



Introduction to Micromessaging

Georgia Department of Education
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(U A)²

Unaware

Aware

Understand

Action

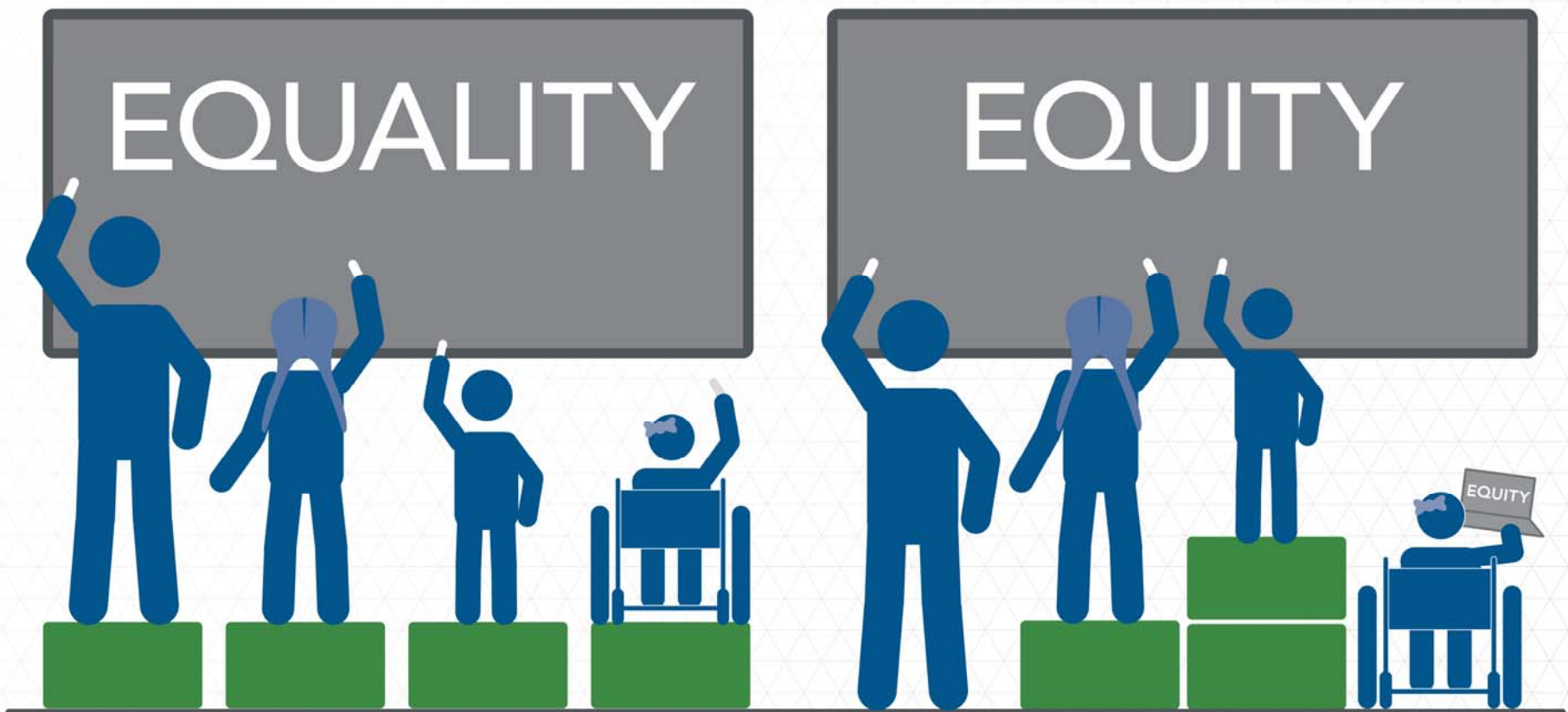
IMPACT > INTENT

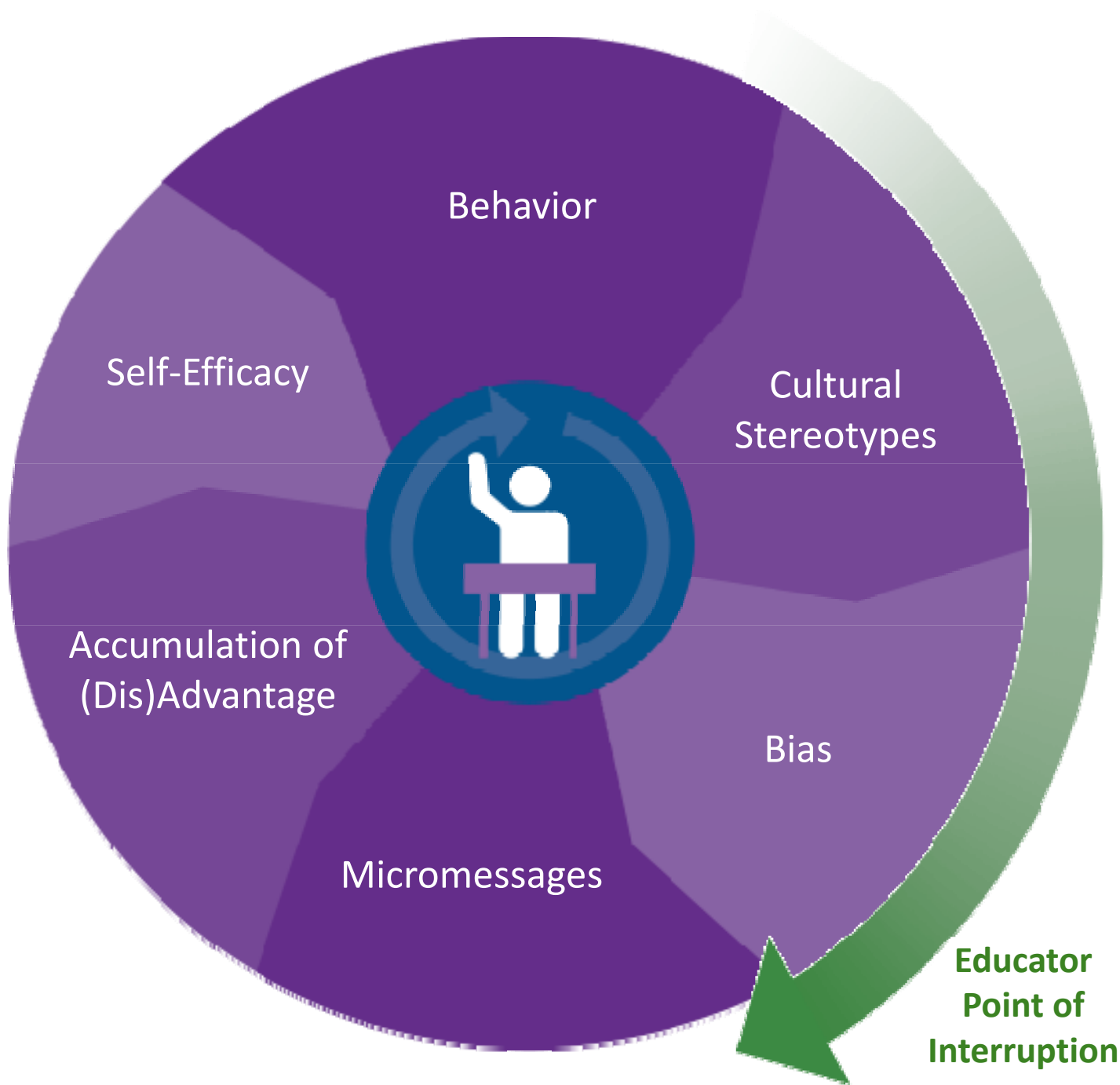
IMPACT > INTENT



Source: H&M

Equity is when every student has what they need to succeed.





