

# Pass the Mic:

## Let's talk about racism

Teacher Guide



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The Canadian Museum for Human Rights is located on Indigenous ancestral lands on Treaty One Territory. The Red River Valley is also the birthplace of the Métis. We acknowledge that the water in the Museum comes from Shoal Lake and are grateful to the First Nations that care for that water.

# Author's Note

*What is your relationship with racism?* It might seem like an odd question to ask yourself.

But, depending on how you look, your status in society, the way you sound, your job, your hobbies, or the way you identify, your relationship with racism might be different from your family, friends, colleagues and neighbours.

And just as your relationship with racism may be different from those around you, so are the ways in which you can engage in anti-racism work.

That is why I created *Pass the Mic: Let's Talk About Racism* – a series of video interviews from across the country paired with lesson plans. Diverse profiles. Diverse stories. All with the aim of equipping you and your class with the tools you need to have important conversations about racism.

I am sure you know how important these conversations are. You see racism and the impacts of colonialism seep into the classroom from the outside world all the time.

Marginalized Canadians have been on this land for over 200 years. However, it must be acknowledged that they, too, play a role in our country's colonial legacy as settlers of this land.

I acknowledge that I am a guest on Treaty Six Territory. Treaty Six is within the Métis homelands and Métis Nation of Alberta, Region Four. This land is the traditional territories of many First Nations such as the Anishinaabe, Blackfoot Cree, Dene and Nakota Sioux. I am a second generation Canadian, residing in Edmonton, with ancestry hailing from Ghana in West Africa. There is privilege in being born and raised on Turtle Island, and for that, I am thankful.

As you dive into this work, I encourage you to also examine your relationship with the Treaty land that you call home.

It is time we pass the microphone to voices that often don't get the opportunity to speak. By doing this, we can amplify, not only their voice, but the voices of those that look like them.

Sincerely,

**Sarah Adomako-Ansah**

Educator in Residence, Canadian Museum for Human Rights  
Teacher, Edmonton Catholic School Division

# Overview

Pass the Mic: Let's Talk About Racism is designed to aid teachers in having important conversations about racism, how to be anti-racist, microaggressions, bias and privilege.

This guide contains tools to help you build a safe environment in your classroom where your students can talk about these critical concepts and work to unlearn previous thoughts and harmful stereotypes by hearing from people with diverse lived experiences.

Why are these conversations important? And why should they happen in the classroom?

Children notice and think about race. Being silent about issues surrounding race reinforces racism by letting children draw their own conclusions without a safe space to ask questions. Teachers can play a powerful role in helping children develop positive attitudes about race and embrace diversity, promoting a more just future for all people.

By creating space for different people to hold the mic and tell their own stories, we can build understanding and acceptance. Through this guide, we will be passing the mic to:

**Dawn Richardson Wilson**, an Olympic athlete from Alberta  
**Gurdeep Pandher**, a bhangra dancer from Yukon  
**Dimitri Nana-Côté**, a drag queen from Montréal

