NO place for HATE

An ADL Education Program

Coordinator Handbook & Resource Guide

ADL
FIGHTING HATE FOR GOOD

About ADL

ADL is a leading anti-hate organization. Founded in 1913 in response to an escalating climate of anti-Semitism and bigotry, its timeless mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all. Today, ADL continues to fight all forms of hate with the same vigor and passion. ADL is the first call when acts of anti-Semitism occur. A global leader in exposing extremism, delivering anti-bias education and fighting hate online, ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate.

A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 26 regional offices in the United States and abroad.

ADL's Education Department provides educational programs, training and resources. Our anti-bias and bullying prevention programs for grades PreK–12 (A World of Difference® Institute and No Place for Hate®) assist educators and students in understanding and challenging bias and building ally behaviors. Our work in confronting anti-Semitism (Words to Action™) empowers middle school, high school and college students with constructive responses to combat anti-Semitism. We also have programs to help students explore and critically reflect on the lessons of the Holocaust, including Echoes & Reflections and others.

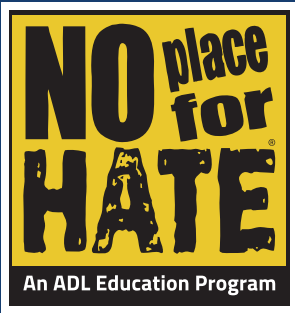## About ADL Education & The No Place for Hate® Initiative

ADL Education is inspiring a generation to challenge bias in themselves, others and society in order to create more inclusive learning communities.

ADL's No Place for Hate® initiative is a school climate improvement framework that provides PreK–12 schools with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive and equitable climate. No Place for Hate® schools receive their designation in the following ways:

- Building inclusive and safe communities in which respect and equity are the goals and where all students can thrive
- Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one powerful message
- Sending a clear, unified message that all students have a place where they belong

The No Place for Hate® registered trademark is the sole property of ADL and at all times must be used only with the permission of ADL and in the manner consistent with the goals of this initiative. Please consult your local ADL office before using the logo in your school's program and materials.

What's Inside

Welcome

Dear friends, it has been 20 years since No Place for Hate® began and we are still going strong in over 1,800 schools across the nation! Through student voice and leadership, we have seen schools tackle issues of bias and bullying in a variety of ways. The one thing all of our No Place for Hate schools have in common at the core of all their work is the focus on initiating and sustaining meaningful dialogue around these tough issues.

Acts of bias and bullying remain issues in schools, with more than one out of every five students reporting that they have been bullied,[1] more than one out of every four students being cyberbullied,[1] three out of every four students being harassed for their race, ethnicity, religion and/or perceived sexual orientation,[2] and a majority of students being harassed because of their appearance or body size.[2] No Place for Hate empowers students to spark dialogue around these trends in order to address the issues that impact their school climates.

This year's resource guide provides tools to maximize student engagement, including

- a description of No Place for Hate's implementation requirements and recommendations
- an essay from the Tony Blair Institute for Global Change on the importance of helping students develop dialogue skills
- an essay by ADL's Director of Curriculum and Training, Jinnie Spiegler, about using kindness to inspire social action
- guidance and strategies for how to redefine safe spaces as brave spaces to create more inclusive classrooms
- a resource designed to help schools prevent and immediately respond to incidents of hate and bias
- an assessment for measuring how well your school provides space for the development of student leadership

With 20 years of No Place for Hate implementation, ADL has learned that promoting sustainable, positive change in school climates is a continual process rather than a final destination. We have also learned that with each new school year comes new opportunities to develop best practices that challenge the systems that prevent our schools from being safe and equitable for all students. Students engaging in dialogue are an instrumental part of that process. Thank you for your commitment to giving your students the opportunity to create a school that values the richness that diversity brings. Together, we can make the places where we live and learn No Place for Hate.

Edward S. Blumenthal
Regional Board Chair

Nancy K. Baron-Baer
Regional Director

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[1]Zhang, A., L. Musu-Gillette, and B.A. Oudekerk. 2016. Indicators of School Crime and Safety: 2015. DC: National Center for Education Statistics, U.S. Department of Education.
[2]McAfee. 2014. Teens and the Screen study: Exploring Online Privacy, Social Networking and Cyberbullying. Santa Clara: McAfee, www.mcafee.com/us/about/news/2014/q2/20140603- 01.aspx

GETTING
STARTED

No Place for Hate® Spotlight
Alana Lee, Vice Principal at Gesu School

Gesu School is an Independent Catholic School in North Philadelphia, serving 450 PreK to 8th grade students. Gesu School is going on its 8th year being a No Place for Hate school. We take pride in being a No Place for Hate school community.

How has No Place for Hate impacted you and/or your school?

No Place for Hate has had a REAL impact on me. It has encouraged me to challenge my own bias and reflect on ME as a person, which has motivated me to be more proactive in addressing the way that we as a people see each other. My family and I are able to have more open and honest conversations about social injustices that are taking place in our country today. Being No Place for Hate has had an amazing impact on our entire school community. At Gesu, we try to live out the No Place for Hate mission and what it's truly all about... learning to respect and celebrate each other's differences and challenge each other's bias. Rather than just "saying" that we are an anti-bully school community and hanging a few posters...our students, faculty and staff really try to model ways to show empathy, compassion and kindness to help build a more respectful school community.

What do you think is the biggest challenge in making schools No Place for Hate? How have you overcome that challenge?

One of the challenges that I see for us is making sure that any new addition to the Gesu family understands our commitment to being a No Place for Hate school.

We purposely make sure that our projects are student driven and hands-on. To ensure that we are addressing the various social injustices and challenges that our students are exposed to in their daily lives, we give them a platform to express themselves. We provide programs and assemblies that focus on anti-bullying, celebrating diversity and respecting each other's differences. It's important that our projects and programming connect with all of our students and that our faculty, staff and school partners are involved and committed.

What advice would you give to someone who is considering joining the No Place for Hate movement?

My advice would be similar to Nike... Just Do It!! However, be willing to be committed and proactive! It's a team effort; everyone must be involved when joining the No Place for Hate movement. It's the only way for it to be effective. In fact, it's almost like joining a family in a sense that you can connect with and share ideas, lessons and ADL resources. Don't be afraid to ask for suggestions or help... but definitely make sure that everyone's voice is heard and feels included!

How to Become No Place for Hate®

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Twenty years ago, in 1999, ADL used research and experience to design a self-directed program that effects positive change in school climates. Since then, thousands of schools across the country have followed the steps below that are required to achieve the No Place for Hate designation.

Register.
Reach out to Lisa Friedlander at 215-568-2223 or lfriedlander@adl.org to learn how to register and receive everything you need to make your school No Place for Hate.

Form a Committee.
Select a coalition of students, at least two faculty and staff members, administrators and family members to lead your No Place for Hate efforts throughout the year to promote respect, equity and inclusion for all.

Sign the Pledge.
Have students and staff sign the No Place for Hate Pledge as proof of their commitment to doing their part to make your school No Place for Hate. The signing can be done as part of a schoolwide assembly, pep rally or through individual classroom projects. Consider sending a copy home to parents and family members with an explanation of the initiative and encourage families to sign copies as well! Display the pledge prominently for all to see.

Implement Three Activities.
Develop and implement at least three schoolwide activities that enhance students' understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in your school community. Activity Approval Forms must be submitted at least 2 weeks in advance of each activity. Please see page 9 for more details about what constitutes an approved No Place for Hate activity.

Submit the Paperwork.
At the end of the year, submit all of the required paperwork (e.g., activity forms, pledge signatures, lesson plans, photos, videos, etc.) as proof of completion.

Congratulations! Once ADL reviews your paperwork and confirms that you have completed these steps, your school will be declared No Place for Hate and will be awarded a banner to commemorate this milestone.* Banners should be displayed prominently in your school (e.g., main office, front entrance) to demonstrate your commitment to being No Place for Hate.

*Schools interested in continued designation must repeat this process each school year.

Recommended Best Practices

Although not required, we strongly recommend you include these best practices as part of your No Place for Hate® efforts.

Survey Your Students.

Climate surveys are a great way to amplify students' voices and make students feel that they are active participants in creating a school culture where everyone feels welcomed and supported. Survey data can also help you design activities that focus on the most important diversity and equity issues in your school. Our experience has shown that schools implementing surveys report greater program buy-in among students overall. Learn more about measuring school climate on page 28.

Implement ADL Anti-Bias Curriculum.

ADL has created anti-bias curriculum guides that provide sequential lessons to help youth in grades K-12 build a strong foundation for analyzing and confronting bias. These lessons are a great way to reach the entire student body consistently throughout the school year through regular classroom instruction, required classes and/or dedicated advisory periods. To learn more about the curricula, please visit https://www.adl.org/education/resources/tools-and-strategies/anti-bias-curriculum-guides

Host an ADL Workshop.

Schedule one or more of ADL's interactive anti-bias and bullying prevention workshops as a supplement to your No Place for Hate activities. Some workshops can be counted as No Place for Hate activities depending on the number of people trained and how they share their learning with the whole school community. Learn more about ADL programming opportunities on page 33.

Additional Expectations:

Schools are expected to notify ADL when any incident of bias, bullying, discrimination or harassment occurs (p. 35) so that together we can promptly address these cases. ADL reserves the right to revoke the No Place for Hate status of any school that fails to adequately address incidents of bias and bullying that may arise.