**Educator
Point of
Interruption**



What is the impact of labels?

Instructions

1. Observe the interaction and productivity of the volunteer group.
2. Make notes on page 3.

Prompts

- How well is the group working together?
- What are some of the reasons for how well the group works together?



Identify cultural stereotypes

Instructions

1. You will examine slides with images.
2. Individually reflect.
3. Considering the prompts, discuss your ideas in small groups.

Prompt

- What are the cultural stereotypes that you see in the images?

What are the cultural stereotypes?

super light, superhero tough

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

make it your own!
with a monogram,
embroidery or both!
details, p. 76



3. rich red
(webbing: bright lime)

clip-on
flashlight, p. 77

light as a feather, tough as long division

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

e-reader case, \$15, 419654-B43,
water bottle, \$19, 422617-B44,
landsend.com



Lands End Catalog 2012

General stereotypes



September 2016 Tweet

'WAKE UP PRETTY'

v.

'EXPLORE YOUR FUTURE'



RETWEETS

4,839

LIKES

4,922

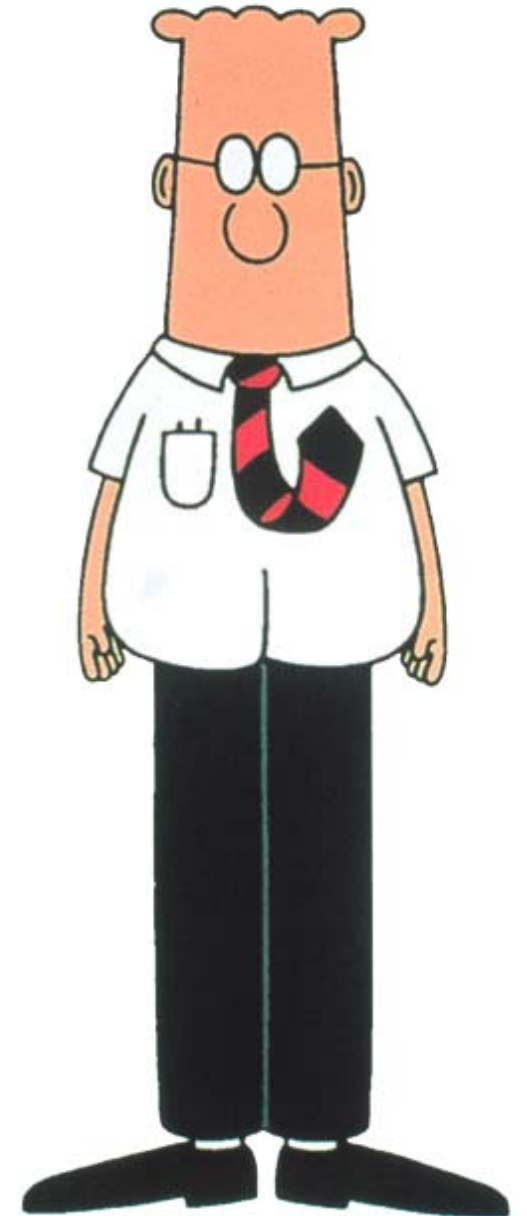


9:30 AM - 1 Sep 2016



Kellogg's Corn Pops 2017



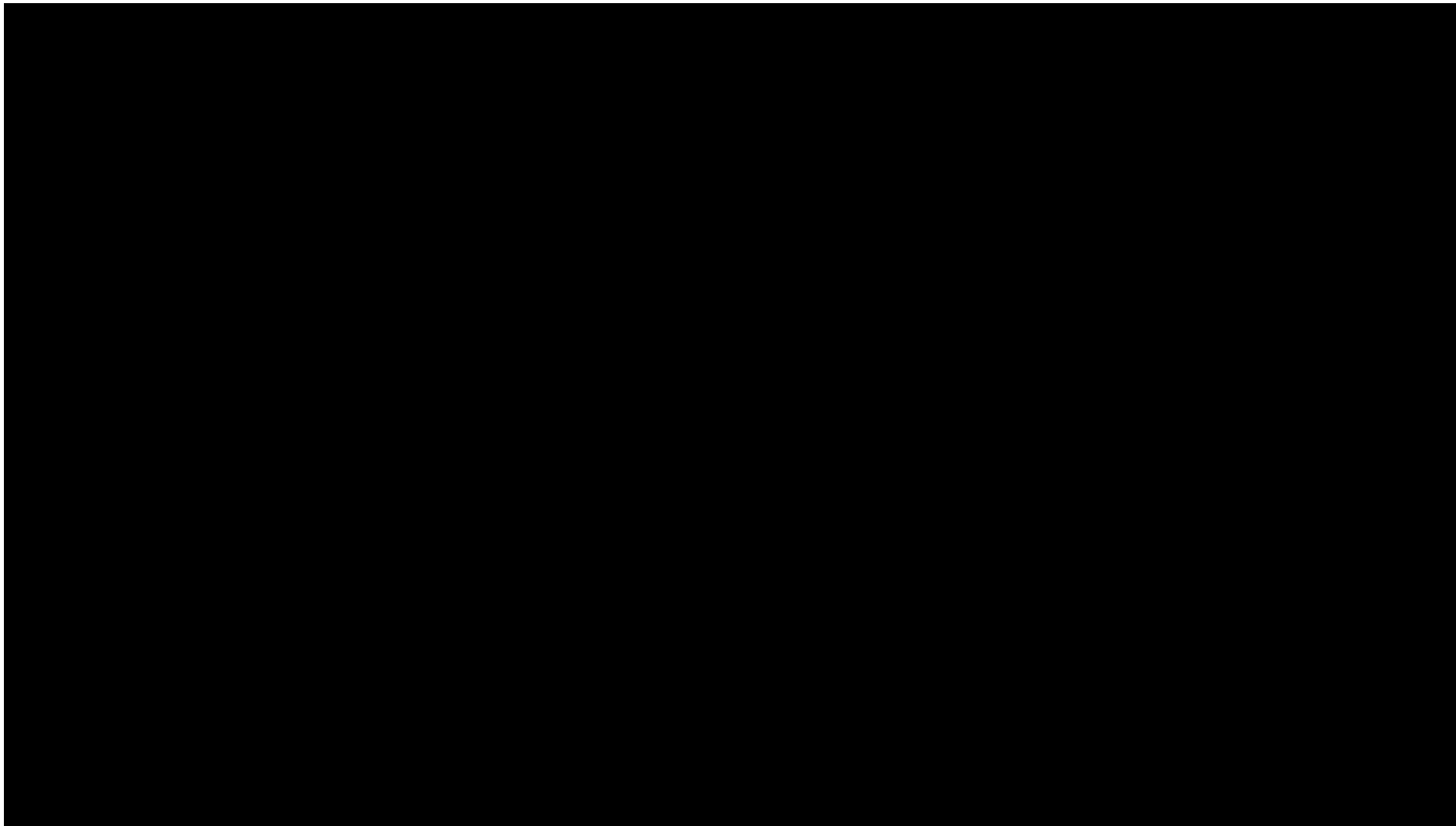


N A P E

The Danger of a Single Story

TED Talk





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

Chimamanda Adichie: *The Danger of a Single Story*, TedTalk

“Show a people as ***one thing*** over and over again, and that’s what they become.”