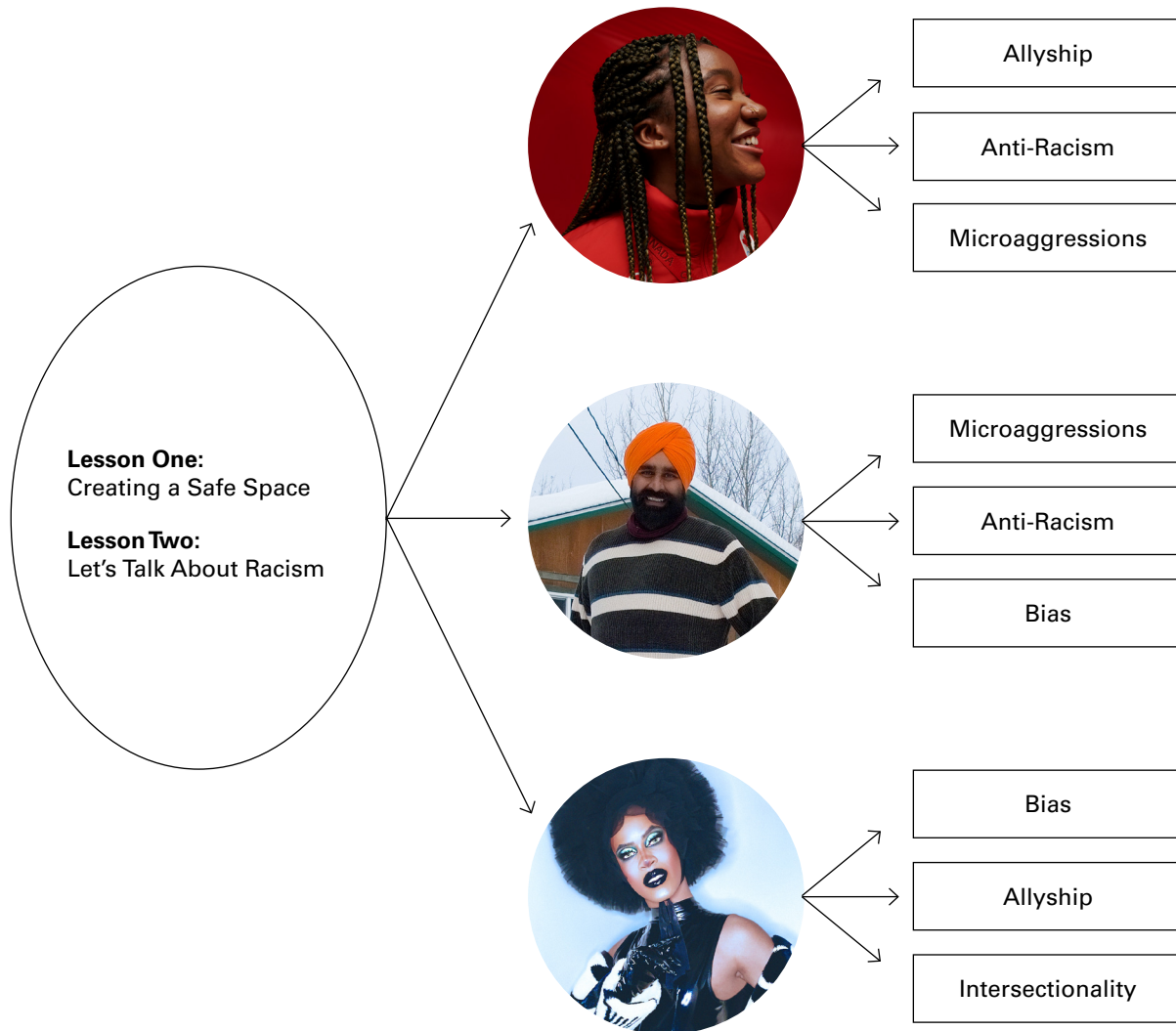
Representation is key throughout these personal video interviews. The individuals in this series are people of colour.

Designed to be paired with videos, the program's lesson plans will guide you and your students through some essential questions:

**How can we support each other to have difficult conversations?**  
**When you show up as an ally, what does that look like?**  
**How can we use our privilege for good?**

The Pass the Mic guide is designed to help guide you and your class through increasingly difficult conversations about racism. It is essential to complete the first two lessons, *Creating a Safe Space* and *Let's Talk About Racism*, before moving on to subsequent lessons. These two foundational lessons provide a framework to help build a safe space before delving deeper. From there, lessons are linked to individual stories that touch on the topics of anti-racism, microaggressions, allyship, bias and intersectionality.

Each of these lessons are not meant to be completed in one 30-minute class block. These lessons are designed to create space for starting conversations and the activities included may take upwards of one week to complete. The final project will take two weeks, at the very least. Included in the lessons are discussion questions, reflection points and activities to enhance the student's learning.



Each province and territory have their own program of studies and curriculum outcomes. This guide is meant to help you in achieving these outcomes, but it is up to you, as the teacher, to find where these conversations and activities may fit within your program of studies. Language Arts, Religion and Social Studies are often good places to start.

# Before Beginning

Talking about racism and all the negative emotions that surround it can be difficult. But the good news is that, as educators, you're already well positioned to facilitate these conversations. Every day, you work to build safe spaces where students are supported and empowered, often against the backdrop of whatever is happening in their lives and the world around them.

Students may experience discomfort or guilt about racism that has been demonstrated through time and through history. During this program, students will learn ways to be allies, activists and global citizens. Discuss with students that, if they have experienced racism, these lessons are in no way meant to trigger them or cause them harm. It is not a mandatory requirement for your racialized students to "tell their stories" if they are not comfortable doing so.

To best utilize this resource, it is essential to examine your own relationship with racism, discrimination and colonialism. By being mindful about our own positioning, we're able to engage in anti-racism work fully and authentically.

