exercise but to also reinforce what we've learned, that words have real impact.

We're going to get creative in figuring out where the boundary between unacceptable and acceptable trash talk is for our group. In a minute I'm going to share a link to a short survey. It will ask each of you to anonymously share two burns that we'll evaluate.

The first should be the sickest safe burn you can come up with. Be funny, bring the flames, but do it without being personal or toxic. The second should be a real insult you've overheard that you think represents unacceptable trash talk. For this one, it's okay to share hateful language you've actually encountered but please don't fabricate new shocking incidents.

Once you've all sent in your burns, I'll share a second link with a poll that lists 20 of the group's submissions. You will moderate these burns, choosing whether to cheer or ban each one. After you've all responded, we'll take a look at the results together.

## What to Expect

Over the next twenty minutes we'll be grappling with a serious subject. Trash talk that some of us consider funny might actually be harmful to others in the group. We'll discuss the results of the poll together so that we can develop a shared understanding of what is comfy and what is too cruel. To do that, it's important we listen respectfully and carefully consider each other's opinions.

## Begin Activity

Are there any questions before we begin?

Okay, here's the link to the survey.

*Show the link to a survey with two short answer questions:*

*A. Share the sickest safe burn you can think of.*

*B. Share an overheard insult you find unacceptable.*

*As the results come in, select 10 of each the acceptable and unacceptable burns. Choose a set of examples that you think will promote discussion in the group. First, identify a few of the most creative or funny acceptable burns. Then, choose several blatantly unacceptable insults you think the group will agree are intolerable. With the extremes of the range defined, round out the selection with responses from the gray area in the middle. In particular, include some submissions that challenge your own expectations of what should be acceptable or unacceptable*

Thanks for all those submissions. Please give me a minute to finish setting up the poll. Okay, here's a link.

*Show the link to a poll with 20 cheer/ban questions for each of the burns you selected.*

## Facilitation Note

This exercise requires the use of an anonymous survey/poll. Though in person you could use paper ballots, we recommend an online platform like Survey Monkey or Google Forms for both virtual and IRL trainings.

# Mod the Burns Conclusion



## Reviewing Poll Results

Once everyone has responded to the poll, show the results on the screen. Encourage everyone to take a minute to absorb the perspectives of the group silently. Take a moment yourself to reflect on the outcome as you prepare to facilitate discussion.

Some participants will have submitted burns they thought were acceptable only to have the majority of the community choose to ban them. Likewise, other participants may have submitted insults that they found toxic but the majority of the group deemed cheer-worthy. Thirdly, you may find yourself in disagreement with majority opinions held by the community. Finally, while some results will be runaways, others might be close to a 50/50 split, indicating a strong lack of consensus.

As facilitator, your objective will be to draw attention to these examples and encourage the group to critically reflect on this emergent community standard. As diversity and inclusion leader for your group, it is your responsibility to positively shape this discussion by reinforcing the allyship skills you just covered.

## Questions for Discussion

- How did it feel to see the burns others shared?
- Did any of the results surprise you?
- What do the evenly split results say about our community?
- Does anyone who banned a burn that got cheers want to explain why they think it's unacceptable?
- Has your perspective on acceptable trash talk changed?

# Make a Pact to Act Activity Guide

Make a Pact to Act is a resolution brainstorming activity that is designed to help your group set concrete goals by agreeing on some simple steps for change.

The objective is for the community to develop and commit to a plan for applying key learnings from this training.

This activity encourages the group to take ownership of their community by building resolve to improve it together.

Review the instructions in the next pages before beginning the exercise and use the appropriate script as you walk the group through the activity.

# Make a Pact to Act Instructions

## Introduction

We're going to do an exercise that's meant to help us create a plan to use what we've been learning to improve our community. In a few minutes, we're going to break into small groups. I'll give each group a few copies of a fill in the blank statement reading:

This year I challenge myself to *blank*  
...so that our community will *blank*

You'll have ten minutes to come up with two\* ideas as a group. Your goal for this exercise will be to identify two\* simple actions we all could take to have a concrete impact on our community.

When time is up, we'll come back and one representative from each group will present your calls to action so we can vote on our favorites. We'll select two challenges to tackle as community and then make a pact with each other to act on our commitment.

## What to Expect

Over the next twenty minutes we'll have the opportunity to take ownership of what we've been learning today and come up with creative ways to improve our community.

As you brainstorm together, make sure you listen respectfully to each other's perspectives and ideas. Use a *yes, and* approach as you work to fill in the blanks. Acknowledge and accept each person's thoughts and then build on them as a team.

In Person



## Begin Activity

Are there any questions before we begin?

Okay, let's divide into groups by counting off up to X.

*Choose X so that the break out groups will have 3-7 people. After counting off, have the groups circle up their chairs or gather around tables. Distribute fill in the blank cards to each group.*

*\*If your training session does not have many participants, ask each group to come up with three ideas.*

# Make a Pact to Act Instructions

## Introduction

We're going to do an exercise that's meant to help us create a plan to use what we've been learning to improve our community. In a few minutes, we're going form small groups in break out rooms to work on a fill in the blank statement reading:

This year I challenge myself to *blank*  
...so that our community will *blank*

You'll have ten minutes to come up with two\* ideas as a group. Your goal for this exercise will be to identity two\* simple actions we all could take to have a concrete impact on our community.

When time is up, we'll come back and one representative from each group will present your calls to action so we can vote on our favorites. We'll select two challenges to tackle as community and then make a pact with each other to act on our commitment.

## What to Expect

Over the next twenty minutes we'll have the opportunity to take ownership of what we've been learning today and come up with creative ways to improve our community.

As you brainstorm together, make sure you listen respectfully to each other's perspectives and ideas. Use a *yes, and* approach as you work to fill in the blanks. Acknowledge and accept each person's thoughts and then build on them as a team.

## Video Meeting



## Begin Activity

Are there any questions before we begin?

Okay, I'm sending you to break out rooms. You'll see that the fill in the blank prompt is in the chat there.

*Send participants to preassigned break out rooms of 3-7 people.*

*Send each group the text:*

*This year I challenge myself to \_\_\_\_\_  
so that our community will \_\_\_\_\_*

*\*If your training session does not have many participants, ask each group to come up with three ideas.*



# Make a Pact to Act Instructions

## Introduction

We're going to do an exercise that's meant to help us create a plan to use what we've been learning to improve our community. In a few minutes, we're going form small groups in break out rooms to work on a fill in the blank statement reading:

This year I challenge myself to *blank*  
...so that our community will *blank*

You'll have ten minutes to come up with two\* ideas as a group. Your goal for this exercise will be to identity two\* simple actions we all could take to have a concrete impact on our community.

When time is up, we'll come back and one representative from each group will present your calls to action so we can vote on our favorites. We'll select two challenges to tackle as community and then make a pact with each other to act on our commitment.

## What to Expect

Over the next twenty minutes we'll have the opportunity to take ownership of what we've been learning today and come up with creative ways to improve our community.

As you brainstorm together, make sure you listen respectfully to each other's perspectives and ideas. Use a *yes, and* approach as you work to fill in the blanks. Acknowledge and accept each person's thoughts and then build on them as a team.

## Begin Activity

Are there any questions before we begin?

Okay, I'm sending you to break out rooms. You'll see that the fill in the blank prompt is in the chat there.

*Send participants to preassigned break out rooms of 3-7 people.*

*Send each group the text:*

*This year I challenge myself to \_\_\_\_\_  
so that our community will \_\_\_\_\_*

*\*If your training session does not have many participants, ask each group to come up with three ideas.*

## Facilitation Note

This exercise requires that participation extend beyond the stream chat by using a voice chat service. For example, when broadcasting on Twitch, the facilitator should also have invited participants to private breakout rooms on a Discord server.

# Make a Pact to Act Conclusion



## Presenting Challenges

Give the groups a two minute warning and encourage them to finalize their best ideas. Once time is up, prompt participants to reform the larger group (returning from their circles or breakout rooms).

If in person, call the representatives of the groups to the front of the room. If in a video meeting, ask them to unmute their mics. If on a live stream, ask the group reps to join the main voice chat.