Chimamanda Adichie: *The Danger of a Single Story*, TEDTalk



Single Stories Reflection

Instructions

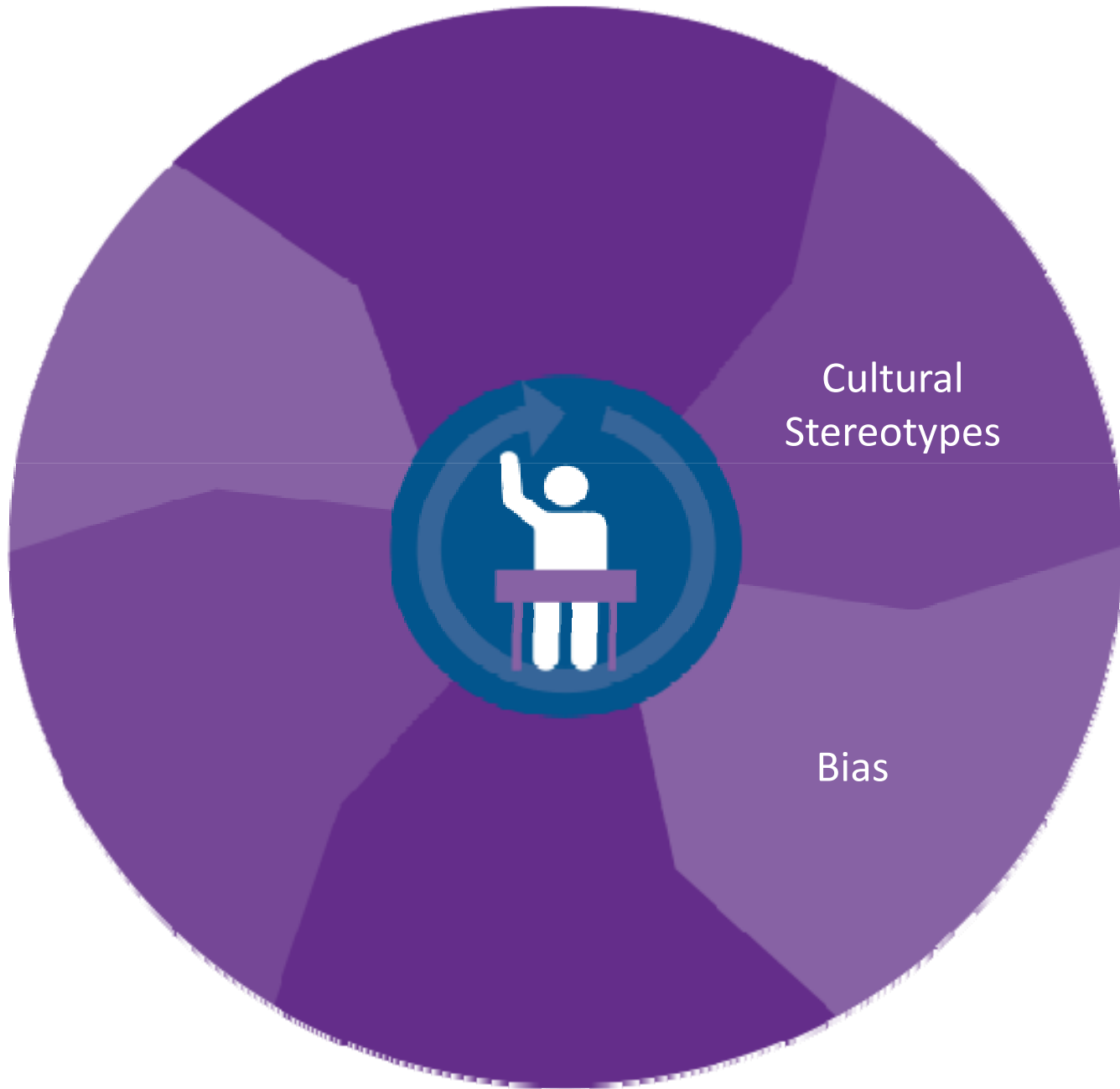
1. Use a post-it note.

“Show a people as one thing
over and over again, and
that’s what they become.”

Novelist Chimamanda Adichie

Prompt

- What was your reaction to the stories Adichie shared in the video?
- Think about your own experiences. When have you experienced a single story in your own life?
- What was difficult about that experience? What was good? Why?



Unconscious (or Implicit) Bias

Social stereotypes that we form outside of our own consciousness:



Stem from our brain's adaptations



Create unconscious barriers in the classroom



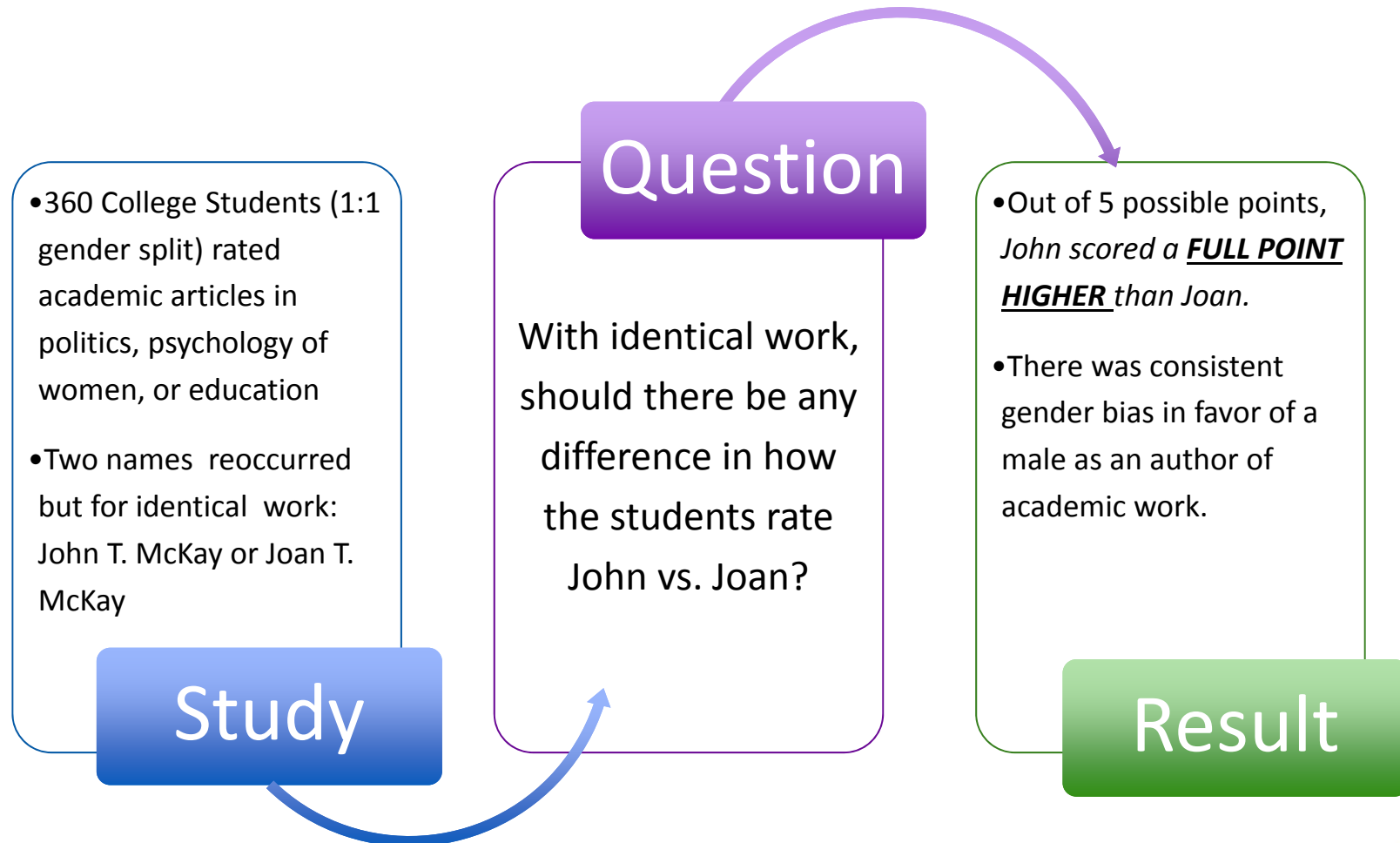
Impact how we relate to people

Effects of Unconscious Bias

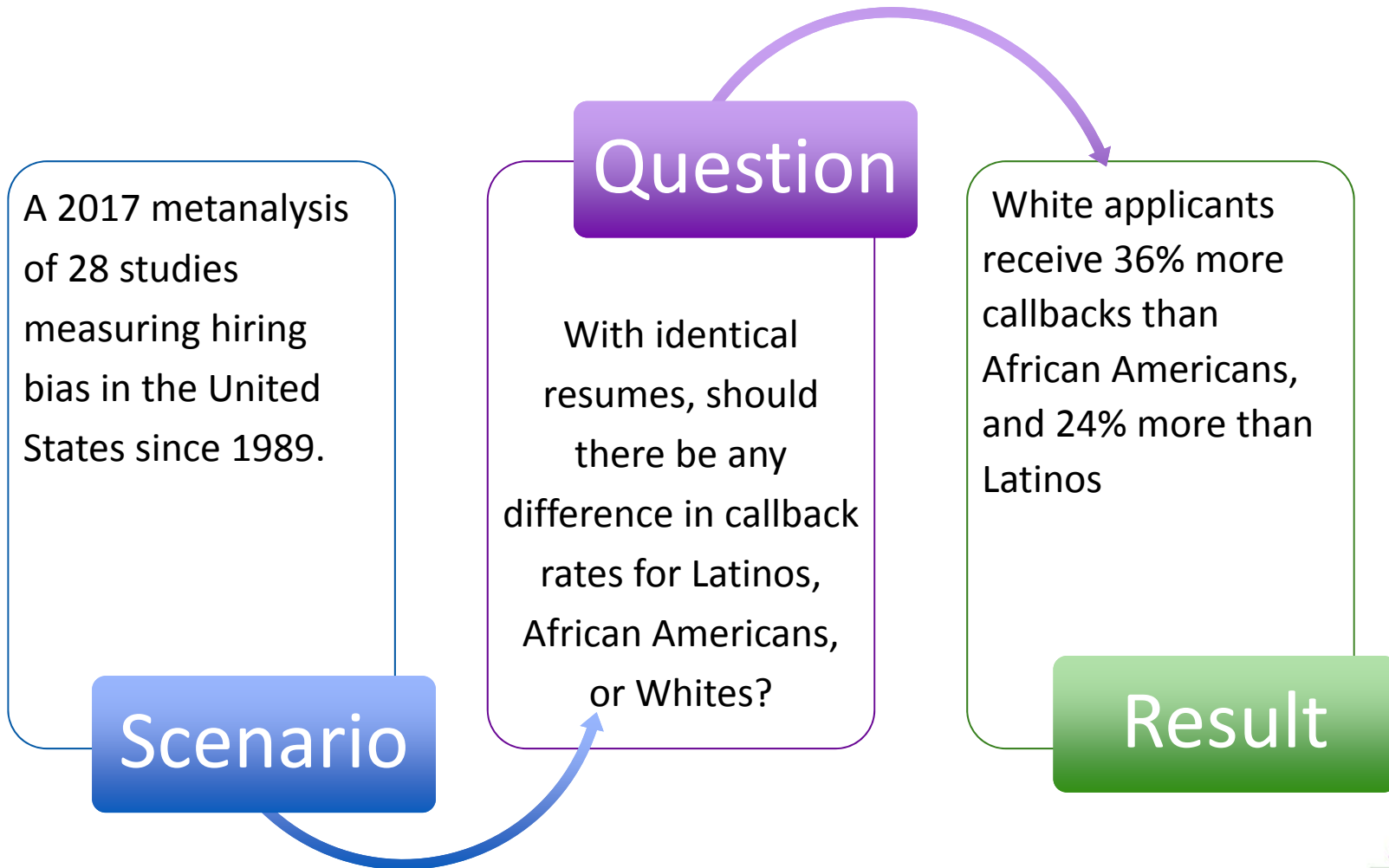
influence how we reach decisions from our gathering, sorting, and filtering of information

influence our evaluations of people and their value

Unconscious Gender Bias: Power and Impact



Unconscious Gender Bias: Power and Impact



Implicit Association Test

✓ Explore

- Take an Implicit Association Test
- Visit NAPEquity.org/IAT for instructions

✓ Reflect

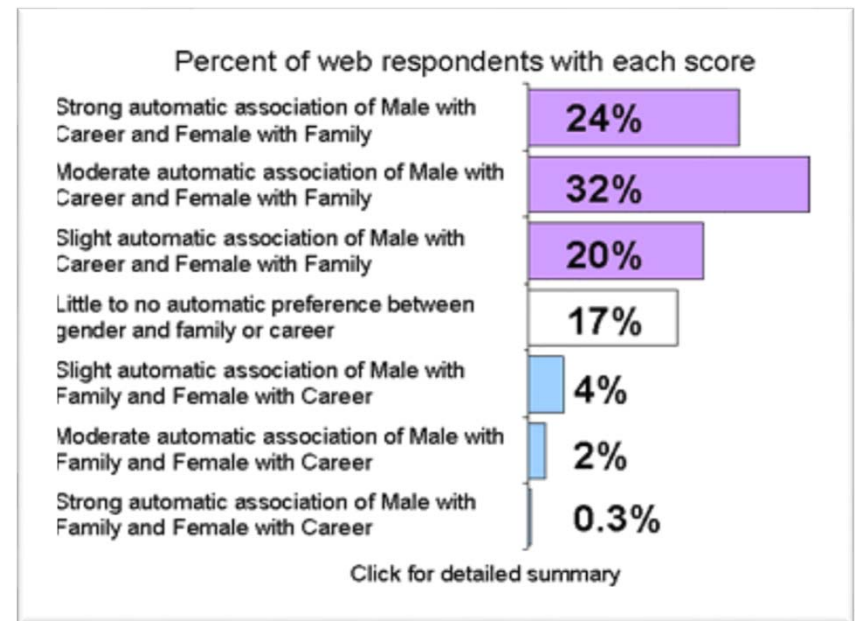
- Are you surprised at your results?
- Ask your self why you are/aren't surprised?