Before you begin, ask yourself these questions:

1. What do you think you can talk about?
2. What is your relationship with racism?
3. What is your comfort level in this topic?

This work is challenging, emotional and can make you feel vulnerable. This guide was created to give you the tools to have difficult discussions safely in the classroom community, in the space that your students know well. This work, for students, is being done with a trusted adult – someone who may be learning alongside them. Know that this is okay. Ask questions, be honest with yourself and your students, and unlearn some of the negative things we have been taught over time.

# Lesson One: Creating a Safe Space

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**Objective:**

This lesson is designed to help you create an environment for your students that encourages sharing and respect.

**Driving Question:**

How can we make sure our class is a safe space for everyone?

**Lesson Summary:**

Using prompts and conversation starters, you will create a classroom community in which students feel that they can speak freely and without fear of judgement.

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**Activity:**

Gather students in a space in your classroom.

Establish the best way for students to share their thoughts in your classroom. Is it through sticky notes, individual whiteboards, a teacher mailbox, a talking stick, a hand raise, etc.?

Using prompts, ask students to share their thoughts and feelings. Some examples might be:

- Using emojis, ask students what feelings are associated with each face.
- Ask students to share something their classmates may not know about them that makes up their identity.
- Ask students what they know about human rights.
- Ask students to define what they think respect looks like.

It is key to allow all students an opportunity to share if they are comfortable.

**Lesson Reflection:**

Be sure to come back to this lesson often to ensure that students are always feeling safe in the thoughts and feelings that they share with each other in your classroom.

# Lesson Two: Let's Talk About Racism

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**Objective:**

This lesson is designed to help students understand what racism is and the role they can play in dismantling it. Students will understand what their relationship to racism is and be introduced to anti-racism principles.

**Lesson Summary:**

Using the recommended picture book and discussions, students will explore their relationship with racism, both personally and in their communities.

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**Driving Questions:**

What is your relationship with racism?

What is activism?

**Recommended Reading:**

*Say Something!*, Peter H. Reynolds

**Discussion**

1. Now that you've created a safe space in your classroom for students to share their thoughts and feelings, use the prompts to start discussion. Some examples might be:
  - What is your relationship with racism?
  - Where have you seen racism throughout history? Where do you see it now, around the world and in your own community?
  - What do you feel when you hear the word "racism"?
2. Read the story *Say Something!*, by Peter H. Reynolds.
3. Take the time to debrief the story and discuss the word "activist" and what it means. Examples of discussion prompts may be:
  - What can an activist do if they see an act of racism?
  - How does a person recognize when an action is racist?

**Lesson Reflection**

Have students work in pairs to create public service announcements (PSAs) to be put up in your classroom or school. What are the diverse ways that we can "say something"? Brainstorm ideas together. As students work on their PSAs, ensure that you travel to each group working and check in. Find out if they have any questions. It is important to address all students to ensure that their voice is heard.



# Lesson Three: Anti-Racism

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**Objective:**

This lesson is designed to introduce students to the concept of anti-racism.

**Lesson Summary:**

Students will begin to learn about anti-racism through a class discussion and a short activity.

**Videos:**

[Pass the Mic: Let's Talk About Racism – Dawn Richardson Wilson](#)

[Pass the Mic: Let's Talk About Racism – Gurdeep Pandher](#)

**Driving Questions:**

What can we do to promote anti-racism?

What role can you play in being anti-racist in your classroom? Your school? Your community?

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**Recommended Readings:**

*Let's Talk about Race*, Julius Lester, or *Skin Like Mine*, Latashia M. Perry

\*For this lesson, you can choose either book option.

After reading one of the recommended stories, or both, and watching the videos, group students together for discussion using some of the following prompts as examples:

- What connections can you make?
- What parts of the videos did you relate to?
- How did the videos make you feel?
- What do you see as our responsibility for this issue?
- What questions does this issue raise for you?
- Why do some words provoke such strong feelings for people or communities?

Give groups 10-15 minutes for discussion, then bring everyone back together and debrief as a class.

**Lesson Reflection:**

Prompt students to use a sticky note to write a reflection on the question: Why is anti-racist work important?

# Lesson Four: Microaggressions

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## Objective:

This lesson is designed to introduce students to the concept of microaggressions, highlighting that they exist and that they are sometimes not overt or loud.

## Lesson Summary:

Students will learn about microaggressions through a simulation. They will have the opportunity to discuss microaggressions and complete an activity about them.