Schools are expected to keep ADL regularly apprised of their progress throughout the year, so their work can be recognized on ADL's social media channels.

The No Place for Hate® Pledge

Elementary School

- I promise to do my best to treat everyone fairly
- I promise to do my best to be kind to everyone—even if they are not like me
- If I see someone being hurt or bullied, I will tell a teacher
- I will help others to feel safe and happy at school
- I will be part of making my school No Place for Hate®

Middle & High School

- I will seek to gain understanding of those who are different from me
- I will speak out against prejudice and discrimination
- I will reach out to support those who are targets of hate
- I will promote respect for people and help foster a prejudice-free school
- I believe that one person can make a difference—no person can be an "innocent" bystander when it comes to opposing hate
- I recognize that respecting individual dignity and promoting intergroup harmony are the responsibilities of all students

El No Place for Hate® Pledge (Español)

Escuela Primaria

- Prometo hacer mi mejor esfuerzo para tratar a todos de manera justa

- Prometo hacer lo mejor para ser amable con todos, incluso si no son como yo

- Si veo que alguien está siendo herido o acosado, se lo diré a un maestro

- Ayudaré para que los demás se sientan seguros y felices en la escuela

- Contribuiré para que en mi escuela no haya lugar para el odio/No Place for Hate®

Escuela Secundaria y Preparatoria

- Buscaré comprender a quienes son diferentes de mí

- Me expresaré en contra del prejuicio y la discriminación

- Me acercaré y apoyaré a quienes son objetivos de odio

- Promoveré el respeto hacia las personas y ayudaré a fomentar una escuela libre de prejuicios

- Creo que una persona puede hacer la diferencia–ninguna persona puede ser un espectador "inocente" cuando se trata de oponerse al odio

- Reconozco que respetar la dignidad individual y promover la armonía entre los grupos es responsabilidad de todos los estudiantes
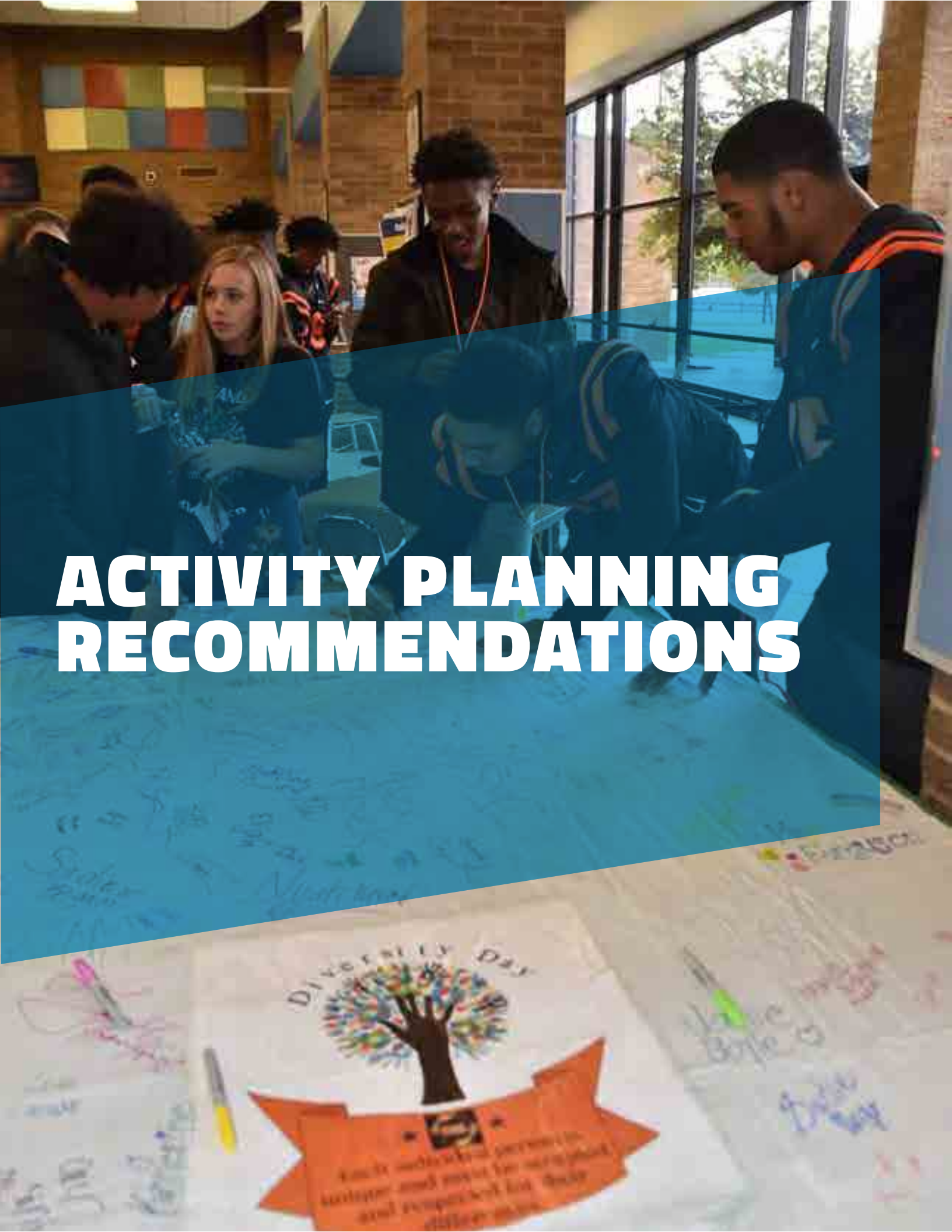
ACTIVITY PLANNING RECOMMENDATIONS

Activity Guidelines

E ach year, we at ADL are inspired by the creativity and care that goes into the development and implementation of schools' No Place for Hate® activities. We see students across the country being asked to examine their identities, reflect on their biased behavior and learn new ways to challenge bias and bullying in themselves, others and society.

Below are the guidelines ADL has developed that all activities must follow in order to qualify as a No Place for Hate activity. The goal is to challenge *all* students to think critically, instill a sense of empathy and empower students to act as allies for one another.

No Place For Hate Activities Must:

- Involve students in the planning and implementation

- Focus on inclusivity and community building

- Involve all students in active learning

- Involve all students in discussion (see page 10 for more details)

- Address school-based issues

- Take place throughout the school year, with three or more activities spread out over time (e.g., one in each season: fall, winter and spring)

No Place For Hate Activities Should Not:

- Include signing the Pledge, which does **not** count as an activity because it is a separate step to earn your school's No Place for Hate designation

- Be done by only one classroom or a small group of students unless that group then engages the rest of the student body in a way that follows the activity guidelines

- Use only passive learning (e.g., watching a speaker without an opportunity to process what has been taught in a follow-up discussion or lesson)

- All take place over one week (activities that take place over one week can be submitted as one activity)

Why Discussion is Required

The success of No Place for Hate® relies on the assurance that all members of the school community have a central voice to create a plan that will lead to lasting change. The foundation of that change is a strong coalition of school leaders (including students, educators and family members) who have a stake in the outcomes of the plan.

There are no more obvious stakeholders than the students. Too often, adults assume they know what is needed to support youth, but change can be elusive if we do not actively engage students in the process. One way to maximize engagement is through dialogue, which is why it is essential for No Place for Hate committees to create activities that amplify students' voices and give them an opportunity to participate in active discussion, whether during an activity or through follow-up discussions in the classroom.

Here are a few generic prompts to help start the conversation during or after an activity:

- What is one word to describe how you feel about what you have learned?

- What is something you learned today that you did not know before?

- Do you think other students will take what they learned seriously? Please explain.

- What is one thing you will do differently because of what you learned today?

- How will what you learned influence how you treat others moving forward?

Facilitating a dialogue around topics of bias and bullying may seem daunting to some. Just remember, it's okay not to have all of the answers. All you need to do is provide a space where students feel their voices are being respected and valued. Only then will real change begin to take shape.

For more ways to engage students in dialogue, please refer to Creating a Culture of Dialogue article on page 12, which contains resources from the Tony Blair Institute for Global Change. You can also visit **www.adl.org/education** for additional resources.

Creating a Culture of Dialogue

ADL requires schools to incorporate dialogue into their No Place for Hate® activities to ensure that student voices are amplified and that students take an active role in learning how to challenge bias and create an inclusive and equitable school climate. We asked our friends at the Tony Blair Institute for Global Change to provide background and resources that will help equip you with skills to facilitate dialogue about bias, diversity and inclusion with your students.

More than any other generation in human history, young people today communicate with, and will live and work alongside peers with the widest range of cultural backgrounds, beliefs, and values. While the rapid rise of technology has empowered many, we have all seen how it has also made it easier to spread disinformation and hatred. At the Tony Blair Institute for Global Change, we believe that educators must seize the positive opportunities offered by a globalized world and provide young people with the tools and skills they will need to build societies where diversity is welcomed rather than feared.

The Institute aims to make globalization work for the many, not the few. We focus on the big challenges which prevent this happening: helping countries, people and governments to address some of the most difficult challenges in the world today. A key part of that mission is to help young people learn to navigate the diversity of the world around them in an open-minded way. Our education program, Generation Global, is designed to provide students with knowledge and understanding of themselves and others through learning and applying key skills of dialogue. These skills seek to develop young people's ability to think critically while giving them the confidence to have meaningful encounters with others – a critical element of an education for the 21st century. To date, we have taught over 450,000 students and trained over 12,000 teachers from 35 countries. In the US, we have taught over 30,000 students in 200 schools. Our approach allows young people to use technology through facilitated video conferences and online blogging to practice dialogue with peers around the world.