✓ Learn

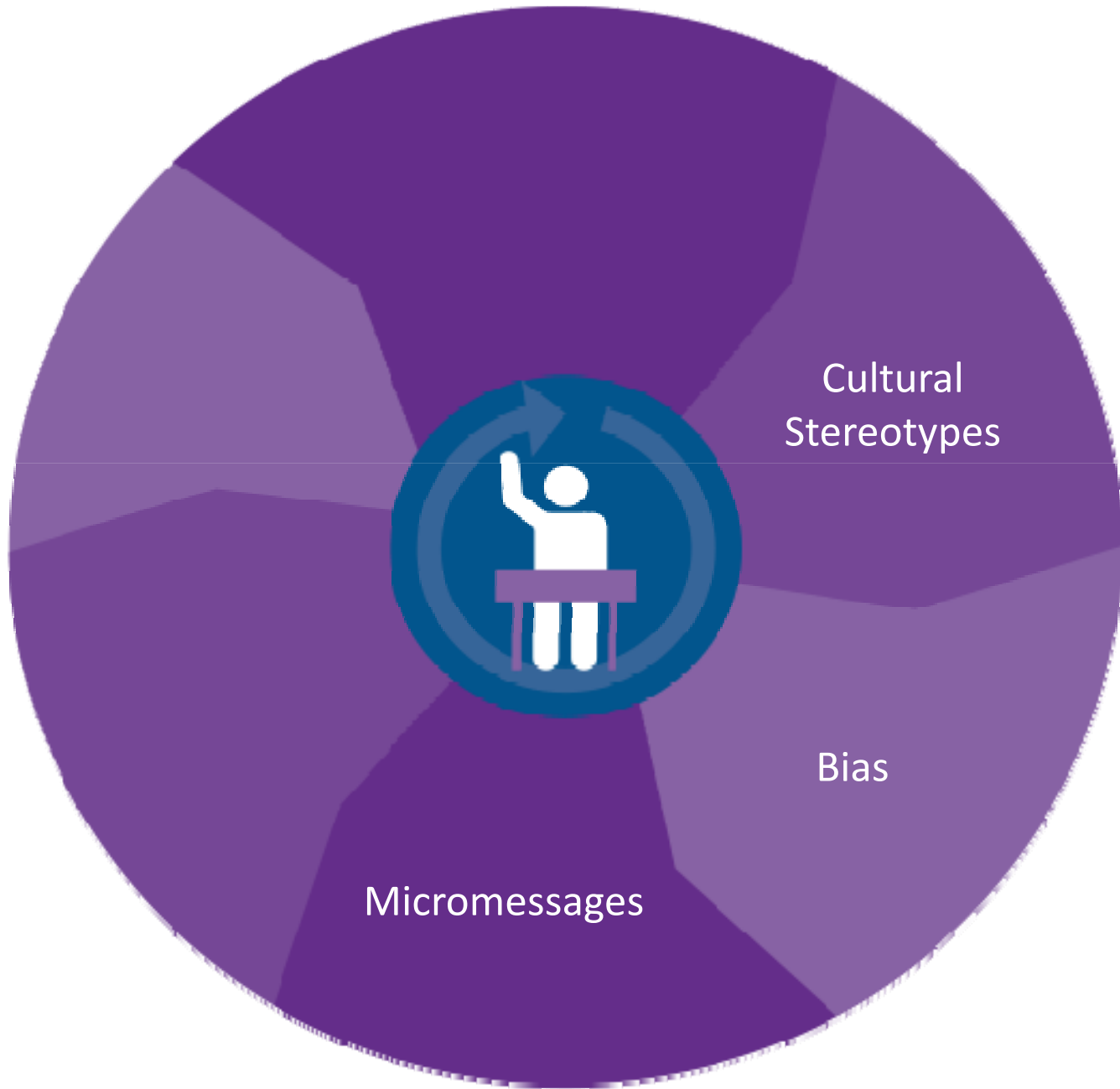
- YouTube videos on Implicit Bias
- Read *Blind Spot: The Hidden Biases of Good People* (Banaji)