## Videos:

[Pass the Mic: Let's Talk About Racism – Dawn Richardson Wilson](#)

[Pass the Mic: Let's Talk About Racism – Gurdeep Pandher](#)

[Pass the Mic: Let's Talk About Racism – Dimitri Nana-Côté](#)

## Driving Questions:

Are all microaggressions overt?

What does allyship look like in the face of microaggressions?

How can we frame our words and questions to not cause harm to our peers?

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## Activity:

Read the following microaggressions aloud to your class. Ask students to respond to the statements if they find them applicable. During this time, there will be no discussion, just observation.

Dependent on the space that you have or the limitations in your room, you can ask students to stand up in place, give a thumbs up, or move across the room to indicate their response.

- Stand up if you've ever been told to "get over it."
- Stand up if you've ever heard the phrase "boys don't cry."
- Stand up if you've ever heard the phrase "girls don't belong on the field/court/ice/turf."
- Stand up if you've ever been asked, "where are you from?"
- Stand up if you've ever heard someone say, "I don't see colour."
- Stand up if you've ever been told your name is too difficult and you've been given a nickname.
- Stand up if you've ever been teased about the way that you look.
- Stand up if you've heard comments about the food you eat at lunch.
- Stand up if you've had to correct someone on the pronunciation of your name. Stay standing if you've had to do so multiple times.
- Stand up if you have been stereotyped based on the way that you look (e.g., "You must be good at math because you're Asian!" "You must like playing basketball because you're Black!")

This concludes the activity and all students can sit or return to their seats.

# Lesson Four: Microaggressions (continued)

## **Lesson Reflection:**

Discuss with students the harmful side effects that microaggressions have on marginalized people. Have students reflect to the activity, perhaps in a journal. If you have the technology and/or room, you may opt for students to either audio- or video-record their response or document their thoughts in a video using [Flipgrid](#) or another resource.

Pose the following prompt questions:

1. How did this activity make you feel?
2. Did this activity make you think about the way you speak to others?
3. How will you change your behaviour towards others that look, identify, sound, or behave differently than you?

# Lesson Five: Bias

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## **Objective:**

This lesson is designed to introduce students to the concept of bias. It is important for students to know that there is no shame in having a bias – we all do – but there are tools to help us overcome it.

## **Lesson Summary:**

Students will discuss what bias is and work through a reflection activity about bias and how someone’s thinking may be influenced by what a person looks like.

## **Videos:**

[Pass the Mic: Let’s Talk About Racism – Gurdeep Pandher](#)

[Pass the Mic: Let’s Talk About Racism – Dimitri Nana-Côté](#)

## **Driving Questions:**

What is bias? Is it a bad thing?

Can bias lead to racism?

How do we reduce our bias and be more accepting?

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## **Activity:**

Using the animal images provided on page 14, students will make assumptions about the animals based on statements read aloud. At the end of each description, ask students to choose the animal that they think matches the description. Prompt students to internally reflect about why they chose the animal that they did.

- This animal is a bad driver.
- This animal is a class clown.
- This animal won a scholarship at school.
- This animal was drafted to play for the Toronto Raptors.
- This animal is a great cook.
- This animal has a beautiful singing voice.
- This animal always has a messy locker and doesn’t clean up after itself.
- This animal is brilliant in math.
- This animal is shy.
- This animal’s go-to order at Starbucks is a pumpkin spice latte.

This concludes the activity. Ask students to reflect on their animal choices and discuss why they chose the animals they did for each statement read.

# Lesson Five: Bias (continued)

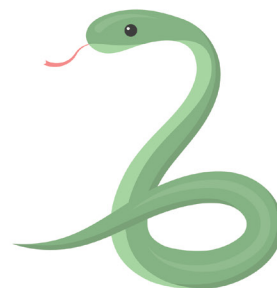
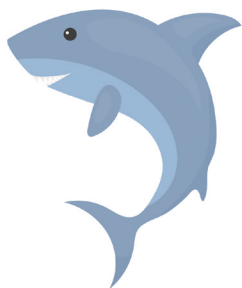
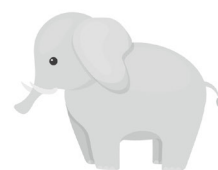
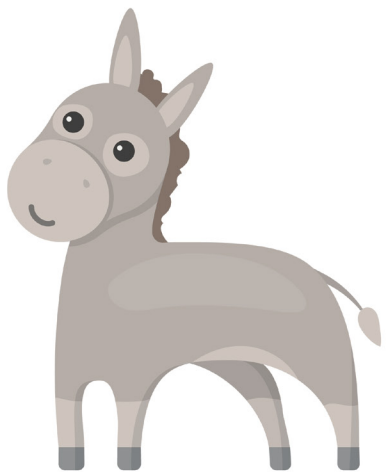
## **Lesson Reflection:**

Bias is inevitable – we all have biases!