We emphasize dialogue because it is a specific way of speaking and listening – one based upon mutual respect enabling young people to explore diversity in a non-threatening way. Unlike debate, in dialogue there are only winners: 'I learn from you, you learn from me'. Our dialogue may lead to greater understanding, a change of perspective, a compromise, or even respectful disagreement, but at its root; it always remains a profoundly reciprocal exchange enabling students to explore similarity and difference equally. Through dialogue, students develop and deepen understanding of their own perspectives and communities while learning about those of others – not through books, but through direct encounters with those who are different. Participation in dialogue drives students to acquire and practice higher level thinking skills and to honestly and respectfully engage with a range of viewpoints. Students learn to understand their own power, overcome prejudice, and develop resilience against narratives which seek to divide the world into simplistic 'us vs them' narratives.

We have observed that when young people are open-minded and able to positively navigate difference, they can effectively contribute to building societies that are themselves more open and resilient, which welcome difference as a strength, rather than encouraging the fear of difference that leads to bullying and bias.

For the past decade, Generation Global has been developing practical classroom resources for use all over the world to help young people use these skills to build positive relationships with their global peers. The top five skills we focus on within our resource, the *Essentials of Dialogue* are global communication, active listening, critical thinking, asking questions and considered reflection.

Global communication is the ability to share personal narratives with a global audience – reflecting upon the fact that this audience might not share the same formative experiences, or cultural reference points. Proactively framing words to someone else in a way that demonstrates both an awareness of their difference and care and concern for their ability to understand.

Dialogue requires active listening– trying to hear what people are really saying, acknowledging and letting go of any prejudiced or emotional reactions which might distort or misrepresent the message. Young people learn to check what they hear, and practice stepping back from judgement. To do this the individual must be critically aware of their own identity – to understand not only how they see themselves, but how others might see them. They must be able to reflect upon what they hear in dialogue, and to be able to explore, understand, and if appropriate, challenge ideas and their own reactions to them.

In this process young people learn to ask questions – those that enable the other person to tell their story in a way that makes sense; bridging the gap between one another's experiences and giving genuine insight and understanding. Strong questions are not afraid of going to difficult places, but in a respectful dialogue, the ability to ask difficult questions is enhanced by the shared understanding of the specific parameters of the exchange.

Finally, young people need to reflect – not just that they have understood, but that they are able to internalize and integrate the experience; they are able to explore and articulate the feelings and thoughts that emerge from the encounter – and that they are able to recognize their own individual growth and development as a result.

The critical thing about dialogue is that, while it is like other forms of communication which may be more commonly practiced in schools, it is also different and has distinct benefits. While understanding and modeling these skills is important, the key to building them in students is through explicitly teaching them, creating the time, space, and expectation in the classroom and throughout the school community to practice these skills. We cannot assume that because students are able to express themselves in other ways they will naturally be able to participate in dialogue. Our experience has shown that the opposite is often true; often those who are celebrated public speakers and debaters find the experience of dialogue very challenging. For this we have developed our resource dealing with difficult dialogue to support teachers to navigate these issues.

Facilitating conversations that take on difficult issues and contentious topics, which challenge bias and build empathy and open-mindedness is hard. It takes practice and intentionality. It takes circumspection and humility. It takes a whole community to bring about real change.

To learn more about Generation Global, our approach to dialogue and to bring global dialogue to your school, visit **https://generation.global/** or contact **usa_helpdesk@generation.global**.

Move On From Kindness.
Schools Need to Foster Social Justice.

Each year, ADL receives activities from participating No Place for Hate schools that focus on kindness. Although learning how to demonstrate kindness is an important part of a child's psychological and social development, ADL is going to start pushing schools to move beyond kindness to social justice. Jinnie Spiegler, ADL's Director of Curriculum and Training, explains why this distinction is important in the following article that originally appeared in **Education Week.**

We know kindness when we see it: someone performs a generous deed, listens with a sympathetic ear, offers a heartfelt compliment to a friend, family member or even a stranger. We see kindness promoted visibly through public awareness campaigns like **Random Acts of Kindness, The Great Kindness Challenge** and **Choose Kind**, linked to the popular children's book *Wonder*.

Conversations about kindness abound in schools and can be part of **character education** instruction and **social and emotional learning** skill development. The acts of kindness that take place in schools (e.g., holding the water fountain for someone, reading a book to a younger student, bringing a treat to someone, asking the teacher if they need help) are regularly encouraged, affirmed and applauded. Many parents feel it is their obligation to instill this trait in their children from a young age. Indeed, kindness is something our whole society can get behind—it is a worthy aspiration to raise children who are helpful, generous and caring.

Sometimes in schools and in society at large, kindness and social action get conflated. They are not the same. It is important to make the distinction because many schools hope to engage young people in social action work, yet mistakenly focus on kindness because they think it will lead to social justice outcomes.

Kindness, defined as being "of a sympathetic or helpful nature," usually involves an action between one person and another. It's typically a solo act. Social action, defined as "activity on the part of an interested group directed toward some particular institutional change," generally involves a group of people who work together to bring about institutional change so that society advances, and people experience improved safety, freedom and equity. Institutional or systemic change can take place in a school, a community or society as a whole.

The aftermath of the recent shooting at Marjory Stoneman Douglas High School provides a useful example of the difference between kindness and social action. The acts of kindness directed toward the survivors, victims and their families included notes of sympathy and concern, kind quotes, tree planting, coupons for free items and more. As this was taking place, the world watched as Parkland students **engaged in social action and activism** in order to address the root of the gun violence problem and to enact systemic change.
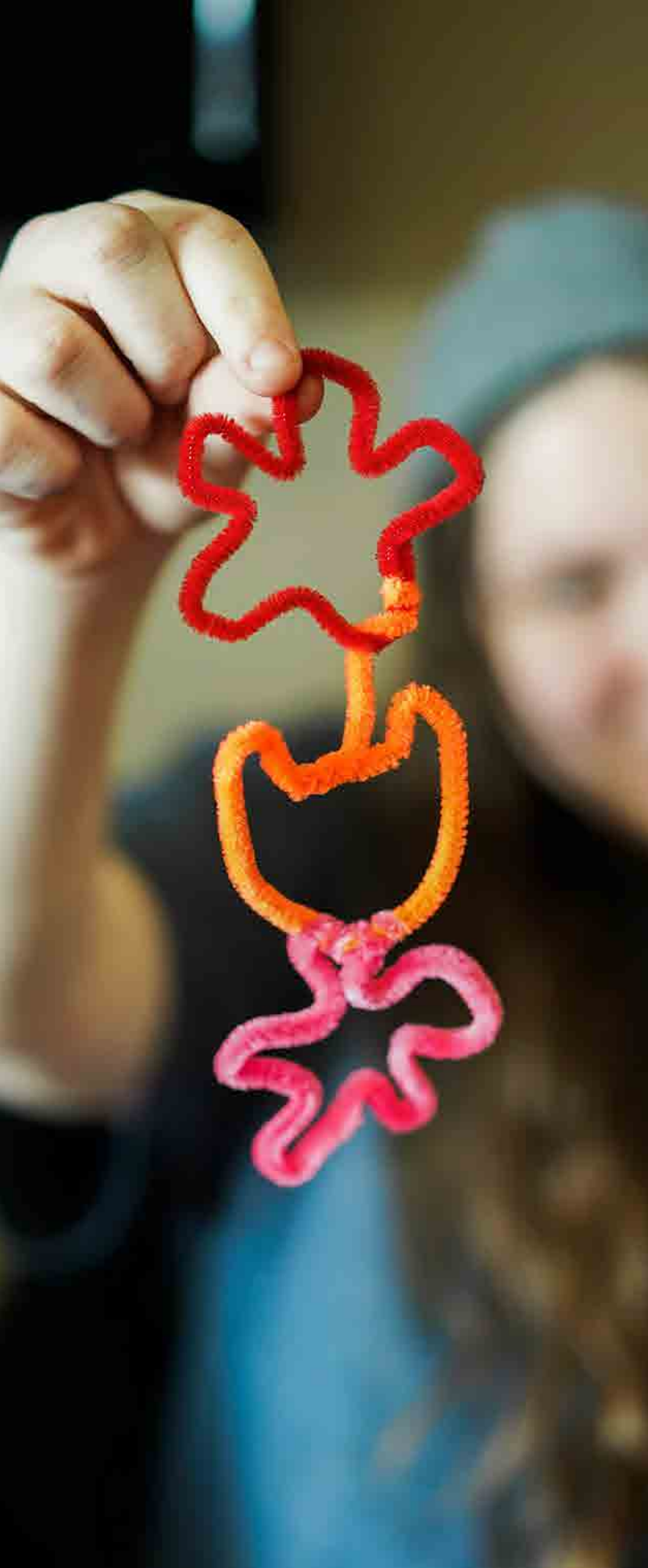
These actions included walkouts and protests, meetings with lobbyists and members of Congress; petitions, op-eds and letter writing; and deep engagement on social media and with the press and various media outlets. Further, they **sparked activism in others**, which shows how social action can be contagious and that the affected parties are not the only ones who should get involved.