implicit.harvard.edu



N A P E





*Small, subtle,
unconscious messages*

*sent and received when
we interact with others*

Micromessages

- Valued
- Included
- Encouraged
- Intentional
- Positive

Micro-Affirmations

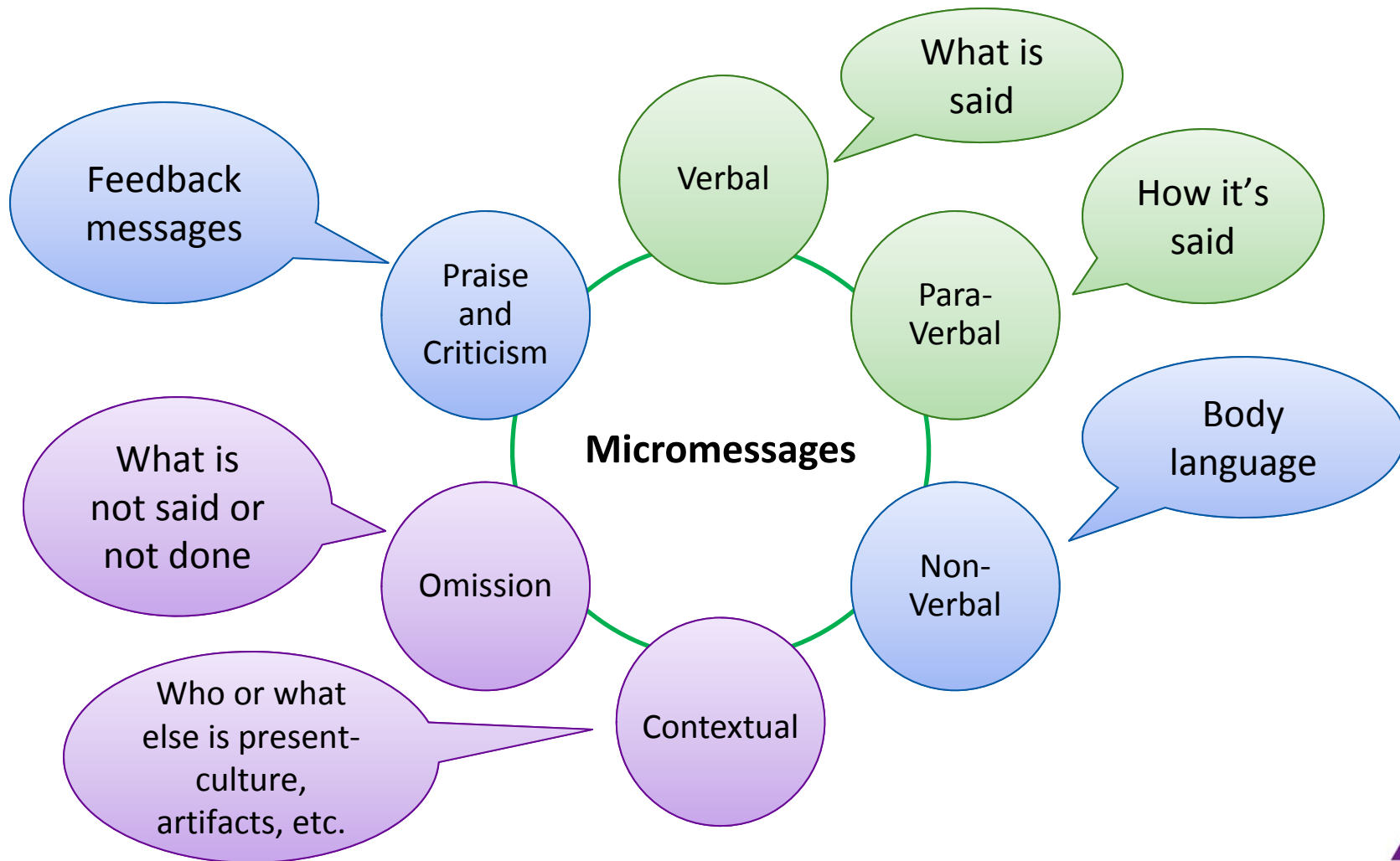


Micro-Inequities



- Excluded
- Devalued
- Unintentional
- Negative
- Discouraged

Key Micromessaging Elements



Cues & Messages Worksheet

Instructions

1. Work in pairs to complete the Cues and Messages worksheet.
2. Share reflections from the activity with your group.
3. Be prepared to report out to large group.

ACTIVITY Cues and Messages

A Closer Look

This activity provides a closer look into unintentional biases, or cues, in the classroom and their connection to the messages received and internalized by students.

Instructions: Match the cue (left) with the message (right). The first is completed. There are two sections for matching.

Cues
When we interact with others, we send small, subtle, often unconscious and unintentional micromessages that communicate value.

Messages
Micromessages are interpreted, often unconsciously, and may not reflect intention. Accumulation of these messages is powerful.

1 Using female references as negative labels or insults, such as "You throw like a girl" or "You act like a girly-man."	A The interrupting person (teacher or male student) is considered to be more important or powerful.
2 Consistently interrupting or contradicting female students.	B Females feel less valued than their male classmates.
3 Waiting longer for males' than for females' answers.	C Eye contact is considered to be one of the most powerful nonverbal cues and is often considered an invitation to speak, ask questions, or lead.
4 Consistently using generic "he," "man," or "guys"	D Female students are invisible and unimportant.

How can we mitigate micro-inequities such as the ones listed in the blue cues column? (Identify solutions for 5)

National Alliance for Partnerships in Equity
91 Newport Pike, Suite 302, Clap, PA 17527 | 717.407.2318 | www.napequity.org

Micromessaging Scenarios

Instructions

1. Select and read a scenario.
2. List the micromessages you see from both teachers and students.
3. List micro-affirmations that might help offset any micro-inequities in your list.

ACTIVITY

Micromessaging Scenarios

Instructions:

1. Select and read a scenario. (*Scott and Mike are more applicable to a middle school audience.*)
2. List the micromessages you see from both teachers and students. Be specific about what you noticed in scenario, specifically behaviors that constitute a micromessage, and how they are or may be received. Consider how the race, gender, or ethnicity of the student and or teacher might influence perceptions?
3. List micro-affirmations that might help offset any micro-inequities in your list.

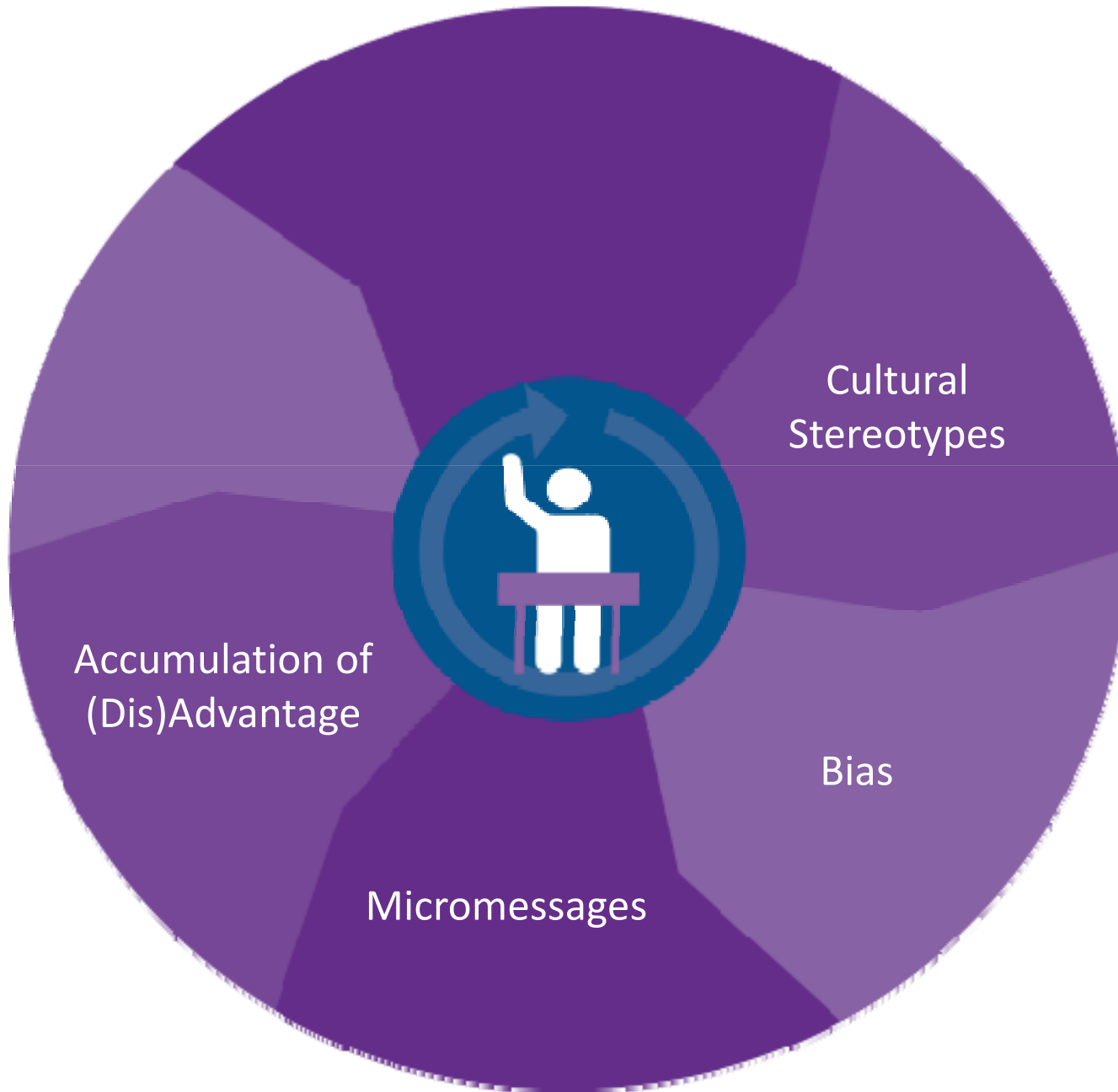
Scenarios

DEE: Dee was strongly motivated in her study of chemistry, and she was confident of her ability. She wanted to participate more in class, but her teacher never seemed to notice when she raised her hand. On a few occasions, he would simply supply the answer to his question even though her hand was the only one raised. During class, her questions often went beyond the "basics" to probing more deeply into chemistry concepts. Dee noticed the lecturer often replied to her input or questions with "Let's save these until later." When a male student later asked a similar question, the teacher would take the time to answer him directly, saying, "That's a good question." Dee wondered if people thought she was showing off or being too outspoken.

