


Slide & Title	Visual: Onscreen Text (OST), Images, audio	Job Aids / Worksheets	Facilitator Guide	Notes (SME, client)
1. Micro-aggressions – title slide	Title slide		<ol style="list-style-type: none"> 1. Teambuilding activity. 2. Invite participants to talk about a time they felt uncomfortable or disrespected at work. 	
2. Harassment/ Microaggressions	Harassment / Microaggressions What is your understanding of this term? (bullets slide in on click) <ul style="list-style-type: none"> Threatened/intimidated Offended /humiliated physically or mentally 		Shares the question, and write responses on whiteboard.	Goal: Understand what microaggressions are, why they are offensive, and their potential impact, as well as how all language can affect others in different ways.
3. Video	Video		Invite discussion	
4. Identifying Microaggressions	Video of people role playing microaggressions.		<ol style="list-style-type: none"> 3. <i>*Play video and invite discussion*</i> 4. Work in pairs or small groups. In the handout, read each statement in Column A. Think critically about how a person could interpret the statements as a “put down.” Then, draw a line connecting the statement to what you believe is the best possible interpretation from Column B. Be ready to explain each choice. 5. After matching the statements with the interpretations, rewrite the statements so that they do not contain a hidden or negative message. For example, the statement “How long have you been in this country?” implies that the speaker believes the person was born in another country. A neutral wording of the statement might be “Where did you grow up?” or “How long have you lived in this town?” 	