While kindness can set a foundation for social action because it fosters empathy in young people and motivates them to help others, the two are not the same and action does not happen on its own. If we want young people to understand how to engage in changing systems and society, it is critical that adults encourage them to do so by providing opportunities to practice while imparting the necessary skills and knowledge. The first step is to facilitate students' learning about the issues in a rigorous and complex way, and then to get them involved in **action, advocacy and/or activism.**

For example, if students are passionate about the problem of homelessness, the tendency might be to have young people volunteer at a homeless shelter or soup kitchen or read aloud to children who are homeless. These are wonderful activities that will promote empathy and a sense of connection on a human level. But if we want children to consider how to transform the problem of homelessness, we need to help them understand the economic and social roots of the problem and consider ways to advocate for affordable housing and improved economic conditions for all people, especially those living in poverty.

Similarly, if students want to tackle the issue of educational equity, they can't stop at a helpful activity such as tutoring children. That will definitely help some individual children, but in order to affect systemic change, students need to analyze and challenge the opportunity/achievement gap, school funding inequities and the school-to-prison pipeline (to name a few). After that, they can consider ways to address those issues through policy and legislation, leading to local and national solutions.

We should teach, model and promote kindness as much and as often as we can. But we also need to teach and empower young people to engage in social action: that is the only way we can ultimately change societal inequities and bring about a truly just society.

Moving from Safe Classrooms to Brave Classrooms

In fostering inclusive, equitable and safe schools, we encourage educators to develop group guidelines for respect and safety in the classroom. These classroom guidelines can be created in a variety of ways and the list typically includes recommendations such as: share air time, actively listen, show empathy, respect confidentiality, participate fully, assume good will, be sensitive to feelings and others. However, there is often a need to go further and frame guidelines around the concept of bravery instead of safety.

There are a few reasons for this. While these group agreements work for some, they don't always help everyone feel safe, respected or included. For example, people of color and/or those who are members of marginalized groups may want to share real and sometimes harsh testimony about their experiences, something they might need to do in order to feel included and be able to participate. They may want to caucus with others in their same identity group in order to feel safe. Or, they may feel that being able to challenge others' bias is what is necessary to build empathy. Therefore, what they require to feel safe may not subscribe to the typical list of guidelines. In addition, sometimes when those who feel marginalized express strong feelings and ideas, the people in majority and/or power groups sometimes say they feel "unsafe."

In diverse groups and especially when the goal is equity and safety for all, it is important to be aware that the word "safety" is open to interpretation and how it is understood depends on the person. This means people have different ideas about what it means to "feel safe," "assume good will," "participate fully," etc. These different perspectives may be attributed to whether one is part of a marginalized or majority group in school or society.

One example that illustrates this is the concept of "assuming good will." This may seem like a guideline everyone can agree to. However, if you belong to a marginalized group that has been harmed in the past by these conversations—by other students'/participants' intent or impact—you may not be able to assume good will. In fact, it may be safer to assume the opposite or at least be neutral about trusting that there is positive intent on the part of others.

Brave is defined as: "To have or show physical, emotional or moral strength in the face of difficulty, danger or fear." When you're brave, you do something that is hard for you. In a classroom or group, bravery goes both ways—giving and receiving. This means taking a risk to say something that is difficult or scary. It is also brave to listen fully and hear hard things that people may tell you. A brave space is one in which we accept that we will feel uncomfortable and maybe even defensive when exploring issues of bias, injustice and oppression. A brave space is one in which we take risks, doing so with care and compassion.

Here are quick strategies for setting up guidelines for brave spaces/classrooms:

- Ask students to define brave. You can use the definition above ("to have or show physical, emotional or moral strength in the face of difficulty, danger or fear") or come up with one that works for you and your students.
- Have students close their eyes and think of a time they felt brave; then ask them to share some of the images, thoughts, feelings and behaviors that came to mind. Alternatively (especially with younger students), you can have them draw something that reflects a time they felt brave.
- Have students talk with a partner (or share in concentric circles, if time permits) asking students to respond to the following prompts.

  - What does brave mean to you?
  - When was the last time you felt brave in school?
  - What do you need to feel brave in this classroom?

- Have students share their thoughts aloud or on post-it notes that you can hang somewhere in the classroom for all to see. From these conversations and shared thoughts, have students come up with a list of guidelines for being brave in the classroom.
- Make sure everyone agrees with the guidelines; you can get verbal agreement or have everyone sign a pledge or a classroom poster that lists the guidelines.

Here's a list of possible guidelines for brave spaces/classrooms (keep in mind that it is best if the list is generated from the group):

1. Be open to different and multiple viewpoints and perspectives, especially those that differ from yours.
2. If people share experiences and feelings that are different or unfamiliar to you, show respect by taking them seriously and understand the impact of your response.
3. Explore, recognize and acknowledge your privilege.
4. Even if you are uncomfortable or unsure, contribute and take risks.
5. Make space by sharing speaking time; try to speak after others who have not spoken.
6. Listen actively, even and especially when people say things that are difficult to hear.
7. Find ways to challenge others with respect and care and be open to challenging your own points of view.
8. Work hard not to be defensive if people challenge what you say or the impact of your words.
9. Commit to confidentiality and not disclosing what people say; at the same time, take responsibility for sharing important messages and themes outside the group/class. One way to think about this is: "stories stay, lessons leave."

https://www.adl.org/education/resources/tools-and-strategies/moving-from-safe-classrooms-to-brave-classrooms

Sample Activities

Here are a few sample project ideas categorized by topic and indicating appropriate grade level. Please remember that it is your school's responsibility to tailor each activity to meet the No Place for Hate® Activity Guidelines found on page 9, making sure that students are able to participate in discussion and active learning around the chosen theme/topic. If you have any questions about how to do this, please reach out to Lisa Friedlander at 215-568-2223 or lfriedlander@adl.org.

You can also join the No Place for Hate Coordinator Facebook Group at **https://www.facebook.com/ groups/2144095949156488/** to find additional activities shared by other coordinators from around the country.

Identity & Culture

Dolls Are Us
Grade level: Elementary

This lesson provides an opportunity for students to explore their own identities and the physical characteristics that make each person unique, learn about some of the new diverse representations of dolls, reflect on their own experiences with dolls and propose a new doll by making one and writing a persuasive letter to a toy company. To be accepted as a No Place for Hate activity, dolls created by students should be featured in a place where everyone in the school can see them.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/
lesson-plans/dolls-are-us

"I am…"
Grade level: Elementary

Lead a discussion with students about what makes people different and what makes them similar. Talk about the importance of respecting people's differences. Give the students a piece of paper and ask them to draw a picture of themselves that shows aspects of their identity (e.g., physical traits, identity groups to which they belong, talents, hobbies, etc.). All of the self-portraits can then be collected and put together to make one giant collage for the hall titled "Diversity = Strength."

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/
lesson-plans/who-am-i-identity-poems

"Humans of …" Instagram Campaign
Grade level: Middle School/High School

Inspired by the "Humans of New York" campaign, lead a discussion with students about different aspects of identity (e.g., race, religion, language, gender/ gender identity, sexual orientation, etc.). Following this discussion, create a student-led team that will interview students about aspects of their identities and post one of those interviews daily, with an accompanying picture, on your school's Instagram account. Interviewers should encourage people to share an aspect of their

identity that makes them unique and include the variety of languages represented at your school where appropriate. Be sure to get permission from students to post and monitor the Instagram account to respond to any negative or biased feedback.

No Place for Hate Scavenger Hunt
Grade level: Middle School/High School

Lead a discussion with students about what makes people both different and similar. As homework, ask students to write three to five things that make them stand out from others in their school (e.g., large family, famous people they've met, interesting talents, etc.). Collect everyone's lists and create 5-10 different bingo boards that feature one identified student characteristic per square (e.g., "I can juggle five balls," or "I have 42 aunts and uncles"). Hand one bingo board to each student and explain that they will have a certain number of minutes to go around the room and try to find out which unique quality belongs to which student. When they find a match, they should have that student initial that box. After the time is up, have everyone take a seat and see how well everyone did filling out their bingo board. A great follow-up discussion could include things that surprised them and how this activity might change how they interact with others moving forward.

Examining Bias

When I Grow Up
Grade level: Elementary

Lead a discussion about stereotypes using ADL's lesson "Mo'Ne Davis and Gender Stereotypes" (link below). As an extension to the lesson, ask students to think about ways in which stereotypes impact how people treat each other in their school. Are girls treated differently than boys? Are students treated differently on the basis of race? If so, why? Ask students to share a time that they were discouraged from doing something because of an aspect of their identity. Finish the activity by giving each student a piece of paper and asking them to draw a picture of what they would like to be when they grow up. Encourage them to think big, even if it's something that society says they shouldn't be. Collect the students'

drawings and post them in a prominent place in the school as a reminder to challenge stereotypes. Have a small group of older students read books to students in the kindergarten and first-grade classrooms that share the themes of how important it is to allow people to be who they are and follow their dreams.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/mone-davis-and-gender-stereotypes

You Are Welcome Here
Grade level: All Grades

Lead a discussion with all students about immigration and refugees using ADL's curriculum unit "Huddled Mass or Second Class: Challenging Anti-Immigrant Bias in the U.S." (link below). As an extension to the lesson, ask students why it's important to learn about the stories of immigrants and refugees in connection with making their school No Place for Hate. Do they see a connection between the experience of immigrants and refugees to the U.S. and new students in their school? What are the similarities? What if those new students are immigrants and refugees? Brainstorm ways to make new students feel welcome and announce that the school will be starting a Welcoming Committee to oversee the implementation of these ideas. Allow students to sign up to join the committee. (Be mindful that you may have students or family members in your school who are documented and/or undocumented immigrants or refugees who may or may not know or disclose that information. Do not highlight individual students or families; do be sensitive to privacy concerns.)