APRIL: When April came to her teacher Evelyn for help, she tried to explain her question but was so confused she was unsure how to frame it. Evelyn seemed very busy and did not take the time to fully understand the nature of April's question. Evelyn just solved the problem quickly and left it up to April to look at the solution on her own time. Sometimes the teacher used phrases that April did not understand like, "The canonical way to solve this problem is..." Evelyn seemed to be communicating that if April did not understand the material right away, then it was because she lacked mathematical ability. When April pointed out a specific equation that she didn't understand, the teacher replied, "But this is so simple," and proceeded to manipulate the variables in the equation with incredible speed. April finally gave up asking even though she didn't understand. However, April told her teacher that she understood the material. After all, April did not want to appear stupid and wanted to make the teacher feel that she had explained things well and April had not wasted her time. She mumbled a thanks and left.

What are the micromessages?

List micro-affirmations that might help offset micro-inequities:



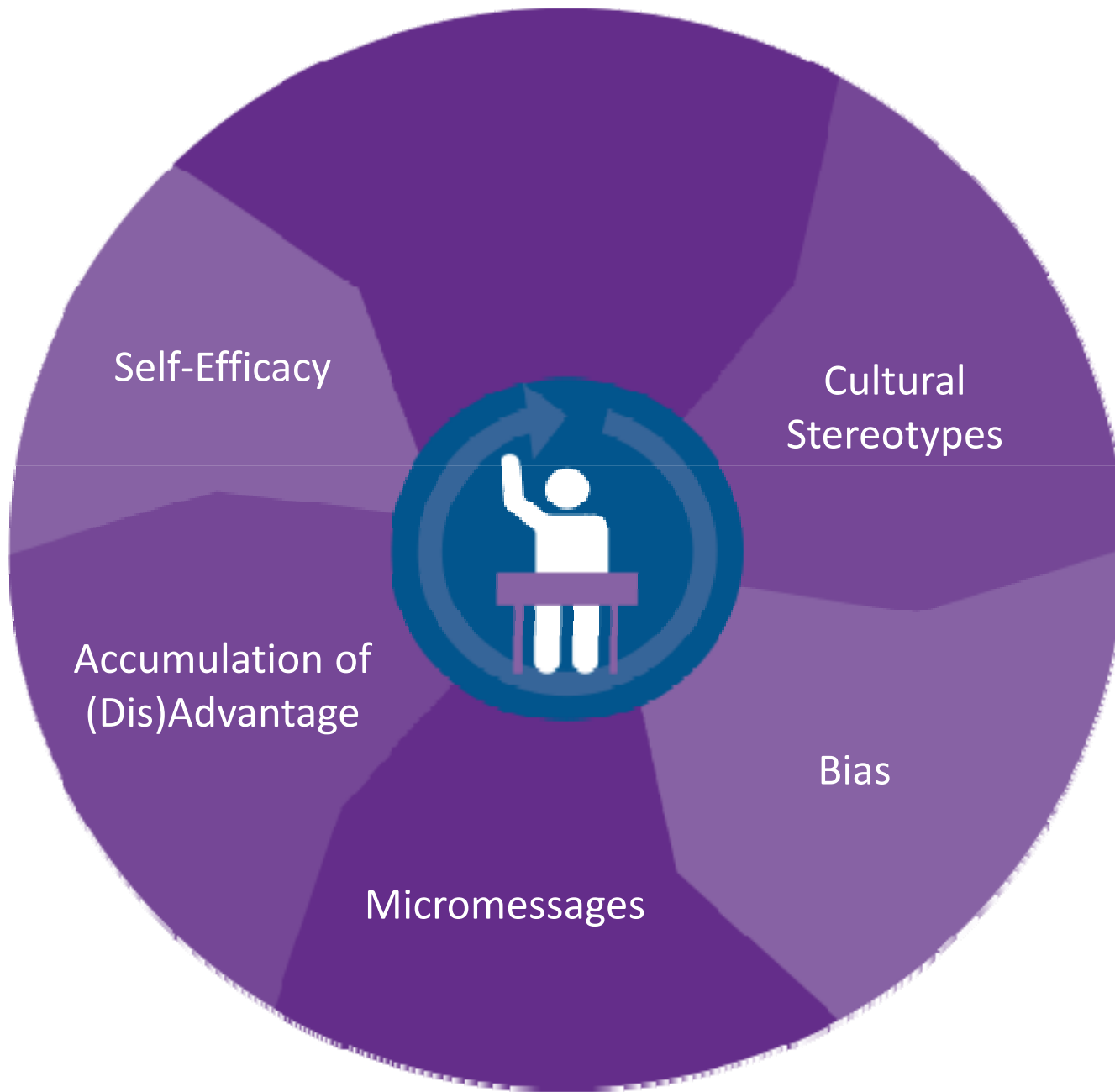


**** Homework**

Impact > Intent

Instructions

1. Choose a cue from the “Cues and Messages” activity which resonates with you. It could be one which you’ve unintentionally sent or which you could imagine accidentally sending in the future.
2. Think about the intention one may have in giving this cue.
3. Identify the message that matched with your cue from the prior activity and list it in the table.
4. Think about the behaviors a student may exhibit if they interpret the message in the way stated and write down the outcome in the second column. Everyone may interpret a cue differently. Think of other messages that could be interpreted from the cue, and the related student outcomes.





*Can I
do this?*

Challenge



self – efficacy
*is the belief one holds in
their ability to perform a
specific task*