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5. Discussion	Alvin Poussaint refers to the cumulative impact of experiencing microaggressions as “death by a thousand nicks.” Do you agree or disagree with this statement? Explain your answer.		Learners continue in their groups with the discussion questions.																								
6. Discussion	When people discuss microaggressions, a common response is that they are “innocent acts” and that the person who experiences them should “let go of the incident” and “not make a big deal out of it.” Do you agree or disagree with this point of view? Explain your reasoning.																										
7. Discussion	If a person from a marginalized group pointed out to you that one of your comments was a microaggression, how would you respond at the time? Would it change the likelihood of your making a similar comment in the future? Why or why not?																										
8. Discussion	Derald Wing Sue has argued that the impact of subtle prejudice, such as microaggressions, is more harmful than the impact of blatant discrimination. Do you agree or disagree with this proposition? Explain your answer.																										
9. Intent & Impact	Choose a microaggression from Column A. <ul style="list-style-type: none">What do you think the possible intent was of the speaker?Does the intent change the impact of the statement for the person who experiences the microaggressions?		Learners continue in their groups with intent and impact.																								
10-11. Some repsonses	<table><tr><th>Column A: Statements</th><th>Possible Interpretations</th><th>Possible Intent</th><th>Interpretation/ Impact</th></tr><tr><td>“Why are all Black women so loud?”</td><td>You should assimilate to the dominant culture.</td><td>You are making me uncomfortabl.</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>People of your background are unintelligent.</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></table>	Column A: Statements	Possible Interpretations	Possible Intent	Interpretation/ Impact	“Why are all Black women so loud?”	You should assimilate to the dominant culture.	You are making me uncomfortabl.	The way you act is bad, weird, and inappropriate	“You throw like a girl.”	Feminine traits are undesirable.	You can’t throw.	Throwing like a girl is bad; you are incompetent.	You can succeed if you try hard enough.”	You are lazy.	Try harder, you can do it	You are being lazy, like others of your kind.	“Being gay is just a phase.”	Your identity is invalid.	People of your background are unintelligent.	How you feel/your identity is not valid or real.	“You are a credit to your race.”	People of your background are unintelligent.	You are pretty amazing.	I have low expectations of people like you.		Review answers against this chart (2 slides), and do the last one together as a group.
Column A: Statements	Possible Interpretations	Possible Intent	Interpretation/ Impact																								
“Why are all Black women so loud?”	You should assimilate to the dominant culture.	You are making me uncomfortabl.	The way you act is bad, weird, and inappropriate																								
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12-13. Calling Out vs Calling In	2.1 Interrupting Bias – Calling Out vs. Calling In Calling Out: <ul style="list-style-type: none">When we need to let someone know that their words or actions are unacceptable and will not be toleratedWhen we need to interrupt in order to prevent further harmWill likely feel hard and uncomfortable, but necessaryAllows us to hit the “pause” button and break the momentum		What are some ways in which we can communicate to someone that their words or actions are unacceptable?	Goal: Learn the language needed to address micro-aggressions.															
14-15. Possible Responses	2.2 Calling Out - Possible responses <table><tr><td>Wow. Nope. Ouch. I need to stop you right there.</td><td>That word/comment is really triggering and offensive. Be mindful and pick a different word.</td><td>I need to push back against that. I disagree. I don't see it that way.</td></tr><tr><td>Okay, I am having a strong reaction to that and I need to let you know why.</td><td>I don't find that funny. Tell me why that's funny to you.</td><td>I wonder if you've considered the impact of your words.</td></tr><tr><td>Hmmm.. maybe you want to think this one through a bit more and speak about it later.</td><td>I need you to know how your comment just landed on me.</td><td>That's not our culture here. Those aren't our values.</td></tr><tr><td>Is sex/gender/ gender identity/ gender expression/race/ class/ ethnicity/religion/ ability/ immigration status/ body type/ marital status/ age/ pregnancy relevant to your point? How?</td><td>It sounded like you just said _____. Is that really what you meant?</td><td>I feel obligated as your peer/ colleague/co-worker /friend/supervisor to tell you that your comment wasn't okay.</td></tr><tr><td>It sounds like you're making some assumptions that we need to unpack a bit.</td><td>You may or may not realize this, but you're talking about me/my story/my identity markers.</td><td>I need to leave the room if the conversation is going to continue down this road.</td></tr></table>	Wow. Nope. Ouch. I need to stop you right there.	That word/comment is really triggering and offensive. Be mindful and pick a different word.	I need to push back against that. I disagree. I don't see it that way.	Okay, I am having a strong reaction to that and I need to let you know why.	I don't find that funny. Tell me why that's funny to you.	I wonder if you've considered the impact of your words.	Hmmm.. maybe you want to think this one through a bit more and speak about it later.	I need you to know how your comment just landed on me.	That's not our culture here. Those aren't our values.	Is sex/gender/ gender identity/ gender expression/race/ class/ ethnicity/religion/ ability/ immigration status/ body type/ marital status/ age/ pregnancy relevant to your point? How?	It sounded like you just said _____. Is that really what you meant?	I feel obligated as your peer/ colleague/co-worker /friend/supervisor to tell you that your comment wasn't okay.	It sounds like you're making some assumptions that we need to unpack a bit.	You may or may not realize this, but you're talking about me/my story/my identity markers.	I need to leave the room if the conversation is going to continue down this road.	Edib.harvard.edu handout.	<p>Remember, it is a powerful thing for the target of oppression to hear these words from the mouth of an ally!</p> <p>Calling out is useful when you need to let someone know when their behaviour is unacceptable, or when it must be interrupted to avoid causing more harm.</p> <p>Discuss how these responses might be received.</p> <p><i>You could say that calling out is a reasonable response for the person on the receiving end of the microaggressing.</i></p> <p><i>(Note that the following 'calling in' slide contains responses that can encourage more constructive dialogue and might be more comfortable for those who avoid conflict)</i></p>	
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16. Calling In	<p>Calling In</p> <ul style="list-style-type: none"> ▪ When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference ▪ When we are seeking to understand or learn more ▪ When we want to help imagine different perspectives, possibilities, or outcomes ▪ Provides for multiple perspectives and encourages paradigm shifts ▪ Focused on reflection, not reaction ▪ Is <i>not</i> just a suggestion with an uptick (Don't you think you should...?) 		<p>How might we call out the behavior, while calling in the person?</p> <p>Calling in is useful when you want to engage someone in a deeper discussion, understanding, and reflection. This might be what an ally would do.</p>	

17-18

2.4

I'm curious. What was your intention when you said that?	How might the impact of your words/actions differ from your intent?	What sort of impact do you think your decision/comment/action might have?
How might someone else see this differently? Is it possible that someone might misinterpret your words/actions?	How might your own comfort level, assumptions, expectations, prior experiences be influencing your beliefs, decisions, process?	How is ____ different from ____? What is the connection between ____ and ____?
What criteria are you using to measure/assess etc?	How did you decide, determine, conclude...	What would have to change in order for ____?
What do you assume to be true about ____?	Why is this the best way to proceed? What other approaches have you considered?	What is making you the most fearful, nervous, uncomfortable or worried?
Why do you think that is the case? Why do you believe that to be true?	Why do you think others have/haven't moved in that direction?	How do you know it's working?
Why did the result or response cause a problem for you?	What would other stakeholders say/think/feel?	In your opinion, what is the best-case scenario?

Job aid – Calling Out/Calling In Responses – 2 sided

Review possible responses.

Invite discussion of the difference between the two sets of responses and how they might be received.

*Instruct learners to role play to develop a comfort level with these responses. Allow time to try reverse roles and to try different responses.
Invite suggestions of other potential calling in responses.*