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/huddled-mass-or-second-class-challenging-anti-immigrant

Listening Journal
Grade level: Middle School/High School

Have students keep a listening journal for one week. As they listen to the people in their lives and to messages in the media (including social media), have them focus on recording in their journals examples of stereotypes,

prejudice and bias that they see and hear throughout the week. Lead a discussion about their observations and the impact on their school culture. In response, have students create a Positive Message Board to share and display messages of inclusion and respect, counteracting any messages of hate and bias that they have witnessed.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond

Word Slam
Grade level: High School

Lead a discussion with all students around the topic of microaggressions using the lesson below. Based on that discussion, have every student create original poetry, spoken word performances and raps that challenge the microaggressions they may have heard in school or while hanging out with friends. Each class can then pick their favorite poem/rap, which will be featured at a schoolwide Word Slam. Invite participants to present their work at PTO/PTA meetings, school board meetings or other school community events.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/microaggressions-in-our-lives

Bullying Awareness & Prevention

Ally Collage
Grade level: Elementary

Lead a discussion about bullying, and explore what ally behavior looks, feels and sounds like. As a follow-up to this conversation have each student draw on a piece of paper one ally behavior they commit to doing more of in the future. Have each student present their drawing to the rest of the class and add it to the other drawings with tape, so students can see the importance of being interconnected with their peers. This collage can be displayed in a prominent place.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying

Using Literature to Address Bullying
Grade level: All Grades

Use the curriculum unit below as a tool to engage all students in a conversation about bullying and how to act as an ally through the use of children's literature. Each lesson has extension activities that can easily be turned into school-wide activities that address bullying.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/words-that-heal-using-childrens-literature-to-address

From Bystanding to Supporting
Grade level: Middle School/High School

This multiday activity begins with a classroom discussion that defines what bullying is and what it is not (see definition on page 42), then moves into a discussion about the behaviors that people exhibit in bullying incidents with a focus on "bystanding" (see the list of behaviors on page 42). Conclude this discussion by asking students and teachers to write on a blank notecard about a time that they observed a bullying incident but didn't support the target, why they didn't

support the target and how it made them feel to be a bystander. Collect all of the notecards and display them in a place in the school where everyone can see them. Complete this activity with a second classroom discussion on a different day about ways to support targets of bullying. Conclude this discussion by having students and teachers write on blank notecards one way that they will commit to supporting targets of bullying (acting as an ally) in the future. Collect all of the notecards and display them on top of the notecards already displayed in the hallway.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways

School Climate

Tree of Respect
Grade level: Elementary

As stated on page 14 of this guide, ADL urges No Place for Hate schools to go beyond kindness. We believe that a person can be kind to someone (e.g., hold the door open for someone, ask a teacher if they need help) without showing them respect (e.g., not playing with someone because of their gender, making fun of someone's lunch because it looks different). Lead a discussion about the topic of respect. What is it? Is it the same as kindness? How are they different? Why should we focus on respect rather than only kindness? Once students have a clear sense of the importance of respect, brainstorm ways in which people can show respect to one another. Give each student a piece of construction paper to trace their hand and then have them cut out their hand outline. On the hand, have them write one thing they can commit to do to demonstrate respect for others in their school. Collect the "hands" and place them like leaves on a tree in a prominent location in the school as a reminder of everyone's commitment to respect one another.

#ThatsNotFunny
Grade level: Middle School/High School

Lead a discussion about the topic of joking using the ADL lesson below. Allow students an opportunity to explore the differences between teasing and offensive jokes/slurs and the impact of those slurs on individuals and the school's climate. As a follow-up to the conversation, ask students to come up with hashtags that they can use to challenge biased comments online and in person.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond

Intentional Acts of Respect
Grade level: Middle School/High School

Respect can mean many things to many people; the Oxford Dictionary defines it as "the consideration for the feelings, wishes, rights or traditions of others." Lead a discussion around the topic of respect. What is it? What does it look like? What does it feel like? Follow this discussion with an opportunity for students to rate how respectful their school is by standing at a point along an imaginary continuum between the words "Disrespectful" and "Respectful." Have students then share their experiences and explain why they chose to stand where they did. Continue the conversation by asking students to brainstorm ways that people can show respect at their school. As a follow-up, provide notecards to each student and explain that for one week they will have an opportunity to recognize students or faculty members for committing Intentional Acts of Respect by recording the "Who, What, Where, When & How" of the respectful action on a notecard and dropping it in one of the designated boxes throughout the school. Read some of the notecards during morning announcements and post them on a featured wall for all to see.

Social Justice

The Next Kid President
Grade level: Elementary

Use the lesson below to lead a discussion with students about what it means to engage in activism or be an activist. Have students identify and explore famous and ordinary activists and conduct research on an activist of their choice, which will culminate in a written speech and video that is similar in style to Kid President's videos. Once the videos are complete, find a way to show them to the whole school as a consistent way to inspire students and remind them about the importance of engaging in activism on issues that are important to them.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/
lesson-plans/we-can-all-be-kid-president

Social Justice Poetry
Grade level: Middle School/High School

Use the lesson below during National Poetry Month (April) or in an ELA class during a poetry unit. This activity will engage students in an exploration of poetry and songs that have been used throughout our nation's history to express thoughts and feelings about injustice and to envision a world where freedom, fairness and justice are universal. Be sure to make a connection to how this exploration of poetry and music will have an impact on their ability to be social justice advocates.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/
lesson-plans/social-justice-poetry

Making the Invisible Visible
Grade level: High School

Using the lesson below, lead a discussion about the ways in which LGBTQ people, events and issues have been less visible or made invisible in mainstream accounts of history. Explore the impact of invisibility on people and how different groups have been historically marginalized in society. Then, engage students in a discussion about people who may feel invisible in their school. Be sure to focus on general identity characteristics (e.g., sexual orientation, immigration status, gender identity, etc.) rather than specific individuals. Based on this discussion, ask students to sign up to be interviewed if they feel like an aspect of their identity would benefit from more visibility. Help students create interview questions. Decide how the interviews will be recorded (e.g., audio, video, etc.) and compile the completed interviews into your school's own StoryCorps library.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/sites/default/files/documents/
assets/pdf/education-outreach/curriculum-
connections-fall-2011-lesson-1.pdf

Martin Luther King, Jr. and Beyond
Grade level: Middle School/High School

Begin by leading a discussion in all Social Studies classes about the accomplishments of Dr. Martin Luther King, Jr. Examine the challenges he faced in standing up to racial injustice and explore how he overcame those challenges. As a follow-up, ask students to research a historical or current-day activist whose social justice actions haven't received a lot of attention, but have had or are having a positive impact on our world. Based on this research, create a hallway display that uses quotes, pictures, bios, a timeline of accomplishments and possibly video clips of speeches to highlight the work of MLK and the newly researched social justice leaders. The goal of this activity is to inspire students to be leaders in their school and allies to targets of bias, bullying and injustice, even when it's not easy.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/educator-resources/
lesson-plans/martin-luther-king-jr-and-civil-rights-
relevancy-for

The Pyramid of Hate Activity

The Pyramid of Hate is a useful tool to help understand how words, jokes and stereotypes can escalate to more systemic incidents of bias, hate and discrimination. It also illustrates how bias and hate can intensify when no one speaks up or takes a stand against them. This activity provides an opportunity for students to reflect on personal biases and on how they can address and interrupt the escalation of bias and hate in their school and community.

Requirements

MATERIALS: Pyramid of Hate Handout and Pyramid of Alliance Template (found on pages 26 and 27), one for each person; chart paper and markers, masking tape, scissors, and glue sticks

TIME: 45 minutes

SPACE: Open area with room to gather into small groups

PARTICIPANTS: Middle school and high school students

Directions: Part I

1. Distribute a copy of the Pyramid of Hate handout to each student. Briefly review the different levels of the diagram and share the following information with participants:

    The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level may only negatively impact individuals and groups, as one moves up the Pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people treat behaviors on the lower levels as being acceptable or "normal," it results in the behaviors at the next level becoming more accepted.

2. Divide the students into five small groups and assign each group one level of the Pyramid. Ask groups to discuss some of their experiences with bias at the level they are assigned, whether witnessed, directly involved, heard about or read about. Ask them to consider experiences specific to their school when appropriate and let them know that they will be reporting their ideas to the rest of the class, so someone should take notes. Allow 5-10 minutes for this discussion.

3. Reconvene the class and have each small group share one or two of the examples they discussed, starting with the bottom of the Pyramid. Because of the emotional impact of Level 5 (Genocide) and the feeling of helplessness that can accompany a discussion about genocide, end this portion of the activity by reading and asking for reactions to the following quote:

"I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do."

– Edward Everett Hale

4. Lead a brief discussion using some or all of the following questions:

Discussion Questions

a. What is the value of the Pyramid of Hate when learning about bias and prejudice?

b. When behaviors on the bottom levels of the Pyramid are not challenged in school, what are the possible consequences for the overall climate of the school?

c. In reflecting on the escalation of hate when it is unchecked, what would you recommend as the best way and time to challenge biased attitudes and behaviors?

d. What are some actions you could take every day to interrupt the escalation of hate as it is outlined in the Pyramid of Hate?

e. What, if any, are the challenges of interrupting the escalation of hate?

f. In what ways might you think and/or behave differently after going through this activity?

NOTE TO TEACHER: The Pyramid of Hate is not designed to suggest a ranking of how serious each level of thinking and/or behavior is, although the consequences do get more serious as one moves up the Pyramid. Rather, it demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the level above as "normal." This normalization process has the potential to continue up the Pyramid, and in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. A primary function of the Pyramid of Hate is to provide an impetus for challenging all manifestations of bias and discrimination by motivating action in response to behaviors many see as subtle or insignificant.
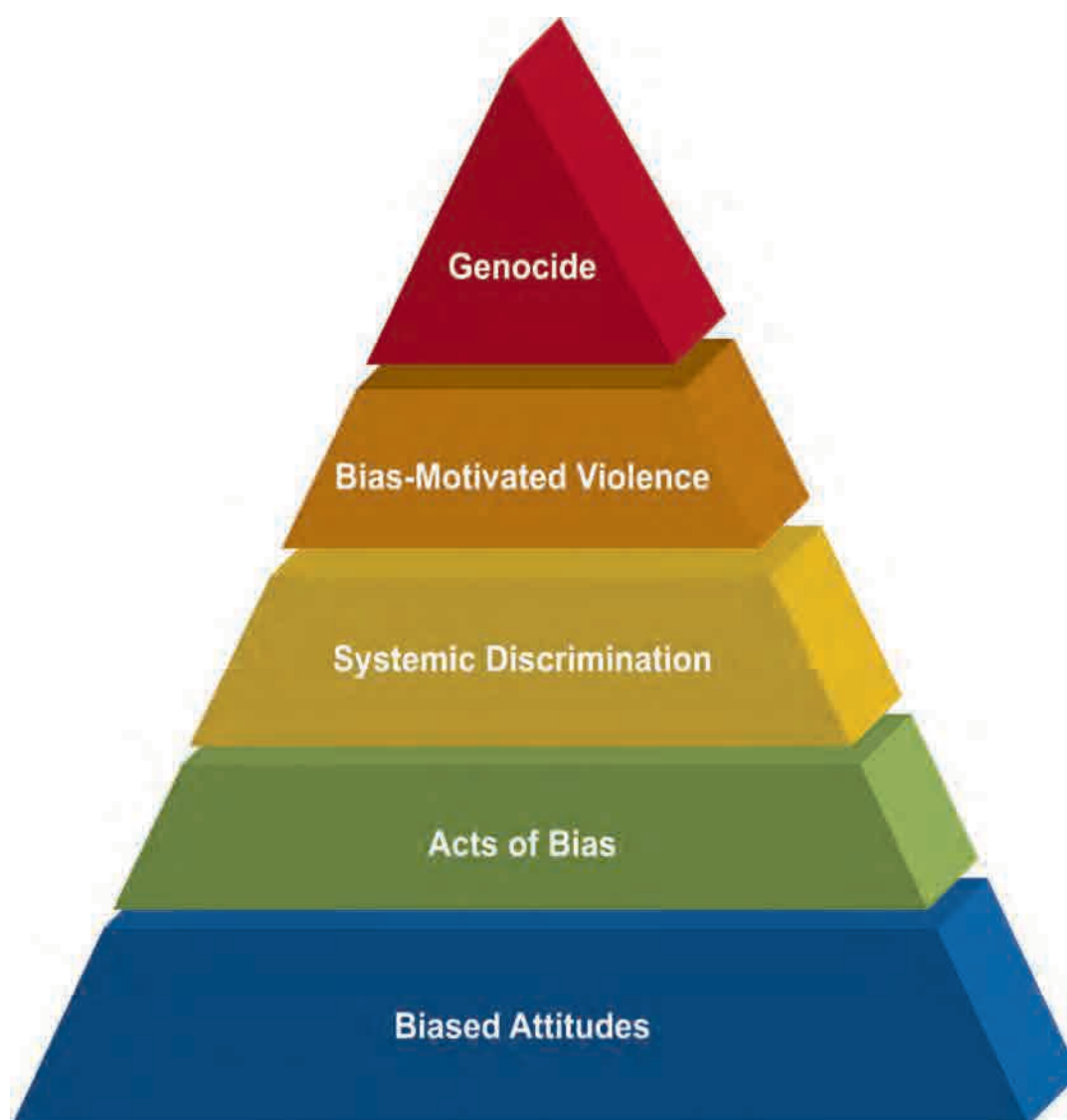
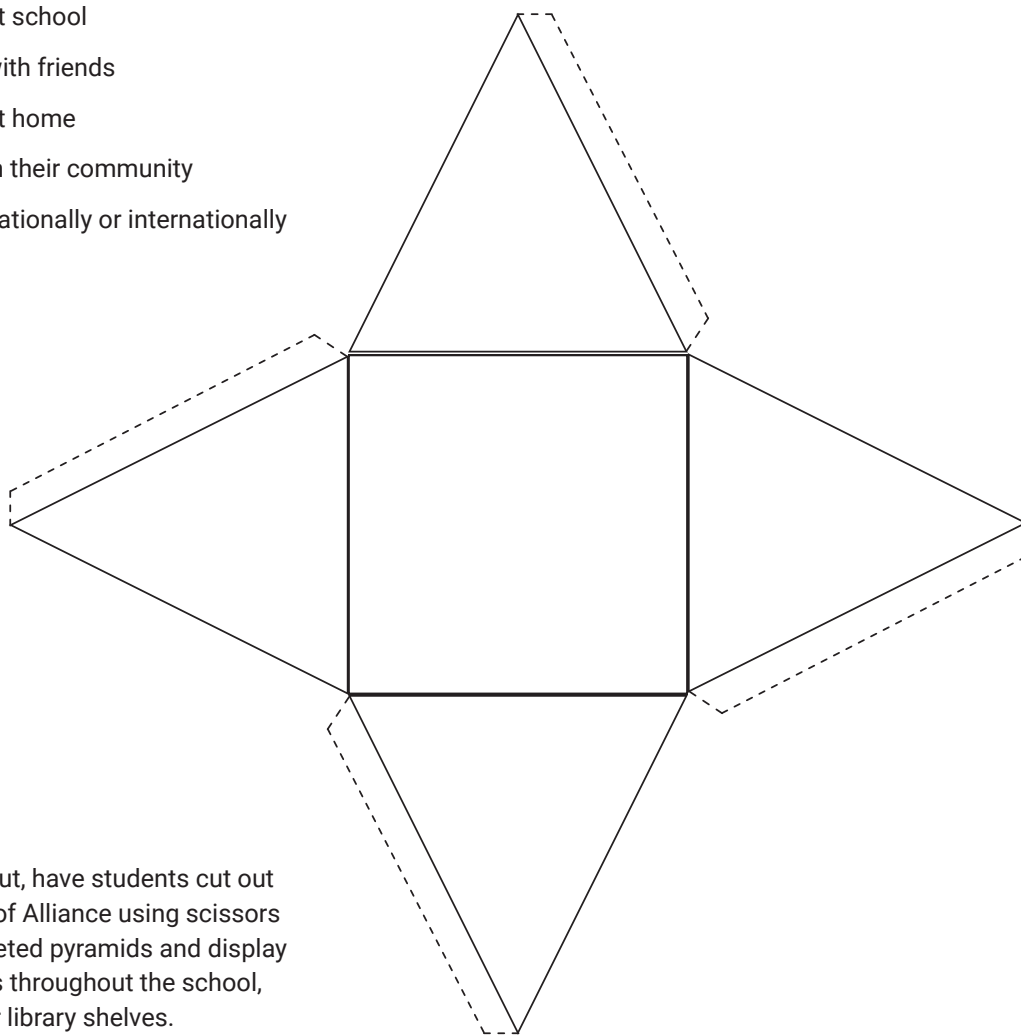# The Pyramid of Hate
Stop It Where It Starts

The Pyramid of Hate demonstrates the way that biased attitudes and behaviors can escalate if they go unchecked. Many people describe the behaviors at the bottom level of the pyramid as "no big deal." Like a pyramid, however, the top levels build on the levels below. If people or institutions treat behaviors on the lower level as acceptable or "normal," it may not be long before the behaviors at the next level are more accepted. The Pyramid of Hate is a useful tool to help understand how words, jokes and stereotypical thinking can escalate to hate, bias and discrimination.

Pyramid of Hate © 2019 Anti-Defamation League

Part II: The Pyramid of Alliance

Following the completion of Part I of the activity, reconvene the students to discuss ways in which they can intervene at the different levels of the Pyramid by asking them what actions they can take at school, with friends, at home, in their communities and even nationally or internationally. Chart their responses. Once the brainstorm is complete, distribute the following template to each student and ask them to fill in the five levels with words or images that describe the following (one for each side):

1. Actions they can take at school

2. Actions they can take with friends

3. Actions they can take at home

4. Actions they can take in their community

5. Actions they can take nationally or internationally

After the template is filled out, have students cut out and assemble the Pyramid of Alliance using scissors and glue. Collect the completed pyramids and display them in prominent locations throughout the school, such as art display cases or library shelves.