Ask representatives to hand you their cards as they finish or to send you their submissions via chat. After everyone has presented, organize a vote.

If in person or on a video meeting, use a show of hands where each person is allowed four votes. If on a live stream, you can create a top four poll or vote by counting 1s in chat.

## Finalizing the Pact

Once the two challenges have been selected, finish the activity by leading the group in a recitation of your new pact.

As a proud member of the \_\_\_\_\_ community,  
This year I challenge myself to \_\_\_\_\_  
so that our community will \_\_\_\_\_.  
And I also challenge myself to \_\_\_\_\_  
so that our community will \_\_\_\_\_.



# Stand Up Scenarios Activity Guide

Stand Up Scenarios is a skill building activity that is designed to increase both individual preparedness and group willingness to intervene in troubling situations.

The exercise calls for participation in small breakout groups in order to allow everyone present a chance to engage actively in the bystander training.

This activity gives the community a chance to practice and model the way they will support each other going forward.

Review the instructions in the next pages before beginning the exercise and use the appropriate script as you walk the group through the activity.

# Stand Up Scenarios Instructions

## Introduction

We're going to do an exercise that's meant to help us prepare to intervene in troubling situations. In a few minutes, we're going to break into small groups. I'll give each group a card with a short scenario written on it.

You'll have ten minutes to talk through the scenario you've been given and discuss how you could use the 5 D's to respond to the situation on your card. Together, you'll plan a short skit that shows how your group would respond as active bystanders. Your objective is to flex your knowledge and demonstrate how a variety of different D's could be used to intervene as a team.

Once you've finalized your skits, we'll go through the scenarios and have the groups come up to act out their game plans. After each one, we'll take a few minutes to reflect and share feedback.

## What to Expect

Over the next half hour we'll be discussing some troubling situations. Even though we're going to be acting out skits, it's important that we approach this exercise seriously.

Let's think of this activity as a way for us to demonstrate that we have each other's backs. It's an opportunity to practice how we're going to support one another going forward after we leave this room, so it's important we finish this last exercise strong.

In Person



## Begin Activity

Are there any questions before we begin?

Okay, let's divide into groups by counting off up to X.

*Choose X so that the break out groups will have 3-7 people. Once they've counted off, have the groups circle up their chairs or gather around tables, and distribute one scenario card to each group. If your training session does not have many participants, give two scenarios to some groups or just use a selection.*

*While participants are discussing their scenarios and planning their skits, visit each group to listen in and provide constructive feedback to keep them on track. Encourage participants to think through and portray the reactions of different characters in the scenario besides themselves: the harasser, the target, authority figures, other bystanders, etc.*

# Stand Up Scenarios Instructions

## Introduction

We're going to do an exercise that's meant to help us prepare to intervene in troubling situations. In a few minutes, we're going to form small groups in break out rooms. I'll send each group a chat message with a short scenario.

You'll have ten minutes to talk through the scenario with your group and discuss how you could use the 5 D's to respond to the situation you've been sent. Together, you'll plan a short skit that shows how your group would respond as active bystanders. Your objective is to flex your knowledge and demonstrate how a variety of different D's could be used to intervene as a team.

Once you've finalized your skits, we'll return to the main room to have the groups act out the game plans for their scenarios. After each one, we'll take a few minutes to reflect and share feedback.

## What to Expect

Over the next half hour we'll be discussing some troubling situations. Even though we're going to be acting out skits, it's important that we approach this exercise seriously.

Let's think of this activity as a way for us to demonstrate that we have each other's backs. It's an opportunity to practice how we're going to support one another going forward after we leave this training, so it's important we finish this last exercise strong.



## Begin Activity

Are there any questions before we begin?

Okay, I'm sending you to break out rooms. You'll find your scenarios in the chat there.

*Send participants to preassigned break out rooms of 3-7 people. Send one scenario to each group's chat. If your training session does not have many participants, give two scenarios to some groups or just use a selection.*

*While participants are discussing their scenarios and planning their skits, visit each break out room to listen in and provide constructive feedback to keep them on track. Encourage participants to think through and portray the reactions of different characters in the scenario besides themselves: the harasser, the target, authority figures, other bystanders, etc.*

# Stand Up Scenarios Instructions

Live Stream



## Introduction

We're going to do an exercise that's meant to help us prepare to intervene in troubling situations. In a few minutes, we're going to form small groups in break out rooms. I'll send each group a chat message with a short scenario.

