

# INTERRUPTING MICROAGGRESSIONS

## A PROFESSIONAL LEARNING STUDY LAB



### WARM UP

Ask participants to reflect on what they Know and Want to Learn via K(nnowledge), W(ant to Know), L(earned) Activity

[SAMPLE KWL CHART](#)

### LEARNING INTENTIONS

Participants will be able to define the term microaggression, list different types, and begin to discuss how to address & disrupt microaggressions when they occur.



### MAKE CONNECTIONS

Ask Participants to Share Responses from KWL Chart to draw themes across what is already known and what individuals want to know.

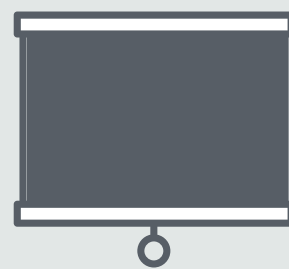


### DEFINING MICROAGGRESSIONS

Watch [Defining Microaggressions](#)

Stop and Jot: Using Your KWL Chart to Capture New Information Learned

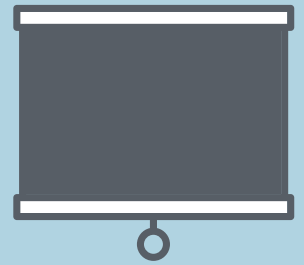
Group Share Out



# INTERRUPTING MICROAGGRESSIONS

Watch [Interrupting Microaggressions](#)

Stop and Jot: Using Your KWL Chart to Capture New Information Learned



Group Share Out

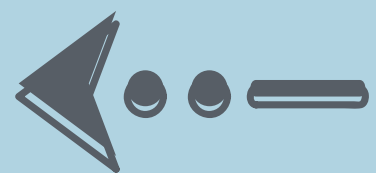
## PRACTICE INTERRUPTING MICROAGGRESSIONS



Using the [Practice Interrupting Microaggressions Document](#), or a modified version, ask participants to practice responding to microaggressions using the three-step process.

## LESSON REVIEW

- Revisit initial learning intentions.
- Allow participants time to complete their KWL Chart.
- Provide space for participants to share out final reflections.
- Discuss relevance and next steps.



## NEXT STEPS

Consider the following resources to continue learning surrounding how to recognize, acknowledge, and disrupt microaggressions in your local context.

[Interrupting Microaggressions Continued Reading and Resources](#)

[Example Continued Learning Plan](#)