Defining Expectations

Creating a Safe, Inclusive and Equitable School Climate Policy

Although the No Place for Hate® Pledge serves as a declaration of each school member's commitment to fostering a positive school climate, it is important that the school have a clear policy that defines what an equitable school climate is and what the expectations are to help reach that goal. Below is a sample policy that will guide you in developing a policy that is specific to the needs of your school community. Feel free to modify any part of this sample.

Sample Positive School Climate Policy

Research indicates that a safe, inclusive and equitable school climate translates into safer, more engaging and supportive school communities. How students and staff feel about a school's culture impacts other key indicators of success, including academic achievement and teacher retention.

School climate refers to how students and staff feel about the social and environmental factors that make up their school culture (e.g., rules, policies, teaching, pedagogy, etc.). [Name of School] commits to developing and maintaining a respectful, inclusive and equitable school climate, that is reflected in classrooms and common areas, free from bias and bullying behavior; clearly stated expectations about each individual's responsibility in challenging bias and bullying; and curricula that reflect the diversity of the student population and the society in which we live. Without this, students will not feel safe, welcomed, challenged and supported.

All members of the school community, including students, staff, administrators and family members, are expected to serve as role models by demonstrating ally behavior, implementing culturally responsive pedagogy and respecting other students and staff.

[Name of School] will not accept any form of harassment, discrimination, bullying or intimidation that would interfere with a respectful, inclusive and equitable school climate. If such an incident does take place, the school will address the issue with the individual(s) and will use the moment to educate the school community.

Part I. Assessing Yourself

HOW EFFECTIVE ARE YOU IN PROMOTING A BIAS-FREE EDUCATIONAL ENVIRONMENT?	I HAVEN'T THOUGHT ABOUT THIS.	I NEED TO DO THIS BETTER.	I DO THIS WELL.
1. Have you recently read any books or articles, or watched any documentaries, to increase your understanding of the particular hopes, needs and concerns of students and families from the different cultures of people that make up your school community and beyond?	☐	☐	☐
2. Have you participated in professional development opportunities to enhance your understanding of the complex characteristics of racial, ethnic and cultural groups in the U.S.?	☐	☐	☐
3. Do you try to listen with an open mind to all students and colleagues, even when you don't understand their perspectives or agree with what they're saying?	☐	☐	☐
4. Have you taken specific actions to dispel misconceptions, stereotypes or prejudices that members of one group have about members of another group at your school?	☐	☐	☐
5. Do you strive to avoid actions that might be offensive to members of other groups?	☐	☐	☐
6. Do you discourage patterns of informal discrimination, segregation or exclusion of members of particular groups from school clubs, communities and other school activities?	☐	☐	☐
7. Do the curricular content and wall displays in your classroom reflect the experiences and perspectives of the cultural groups that make up the school and its surrounding community?	☐	☐	☐
8. Have you evaluated classroom materials and textbooks to ensure they do not reinforce stereotypes and that they provide fair and appropriate treatment of all groups?	☐	☐	☐
9. Do you use classroom methods such as cooperative learning, role-playing and small group discussions to meet the needs of students' different learning styles?	☐	☐	☐
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?	☐	☐	☐
11. Do you use a range of strategies to assess student learning in addition to traditional testing methods?	☐	☐	☐

Part II. Assessing Your School

HOW EFFECTIVE IS YOUR SCHOOL IN PROMOTING A BIAS-FREE EDUCATIONAL ENVIRONMENT?	WE HAVEN'T THOUGHT ABOUT THIS.	WE NEED TO DO THIS BETTER.	WE DO THIS WELL.
1. Does the school's mission statement communicate values of respect, equity and inclusion?	☐	☐	☐
2. Do students typically interact with one another in positive, respectful ways?	☐	☐	☐
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity?	☐	☐	☐
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	☐	☐	☐
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the same racial, ethnic and cultural groups as the surrounding community?	☐	☐	☐
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	☐	☐	☐
7. Do students, families and staff share in the decision-making process for the school?	☐	☐	☐
8. Has the school community collaboratively developed written policies and procedures to address harassment and bullying?	☐	☐	☐
9. Are the consequences associated with harassment and bullying policy violations enforced equitably and consistently?	☐	☐	☐
10. Do the instructional materials used in the classroom and available in the school library, including textbooks, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	☐	☐	☐
11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all gender, ability and socioeconomic groups?	☐	☐	☐
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	☐	☐	☐
13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?	☐	☐	☐

ADDITIONAL ADL EDUCATION RESOURCES

Expanding Your Impact

ADL Education Direct Impact Programming

ADL Education provides high-quality educational programs and curriculum resources to assist school communities in combating bias, bullying and bigotry. Contact Lisa Friedlander at 215-568-2223 or lfriedlander@adl.org to learn more about how the following training programs for educators, administrators, students and family members can supplement your No Place for Hate® goals.

- ### No Place for Hate Committee Training
  This training provides an opportunity for committee members to discuss and explore issues of name-calling, bullying and bias in their school and to develop a plan to address those issues through the No Place for Hate activities that will take place throughout the year.

- ### General Anti-Bias Training
  This program provides workshops that facilitate the exploration of personal identity in students, educators and/or family members that assist with understanding language and culture, examining bias and developing plans to challenge bias in an effort to improve the overall climate of their school.

- ### Peer Training/Peer Leadership
  This nationally recognized program equips students to become leaders and agents of change in their schools and communities by facilitating difficult conversations about bias, discrimination and bullying with their peers.

- ### Becoming an Ally/Cyber-Ally
  These bullying/cyberbullying prevention programs for students, educators and family members provide innovative skills and strategies to help schools prevent and intervene against name-calling, bullying and cyberbullying as part of a broader strategy to create safe and equitable schools for all students.

Anti-Bias Curriculum

https://www.adl.org/education/resources/tools-and-strategies/anti-bias-curriculum-guides
ADL has created anti-bias curriculum guides that provide sequential lessons to help youth in grades K–12 build a strong foundation for analyzing and confronting bias. The print book curricula are designed to help educators and students explore ways to ensure that the principles of respect for diversity, freedom and equity become realities.

Responding to Incidents of Hate and Bias

ADL Education Direct Impact Programming

If your school experiences an incident of bias, hatred or bigotry, please use the following link to complete the Incident Response Form. We will do our best to investigate your situation and respond to you quickly. **https://www.adl.org/reportincident**

When an incident like this takes place, we are available to help you address the issue and provide ongoing education and assistance to help prevent future incidents. On the following page is a structure and approach to assist your preparation in responding to bias incidents in their immediate aftermath and to promote inclusive school climates with education. Please contact Lisa Friedlander at 215-568-2223 or lfriedlander@adl.org so we can partner with you in this process.

P.E.A.C.E.

Responding to Incidents of Hate and Bias: Resources and Best Practices for School Administrators

Over time, we have seen alarming images, hateful language and bias incidents in K–12 schools. The most effective responses to bias-motivated incidents are holistic and incorporate prevention, interventions and consequences and long-term educational strategies. Below are approaches to assist you in being prepared to respond to bias incidents in their immediate aftermath and to promote inclusive school climates with education.

PREPARE
Be ready for incidents so that you can act quickly when something happens.

- Update policies on bullying and harassment and other in-person and online violations. Make sure policies explicitly prohibit incidents motivated by bias, are inclusive of all students and clearly outline consequences that are enforced universally.
- Ensure that school discipline policies limit reliance on exclusion strategies and that alternatives, such as positive behavioral interventions and supports, are tried first.
- Regularly review policies with all members of the school community and publicize them in various ways (e.g. on notice boards, in electronic and hard copy newsletters) and in families' home languages.
- Develop a data collection protocol consistent with local, state and federal standards so that the prevalence and types of incidents can be tracked, and patterns can be analyzed and addressed.
- Build relationships with community organizations and partners, law enforcement, media and other relevant stakeholders. These relationships can enhance your ability to respond rapidly and comprehensively to an incident.

ENCOURAGE REPORTING
Young people are very often reluctant to tell adults about incidents because they believe it won't help and may make things worse.

- Establish safe and confidential reporting mechanisms and clear procedures for investigation and response. Ensure that those who report incidents don't experience retaliation or unnecessary interaction with law enforcement by enacting policies that address protection for those who report. Be aware of possible false reports and consider what to do if that occurs.
- Make students aware of these systems and encourage them to tell a trusted adult when they experience, witness or hear about an incident.
- With adults, discuss best practices for being more approachable. Take reported issues seriously, invest the time to listen before engaging in problem solving, maintain confidentiality when appropriate and model responsible in-person and online behavior.
- Reaffirm your school as a "sanctuary" or "safe zone" school by reinforcing existing laws, policies and constitutional rights that protect immigrant students from federal immigration enforcement activity at school. Ensuring safety and inclusion for vulnerable students will encourage reporting.

ACT QUICKLY AND RESPOND
Every reported incident should be responded to in a serious manner which reassures the school community and conveys a message that the behavior is unacceptable.