You'll have ten minutes to talk through the scenario with your group and discuss how you could use the 5 D's to respond to the situation you've been sent. Together, you'll plan a short skit that shows how your group would respond as active bystanders. Your objective is to flex your knowledge and demonstrate how a variety of different D's could be used to intervene as a team.

Once you've finalized your skits, we'll return to the main room to have the groups act out the game plans for their scenarios. After each one, we'll take a few minutes to reflect and share feedback.

## What to Expect

Over the next half hour we'll be discussing some troubling situations. Even though we're going to be acting out skits, it's important that we approach this exercise seriously.

Let's think of this activity as a way for us to demonstrate that we have each other's backs. It's an opportunity to practice how we're going to support one another going forward after we leave this training, so it's important we finish this last exercise strong.

## Begin Activity

Are there any questions before we begin?

Okay, I'm sending you to break out rooms. You'll find your scenarios in the chat there.

*Send participants to preassigned break out rooms of 3-7 people. Send one scenario to each group's chat. If your training session does not have many participants, give two scenarios to some groups or just use a selection.*

*While participants are discussing their scenarios and planning their skits, visit each break out room to listen in and provide constructive feedback to keep them on track. Encourage participants to think through and portray the reactions of different characters in the scenario besides themselves: the harasser, the target, authority figures, other bystanders, etc.*

## Facilitation Note

This exercise requires that participation extend beyond the stream chat by using a voice chat service. For example, when broadcasting on Twitch, the facilitator should also have invited participants to private breakout rooms on a Discord server.

# Stand Up Scenarios

*Print each of these scenarios out onto index cards or send them to break out room chats.*



## Scenario A

In a chat where you are a regular, a new user joins saying they just left another stream because they are “so sick of that trihard fag.”

Another regular in chat echoes the insult and begins spamming a series of edgy emotes.

## Scenario B

You are playing with friends online and a stranger who joined the team keeps making sexually charged moaning sounds every time a member of your squad talks on voice chat.

Your friend gets quiet and DMs you saying they are going to log off.

## Scenario C

You are in your gaming club’s Discord asking about the sign up process for an upcoming intramural event, when another student joins asking the same question.

The admin replies to you with a link, and then tells the other person that the event is “only for real players” and so they wouldn’t be eligible.

## Scenario D

You are practicing strats with a group of students in the arena and you notice that a senior in the squad keeps talking over one of the newer members.

Every time the newbie asks question they are met with “uhhh, git gud” in response.

## Scenario E

You are at a con, standing in the hallway with a group of friends making plans for the evening, when a stranger approaches looking worried.

They tell you that a person has been following them around all day and they are afraid to walk back to their hotel alone.

## Scenario F

You are competing on the big stage at a tournament and one of your team members is getting frustrated because you are losing the match.

After a spectacular move by your opponent, your teammate shouts “fuck that towelhead pussy” into their mic on a live broadcast.

## Scenario G

You are up late hanging out in the common room of the residence hall where everyone is watching a heated match between two students who are frequently flirting with each other.

One of them pops off, tries to grab the other’s controller and winds up landing a punch instead.

# Stand Up Scenarios Conclusion

## Acting Out Skits

Give the groups a two minute warning and encourage them to finalize their skits. Once time is up, prompt participants to reform the larger group (returning from their circles or breakout rooms).

If in person, call the Scenario A group to the front of the room. If in a video meeting, ask them to unmute their mics. If on a live stream, ask the group members to join the main voice chat.

Advance the slide deck and read the text of their scenario out loud. Call “action” and let them act out how they would handle the situation.

After each group has performed their skit, lead a short round of applause. Then use the questions for discussion below to lead everyone in a quick two minute reflection on what they just saw.

## Questions for Discussion

- What was the most helpful/creative use of a D in this skit?
- Did anyone see a potential pitfall in their approach?
- Does anyone have suggestions their response could be improved?





**End of guide.  
You've got this.**