We can reduce the negativity surrounding bias by:

1. Acknowledging that we all have bias. We like some things more than others.
2. Practicing empathy; put yourself in another person's shoes.
3. Trying to learn something new about the subject or person you are feeling negatively about.

Think about what we learned about bias today. What can you teach someone else about this concept?



# Lesson Six: Intersectionality and Acceptance

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## **Objective:**

This lesson is designed to introduce students to the concept of intersectionality and highlight how intersections are a part of everyone's identity. This lesson is meant to help students understand that they may be assuming things about a person's identity.

## **Lesson Summary:**

In this lesson, students will explore intersectionality, what it is and what intersections apply to them. Students will also understand acceptance of others.

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## **Video:**

[Pass the Mic: Let's Talk About Racism – Dimitri Nana-Côté](#)

## **Driving Questions:**

Why is it important to respect everyone's identity?

What intersections make up your own identity?

## **Activity:**

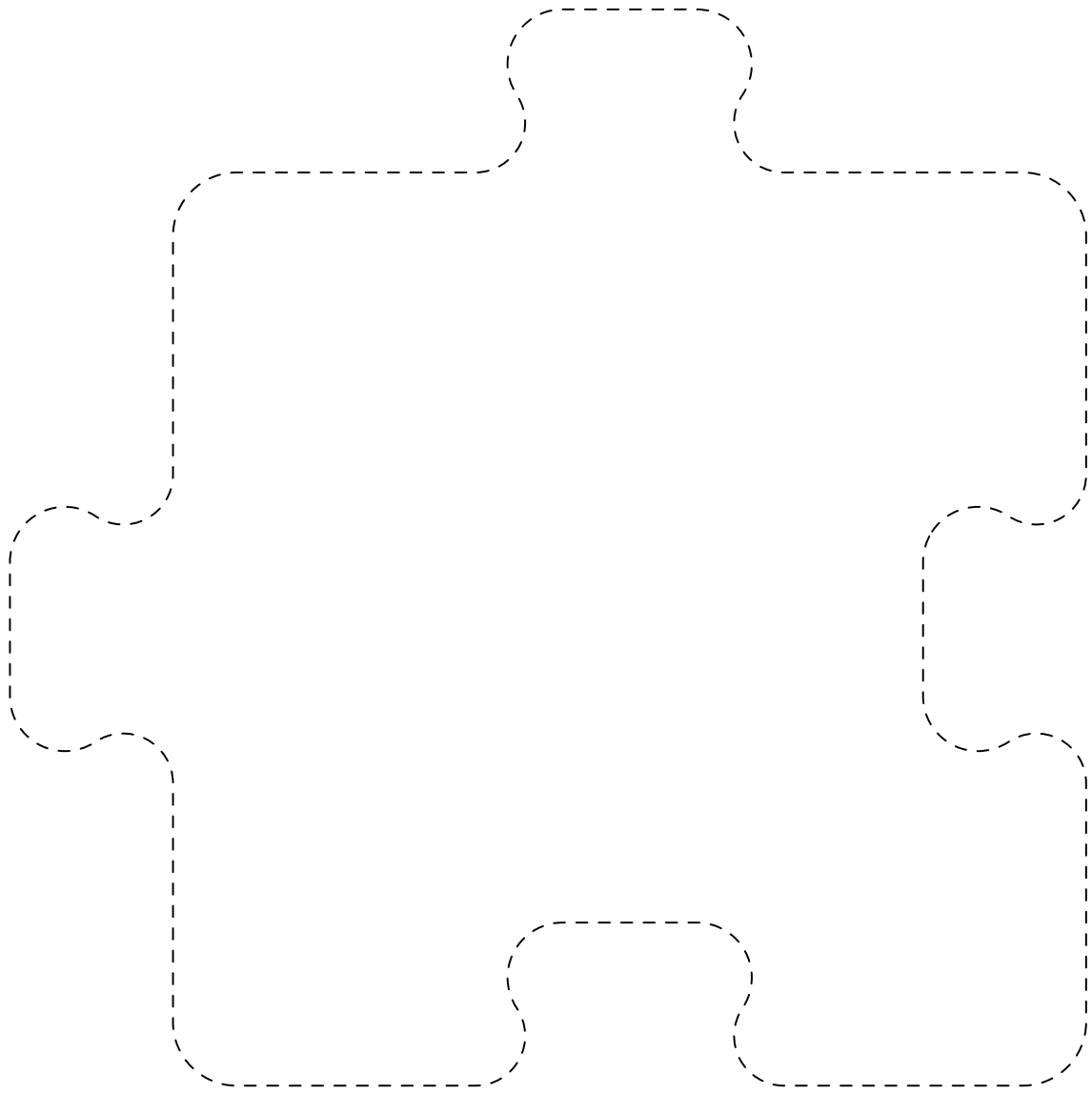
Using yourself as an example, or a well-known character, discuss the aspects that contribute to your identity focusing on the following categories:

- Language (What languages can you speak fluently?)
- Age (How old are you? Are you a millennial? Gen X? Gen Z? Baby boomer?)
- Ethnicity (Where in the world is your family from?)
- Nationality (Which country do you call home?)
- Gender (A man? A woman? Neither? Both? Fluid?)
- Religion (What/who do you believe in?)
- Ability (What talents are you proud to highlight?)

Prompt students to think of a puzzle when they think of intersectionality – all these pieces make a person whole. Following your discussion, distribute the puzzle piece template provided on p. 16 to your students physically or digitally and provide time for them create their own identity intersectionality puzzle about themselves.

## **Lesson Reflection:**

Showcase the completed puzzles around your classroom or learning space for students to learn more about their peers.





# Lesson Seven: Allyship

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**Objective:**

This lesson is designed to help students understand the concept of allyship and learn how to be an ally to their peers who are marginalized in diverse ways (race, gender, sexuality, religion, etc.).

**Lesson Summary:**

In this lesson, your class will learn about three steps to allyship.

**Videos:**

[Pass the Mic: Let's Talk About Racism – Dawn Richardson Wilson](#)

[Pass the Mic: Let's Talk About Racism – Dimitri Nana-Côté](#)

[How to be an ally to Indigenous Peoples in Canada | CBC Kids News](#)

**Driving Questions:**

Why is allyship important?

What would happen if all three steps to allyship weren't followed?

What can you do to be a better ally?

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**Activity:**

Watch the CBC Kids News video with students and discuss the key messages within the video together. Break students up into groups to brainstorm ways to be an ally to friends. Come back together as a class to introduce three steps to being an ally:

Step 1: Ask questions.

- Before asking a question, try finding the answer on your own.
- Be courteous in the way your questions are worded so they do not cause harm.
- Be empathetic; put yourself in their shoes while you wait for a response.

Step 2: Listen and learn.

- It is important to allow the speaker to complete their thought without interruption.

Step 3: Show up and be present.

- Often, the people requiring allyship are not looking for you to apologize, so unless you have personally done something harmful, you don't have to apologize at this time.
- Ask in what ways it would be helpful for you to show solidarity. Showing up does not have to be flashy. Think about the quiet ways that you can show up (like asking someone if they are okay, writing a letter to your MLA, or donating to a local cause in need); sometimes, that means more.

**Lesson Reflection:**

Have students reflect through [sketchnotes](#) on ways they will begin or continue to be an ally to those around them. If space allows, display their sketchnotes for others to see and be inspired.

# Inquiry Project

## Objective:

Over the next few classes, you and your students will be documenting what you have learned in the Pass the Mic: Let's Talk About Racism program. Spend time learning about each person in the video series and how their story contributes to learning more about anti-racism, bias, microaggressions, intersectionality and allyship. Students are encouraged to combine prior knowledge as well as new things they have learned. The project can be easily adapted for English language learners or students that have learning challenges. Students that are working at or above grade level can be challenged to use certain vocabulary or discuss things in further detail. By creating loose parameters or boundaries for your students, they can work within their means and can challenge themselves.

## Option One: Podcast Episodes

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### Lesson Summary:

As a class, students will create a podcast series consisting of episodes (one episode per student or pair of students) to document what they have learned.

\*Limiting this assignment to groups of two ensures that all voices are heard.

### Driving Questions:

What makes a good podcast?

How can we make sure each episode is different than the last?

What can we teach others about anti-racism?

### Teacher Resources:

[Podcasting with Google Slides](#)

[13 Tools to Record Audio on Chromebooks and Other Devices](#)

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### Activity:

1. Introduce your students to podcasts by listening to one together based on your students' interests.
2. In small groups, have students reflect on what made the podcast interesting, what key messages they noticed and what lessons they took away from it. They will need to keep these insights in mind as they develop their own podcast episode.
3. As a class, create a name for your podcast. Be sure to listen to each student's ideas and try your best to incorporate as many of them as you can.
4. Each student/pair will be responsible for creating:
  - cover art for their episode;
  - a title for their episode;
  - a short byline or description for their episode's topic.

Each episode should be between 7 and 15 minutes long – any longer and people may start to tune out or lose interest.

5. Allow students to practice recording audio, stressing the need to speak clearly and enunciate.
6. Students will need to plan out their episode. What message are they trying to get across? What is their purpose for sharing? What advice can they give? These are all things to consider as students start to brainstorm. If students are recording in pairs, it is important to touch on banter: what it is, how to do it (allowing them to practice this skill) and when it's appropriate.
7. When students have practiced their plan and you have approved it, they can move forward with recording their episode as an audio or video file. The podcast episodes can be saved in a Google Slides or PowerPoint presentation for easy access.
8. Once all the episodes have been recorded, upload them together so the series can be shared with parents, other classes in the school, etc.

**Lesson Reflection:**

Assign students to listen to each other's episodes. Ask them to reflect on what they learned from their peers. This is a fantastic opportunity for students to better understand each other's perspectives and to practice giving peer feedback.

## Option Two: Pass the Mic Art Gallery

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**Lesson Summary:**

As a class, students will work together to create an art gallery consisting of portraits and bios created by each student.

**Driving Questions:**

What type of materials make a good portrait?

Using our art, what can we teach others about anti-racism?

What do we want the public to learn about anti-racism?

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**Activity:**

1. Introduce students to famous portraits. You may choose to use art featured in your local art gallery or a more well-known gallery. It may be helpful to break students up into interest groups to discover different artists.
2. Introduce students to different artistic mediums. In your art classes, you may have experienced pastels, watercolours, shading, etc. Allow students to use the medium that is readily available at your school and in which they are interested.
3. Brainstorm with students to identify people they think others can learn from and who they would like to profile. It could be a family member, someone from their community, someone within the school, political figures, athletes, people in the entertainment industry, service individuals in the city, etc. This person should be a Black, Indigenous or a person of colour who lives in Canada.

4. Students then research what they can about the individual of their choice. Prompt them with questions like:
  - What makes this person important to Canada?
  - Why should they have the mic?
  - What do they do for their greater community?
  - What is their occupation?
  - What makes this person a game changer?
  - What three words would you use to describe this person?
5. Students can begin writing the bios. Set the written parameters that work best for your group of students.
6. Once students have written and edited their work, they can begin the portrait of their individual.
7. When students have completed their portraits and bios, take a photo and upload the files to a Google Slides, PowerPoint or Canva presentation.
8. When all the images are saved in the Google Slides, PowerPoint or Canva presentation, this can be shared with parents, other classes in the school, etc.

**Lesson Reflection:**

The first audience should be your class. This is a wonderful opportunity for students to practice giving peer feedback and learn the major takeaways that their peers had throughout this art gallery project.

Afterwards, allow for a public audience. This could be your administration team, members of the community, other classes, or the families of your students.

# Appendix 1: Glossary and Notes

## **Advocacy and Motivating Change**

Advocacy is a political process started by an individual or group with the goal to influence decisions within political, economic and social systems. The motivating factor for change and advocacy is usually inequality or injustice. A common false perception is that advocating for change at this time in history is being done only to the benefit of people with racialized identities, but we ALL have the potential to benefit from economic and social policy changes.

## **Ally / Allyship**

To be an ally means that someone is associated with another as a helper. An ally is a person or group that aids and supports in an ongoing effort, activity, or struggle.

## **Anti-Blackness**

Anti-Blackness is the name for the specific racial prejudice directed towards Black people.

## **Anti-Racism**

Anti-racism is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviours and beliefs that perpetuate racist ideas and actions. Anti-racism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional and structural levels. It is not a new concept, but the Black Lives Matter movement has helped increase the focus on the importance of anti-racism.

## **Bias**

Bias is a tendency to prefer one person or thing to another and to favour that person or thing. Implicit biases are influenced by experiences, although these attitudes may not be the result of direct personal experience. Cultural conditioning, media portrayals and upbringing can all contribute to the implicit associations that people form about the members of other social groups.

## **Colourism**

Colourism is prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group. In instances of colourism, differential treatment based on skin colour takes place. This is especially seen with favouritism toward those with a lighter skin tone and mistreatment or exclusion of those with a darker skin tone.

## **Intersectionality**

Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by several discriminations and disadvantages. It considers people's overlapping identities and experiences to understand the complexity of prejudices they face.

## **Melanin**

Melanin is a deep brown to black pigment occurring in the hair, skin and iris of the eye in people and animals. It is responsible for tanning of skin exposed to sunlight.

## **Macroaggression**

Macroaggressions are large-scale or overt aggressions toward those of another race, culture, gender, etc.

## **Microaggression**

Microaggressions are the everyday manifestations of racism that are often brushed aside as small or inconsequential. They are experienced through remarks, questions and actions that are hurtful because they have to do with a person's membership in a group that's discriminated against or subject to stereotypes.

## **Race**

Race refers to any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry.

The phrase "race is a social construct" is one that we hear and see a lot these days. Race is a concept developed during colonization that has no basis in biology or science. The history of the development of racial categories is one which some people are unaware of to this day. The idea of race and racial categories is something that was created by white people to benefit others who looked like them and to justify prevalent ideas during colonial times – like slavery and genocide. It was also used to justify the implementation of policies that uphold systemic racism, like the *Indian Act*, that still exist to this day.

## **Racism**

Racism is prejudice or discrimination directed at a person or people based on their membership of a racial group, typically one that is marginalized. In Canada, this largely impacts Indigenous people, Black people and people of colour (IBPOC). Racism informs culture, policy and institutions to create and maintain racial inequality.

It is important for children to have conversations about diversity, differences and injustice. Children as young as age 4 are exposed to racial biases and begin to develop their own. Conversations about race and racism are uncomfortable to have with our children but they are essential to facilitate their understanding of race, racism and bias.

## **Skin Colour**

Human skin colour is the colouring of a person's skin based on various factors, including the amount of melanin in the skin. It is an attribute shaped by biological forces but has come to influence our social interactions and societies in complex ways.

Every single person has a unique skin tone. Parents are constantly identifying differences in their environments with young children: a blue bird, a red sign, a pink flower. But they will avoid these conversations when it comes to differences children point out in race or other aspects of physical appearance. This has the unintended consequence of making children believe that our differences are bad. Families can promote diversity by openly talking with their children about how all our differences make us unique and special. They are an essential part of who we are. Acknowledging people's backgrounds and life experiences will help them to feel appreciated and valued. Introduce different skin colours during play time or when you may already be talking about physical attributes like size, shape and colour.

## **Stereotypes and Prejudice**

A stereotype is an idea that people have about a group, usually based upon how that group looks on the outside. This idea may be untrue or only partially true. The word "prejudice" comes from two Latin words, "pre" and "judice" that mean "before" and "judge." It means to judge someone before you get to know them. Stereotyping is a form of prejudice because what you see on the outside of a person is only a small part of who that person really is.

## Appendix 2: Letter to Parents

*This letter is intended for teachers to send to parent communities who may be reluctant for their child to learn about racism or anti-racism. Teachers are welcome to use the letter as a whole or parts of this letter to send out before beginning to teach with this resource.*

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Dear Parents/Guardians,

As a nation, Canada is incredibly lucky to celebrate so many diverse types of people who, in turn, have so much to share. Food, songs, traditional dress, rituals – the list goes on.

It is important that we begin to not only recognize but celebrate the many people who make up our country.

We will be spending the next \_\_\_\_\_ classes learning about citizens from across Canada who have dealt with racism and what it has meant for them.

The mission of Pass the Mic: Let's Talk About Racism is to amplify the voices of those that are marginalized and give students a way to connect with their learning personally. Perhaps one of the stories they hear in this series is something with which they have dealt. Perhaps, your child is learning what it means to be an ally. The goal is for all students to feel confident in calling out racism, being more anti-racist and considering themselves allies to all their peers. Students need to feel valued, know they belong and see themselves reflected within the schools they attend, but also, within the communities they live in and the country they call home. This project gives students a chance to demonstrate change in the negative spaces they may encounter and truly practice leadership skills.

Thank you for your continued support in your child's learning. This is a difficult topic, but one that is necessary as we move towards being an anti-racist society.

Thank you,

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