Inspire the Courage to Excel



ACHIEVEMENT
INTEREST & MOTIVATION
ENGAGEMENT
PERSISTENCE
PERFORMANCE

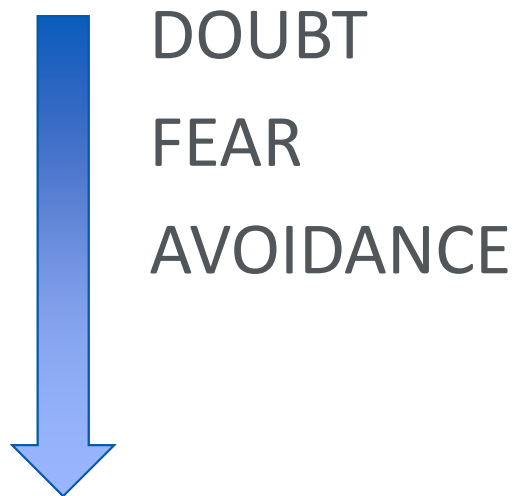


self – efficacy

is the belief one holds in their ability to perform a specific task

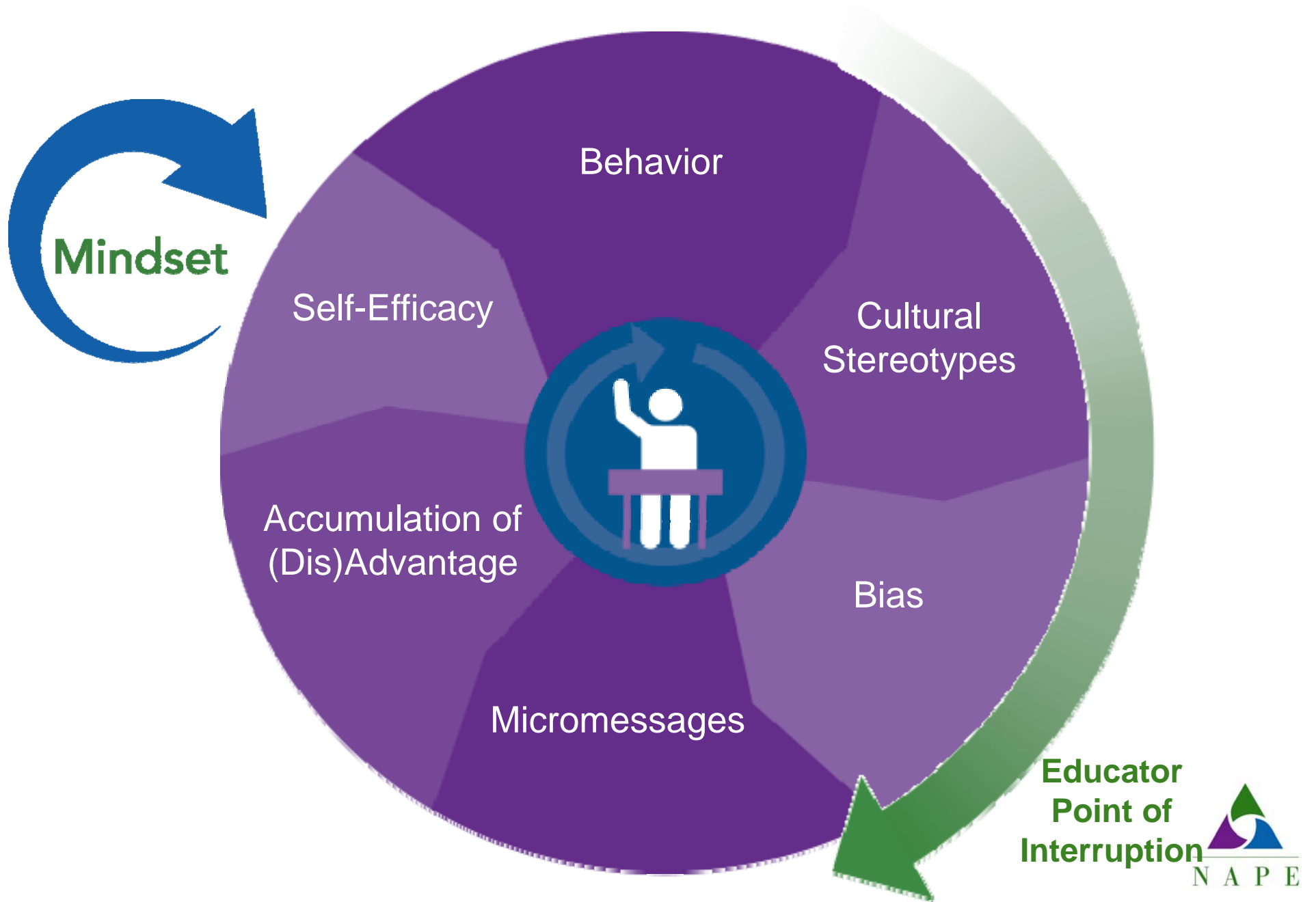
An individual with high self-efficacy is more likely to adopt and commit to more challenging goals.

Inspire the Courage to Excel



An individual with low self-efficacy is more likely to avoid challenges.





Mindset

Behavior

Self-Efficacy

Cultural
Stereotypes

Accumulation of
(Dis)Advantage

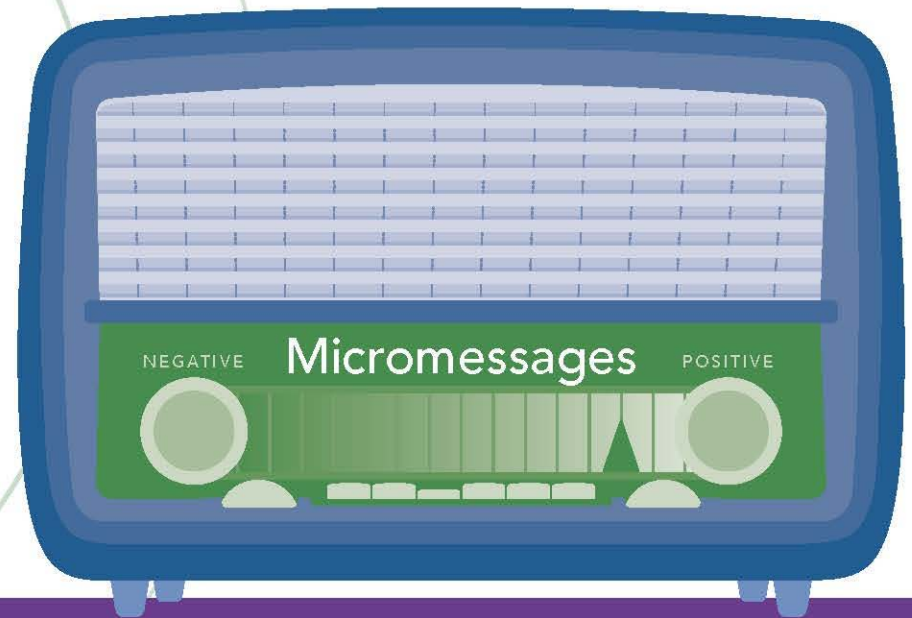
Bias

Micromessages

**Educator
Point of
Interruption**



Check the **RADIO**,
and tune-in to micromessages!



R A D I O

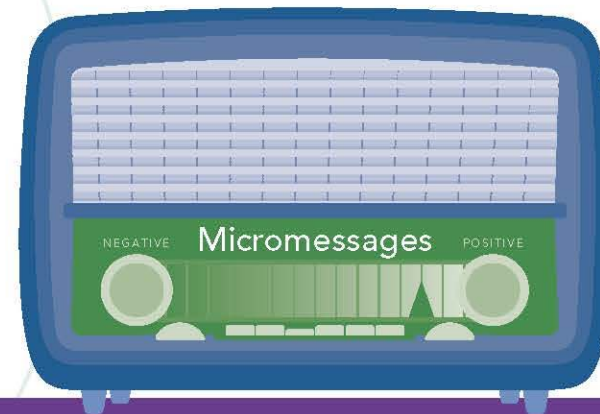
Reflect
on bias and
stereotypes

Anticipate
impact of
decisions,
words, and
behaviors

Discover
and address
negative
micromessages

Identify
ways to give
positive
micromessages

Offer
high
expectations
and wise
feedback



Application & Commitment

Instructions

1. Individually reflect on the prompts.
2. Considering the prompts, **discuss** your ideas in pairs.
3. We will have **~2-3 people** report.

Prompt

3 things I learned today

2 things I will do differently

1 immediate action item.

Online Evaluation

From any device, go to:

bit.ly/NAPESurvey

OPTIONS
to SELECT



FEEDBACK

For general professional development workshops, webinars, conference sessions, etc., please click the button below to provide us feedback our services. We value your feedback to help us improve!

SIGN-IN AND EVALUATION

Session / Event / Workshop

2/13/19
Intro to Micromessaging

Instructor(s)

Janay McClarin
Ricardo Romanillos

N A P E