

Microaggressions in the Classroom Work Sheet

Microaggressions may be based on socioeconomic status, disability, gender, gender expression or identify, sexual orientation, race, ethnicity, nationality, or religion. These insults or insensitivities may be exhibited by students or adults within the school community – keep that in mind when considering each example. As reported and documented by students, the following are offered as examples for reflection in an effort to raise awareness and sensitivity toward creating more inclusive and supportive classroom and school environments.

Identify if you have either EXPERIENCED or WITNESSED the following microaggressions:

- Failing to learn to pronounce or continuing to mispronounce the names of students / faculty / staff after they have corrected you.
- Scheduling events, meetings, or due dates on religious or cultural holidays.
- Disregarding religious traditions or their details. (Ex. impacts of fasting)
- Setting low expectations for students / faculty / staff from particular groups, neighborhoods, or feeder patterns.
- Calling on, engaging and validating one gender, class, or race of students / faculty / staff while ignoring other students / faculty / staff during a meeting, class, or other event.
- Assigning students / faculty / staff tasks or roles that reinforce particular gender roles or don't allow all students / faculty / staff flexibility across roles and responses.
- Anticipating students / faculty / staff' emotional responses based on gender, sexual orientation, race or ethnicity.
- Using inappropriate humor that degrades students / faculty / staff from different groups.
- Expressing racially charged political opinions in a meeting, class, or other event assuming that the targets of those opinions do not exist in that space.
- Using the term "illegals" to reference undocumented students / faculty / staff.
- Hosting debates in class or at a program that place students / faculty / staff from groups who may represent a minority opinion in that event in a difficult position.
- Singling students / faculty / staff out in a meeting, class, or other event because of their backgrounds.
- Expecting students / faculty / staff of any particular group to 'represent' the perspectives of others of their race, gender, etc. in a meeting, class, or other event.
- Denying the experiences of students / faculty / staff by questioning the credibility and validity of their stories (e.g. "I've eaten and shopped plenty of times in Jamaica Plain and it's nothing like you describe it. How long have you lived there and who are you hanging out with?")

- Assigning projects or creating procedures that are heterosexist, sexist, racist, or promote other oppressions, even inadvertently.
- Using sexist language.
- Using heteronormative metaphors or examples in a meeting, class, or other event.
- Assuming the gender of any person.
- Continuing to misuse pronouns even after a person, transgender or not, indicates their preferred gender pronoun.
- Assigning projects that ignore differences in socioeconomic class status and inadvertently penalize students / faculty / staff with fewer financial resources.
- Assuming all students / faculty / staff have access to and are proficient in the use of computers and applications for communications about activities and work resources.
- Assuming that students / faculty / staff of particular ethnicities must speak another language or must not speak English.
- Complimenting non-white students / faculty / staff on their use of “good English.”
- Discouraging students / faculty / staff from working on projects that explore their own social identities.
- Asking people with hidden disabilities to identify themselves in a meeting, class, or other event.
- Forcing students / faculty / staff with non-obvious disabilities to “out” themselves or discuss them publicly.
- Ignoring person-to-person microaggressions, even when the interaction is not work or course-related.
- Making assumptions about students / faculty / staff and their backgrounds.

List any other microaggressions that you have either witnessed or experienced in the workplace:
