Diversity and Inclusion
Training Pt. II

Was that a Microaggression?
How to recognize and combat them!

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Setting **Norms** and Group **Protocols**

Protocols and Strategies to Support Courageous Conversations in Virtual Meetings:

1. Please mute when you are not speaking
2. When others are speaking, use the “chat” room to share any thoughts
3. We want to be “present” as much as possible using your camera/video option
4. Share your appreciation for colleagues who BRAVE through our conversation

As always, let’s be kind, courteous, and civil in our conversations.
Welcome!

Check-in

How are YOU? type in the chat box - how you are feeling today and what beverage did you bring?

1. Review agenda, check-in, and norms
   a. Break-out room overview and norms
   b. Icebreaker: What’s in a Name?
   c. Reflections of session 1
2. What are Micro-aggressions?
   a. Video- Eliminating Microaggressions, the Next Level of Inclusion
   b. Compass check-in and break-out room discussion
   c. Understanding Impact vs. Intent
3. Recognizing Microaggressions
   a. Video- The Danger of a Single Story and break-out room discussion
   b. Recognizing the Impact vs. Intent
   c. How can we do better?
4. Wrap up and Reflections
What is a “Break-out” Room

In Zoom, we can assign attendees to smaller “break-out” private rooms.

1. Each room is “opened” and “closed” by the host. You will be given a time limit for each activity. When the rooms are opened, you will be given a message on your screen. (Phone users will be sent directly to their room)

2. Before each break out session, you will be given a question or topic to discuss, please assign roles to help keep the group on topic. (Facilitator, Recorder, Presenter)

3. When you have 2 mins, there will be a “broadcast” message from the host. Then you will be given 1 minute to finish your conversation and the rooms will “close”

Breakout Room Group Roles:

1. **Facilitator**: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation.

2. **Recorder**: The recorder summarizes critical points from the small groups discussion along with findings or answers. (use the chat)

3. **Spokesperson or Presenter**: Presents the group’s ideas to the whole group.
Don’t Be Afraid To Have Courageous Conversation

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect and Accept Non Closure
Icebreaker: What’s in a Name?

In break-out rooms, each person takes a turn sharing their full name and share something about the origin of their name. (i.e. its meaning or significance. Are there any cultural reasons why your parents chose those names?)

10 min. (gives each person 2 mins. to share)
How did the workshop push your thinking?

What is one thing you did differently since then?
What is a Microaggression?
Microaggressions - are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate negative messages to persons based solely on group membership.
Breakout rooms: Where are you at on the compass? Why? What stood out to you about the video?
Impact of Bias/Stereotypes/Microaggressions

- For the person targeted, the impact of the biased action is what really matters, not necessarily the intent of the aggressor.

- While it is important to understand the many complexities of bias, it is more important to consider the impacts of bias, whether implicit or explicit, and microaggressions on targets or others in that identity group.
Recognizing Microaggressions

Impact vs. intent
Braving Conversations...

The Danger of a Single Story...

“the single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make the one story become the only story.”

-Chimamanda Ngozi Adichie

Break-out Rooms- Remember your roles!

1. What are some examples of bias and microaggressions displayed in the video?
2. What are your thoughts about the quote?
Examples of **Microaggressions**

<table>
<thead>
<tr>
<th>Column A Statements</th>
<th>Version A</th>
<th>Column B Possible Interpretations</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why are all Black women so loud?”</td>
<td></td>
<td>You are lazy.</td>
</tr>
<tr>
<td>“You throw like a girl.”</td>
<td></td>
<td>You should assimilate to the dominant culture.</td>
</tr>
<tr>
<td>“You can succeed if you try hard enough.”</td>
<td></td>
<td>Your identity is invalid.</td>
</tr>
<tr>
<td>“Being gay is just a phase.”</td>
<td></td>
<td>People of your background are unintelligent.</td>
</tr>
<tr>
<td>“You are a credit to your race.”</td>
<td></td>
<td>Feminine traits are undesirable.</td>
</tr>
</tbody>
</table>
# Intent vs. Impact

<table>
<thead>
<tr>
<th>Column A: Statements</th>
<th>Possible Interpretations</th>
<th>Possible Intent</th>
<th>Interpretation/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why are all Black women so loud?”</td>
<td>You should assimilate to the dominant culture.</td>
<td>You are making me uncomfortable.</td>
<td>The way you act is bad, weird, and inappropriate.</td>
</tr>
<tr>
<td>“You throw like a girl.”</td>
<td>Feminine traits are undesirable.</td>
<td>You can’t throw.</td>
<td>Throwing like a girl is bad; you are incompetent.</td>
</tr>
<tr>
<td>“You can succeed if you try hard enough.”</td>
<td>You are lazy.</td>
<td>Try harder, you can do it.</td>
<td>You are being lazy, like others of your kind.</td>
</tr>
<tr>
<td>“Being gay is just a phase.”</td>
<td>Your identity is invalid.</td>
<td>Your angst will pass.</td>
<td>How you feel/your identity is not valid or real.</td>
</tr>
<tr>
<td>“You are a credit to your race.”</td>
<td>People of your background are unintelligent.</td>
<td>You are pretty amazing.</td>
<td>I have low expectations of people like you.</td>
</tr>
</tbody>
</table>
How can you begin to combat bias and micro-aggressions?

1. **Who are you?** Look inward and create an identity map that lists your place in society. Think about your race, gender, ethnicity, family roles, professional roles, and religious affiliations. Understanding how you've reached your worldview is important to understanding your relationship to others, ideas, and events.

2. **Educate yourself!** Begin thinking about your own identity map and challenge yourself to learn more about the groups, cultures, and identities that you do not identify with. Have you experienced privilege in a way that those in other groups have not? It is only through learning about others that you can stand with them and advocate for them, using your own power and privilege in ways that marginalized voices cannot.

3. **Use your new found skills.** Recognizing the differences in power and privilege amongst social groups is only the first step. Learn how to communicate your thoughts about privilege, power, and oppression. It may be scary at first, so look for a way to practice these skills in safe environments.

4. **Take action.** Being an ally means more than just knowing the right things to say. Get out in the community and talk to others about the struggle marginalized groups go through.

[https://pitt.libguides.com/antiracism/ally](https://pitt.libguides.com/antiracism/ally)
REFLECTIONS

How has the workshop pushed your thinking?

(share in the chat box)

Optional HW: Watch-“Cracking the Codes” A Trip to Grocery Store

Next Workshop:

Creating Safe and Braving Spaces for Better Communication