- Utilize a standardized bias-incident response form to guide and document information-gathering after the occurrence of an incident.
- Immediately upon learning of the incident, preserve photos, screenshots, etc. Interview all parties separately and collect written accounts as soon as possible.
- Gather facts with an eye towards the bigger picture at the school. Ask students whether other similar incidents have happened and listen to concerns and feedback about school climate.
- Clarify what the role and duties of school resource officers (SROs) and police should and should not be in the process. Contact law enforcement as necessary.
- Ensure the safety of all students and determine disciplinary response, if appropriate.
- On a need-to-know basis, determine the extent to which mental health and social service providers and other victim resources should be consulted.

COMMUNICATE
Ensure that all members of the school community and stakeholders understand reporting procedures. When an incident occurs, keep the school community informed.

- Communicate with all members of the school community and tailor your message depending on the audience (i.e. students, staff, families, and the wider community). Initial communication should (1) describe the nature of the incident (e.g. swastika on the bathroom wall); (2) denounce the act and affirm the inclusive values of your school; (3) announce an immediate investigation of the matter, when appropriate; and (4) share resources for students and families impacted by the incident, including social services and plans for an educational response.
- Send regular updates and plans for short-term and long-term action to the various stakeholders.
- Ensure the protection of students' privacy in any communications about the incident.

EDUCATE
In a regular and ongoing way, teach students about bias, its harmful effects and how to challenge it. Don't wait for an incident to occur to talk about these important issues.

- Turn bias-motivated incidents into "teachable moments," offer the opportunity to talk about bias and discrimination, and provide opportunities for students to take action.
- Provide opportunities for all members of the school community to discuss and process their thoughts and feelings around the incident.
- Educate all students, including aggressors or perpetrators, who were involved in the incident. Sometimes young people who engage in bias-motivated behavior do not understand the meaning or impact of their actions on the larger school community. Educators, counselors and administrators should coordinate disciplinary, behavioral and educational interventions.
- Provide professional development for school personnel on how to lead discussions on the nature and impact of bias with students and families. Anti-bias education is a long-term process and preventing bias requires an ongoing commitment from all stakeholders in the school community, including the school's administrators. Integrate anti-bias and bullying prevention strategies into the school curriculum, school climate programs and family engagement.
- Support efforts to provide training for school resource officers on implicit bias and strategies that meet varying needs of officers working with youth.

ADL's Online Resources

The following resources can be found at
www.adl.org/education

11 Ways Schools Can Help Students Feel Safe in Challenging times

Prevention, intervention and educational strategies, especially in challenging times, to promote inclusive school environments where young people can learn and thrive.
https://www.adl.org/education/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-in-challenging

Anti-Bias Tools and Strategies

Tips, tools, strategies and discussion guides for K–12 educators and students in order to promote anti-bias and culturally responsive learning environments.
https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies

Bullying and Cyberbullying Prevention Resources

Expert advice about bullying and cyberbullying for educators, administrators, students, parents and families.
https://www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies

Books Matter (Book of the Month)

A collection of 700+ children's and young adult literature on bias, bullying, diversity and social justice. Each month, our featured Book of the Month includes two discussion guides: one for teachers and one for parents/family members.
https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature

Empowering Young People in the Aftermath of Hate

A guide for educators and families that provides the tools necessary to help young people confront hate effectively in the aftermath of hate-motivated violence or terrorism in their community.
https://www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate-in#.WD6maLIrJxA

Lesson Plans

A collection of K–12 curricula that includes timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through a lens of diversity, bias and social justice.
https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-plans

Rosalind's Classroom Conversations

Written by best-selling author and bullying prevention specialist Rosalind Wiseman, these essays include a focus on bullying, current events and the social and emotional development of children.
https://www.adl.org/education/resources/tools-and-strategies/rosalinds-classroom-conversations

Table Talk: Family Conversations About Current Events

A resource that provides parents/family members with the tools they need to engage their families in conversations about important news stories and other timely discussions about societal and world events.
https://www.adl.org/education/resources/tools-and-strategies/table-talk

What We're Reading This Week

ADL Education recommends weekly articles and blogs that highlight stories about anti-bias topics, social justice and general education.
https://www.adl.org/education/resources/tools-and-strategies/what-were-reading-this-week
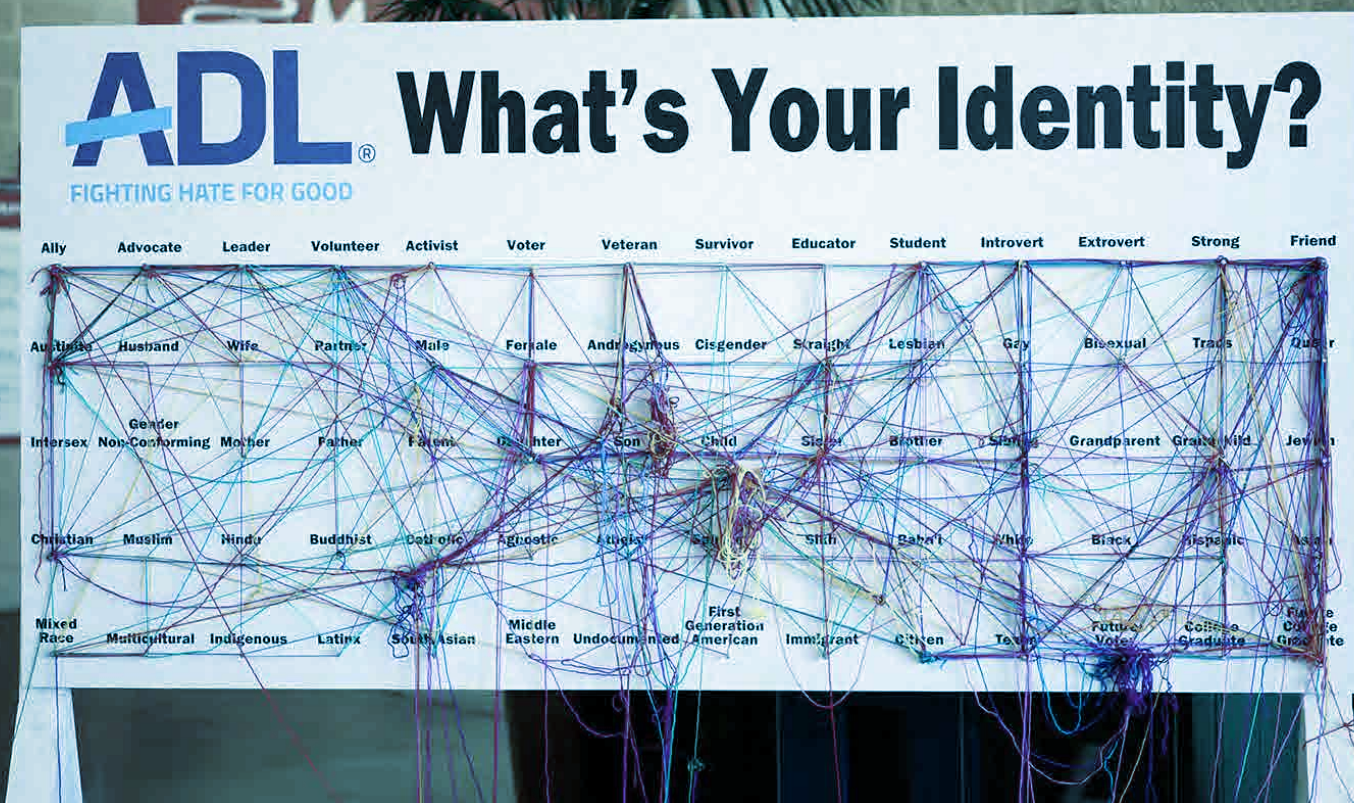
You can also follow us on:

@ADL_Education   /ADLNational   /A.World.of.Difference.Institute

Definitions Related to Bias and Bullying

Elementary School

ALLYSHIP
An action where someone helps or stands up for someone who is being bullied or who is the target of bias.

BULLYING
When a person or a group behaves in ways—on purpose and repeatedly—that make someone feel hurt, afraid or embarrassed.

BYSTANDING
When a person or a group sees bullying or prejudice happen and does not say or do anything.

CULTURE
The patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing and more that a group of people share.

DISCRIMINATION
Unfair treatment of one person or group of people because of the person's or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

INEQUALITY
An unfair situation when some people have more rights or better opportunities than other people.

INJUSTICE
A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.

MULTICULTURAL
Including many different cultures.

NAME-CALLING
Using words to hurt or to be mean to someone or a group.

NONVERBAL COMMUNICATION
Aspects of communication (such as gestures and facial expressions) that do not involve speaking; can also include nonverbal aspects of speech (tone and volume of voice, etc.).

PREJUDICE
Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.).

STEREOTYPE
The false idea that all members of a group are the same and that they think and behave in the same way.

TEASING
Laughing at and putting someone down in a way that is either friendly and playful, or mean and unkind.

Developing a Common Language

Middle & High School
Part I. General Terms

Find a full list of terms at ADL's Glossary of Education Terms: **https://www.adl.org/sites/default/files/documents/glossary-of-education-terms.pdf**

ANTI-BIAS
An active commitment to challenging prejudice, stereotyping and all forms of discrimination.

BIAS
An inclination or preference either for or against an individual or group that interferes with impartial judgment.

BIGOTRY
An unreasonable or irrational attachment to negative stereotypes and prejudices.

CULTURE
The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals and clothing, to name a few.

DISCRIMINATION
The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

DIVERSITY
Different or varied. The population of the United States is made up of people from diverse racial and cultural groups.

MULTICULTURAL
Many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

PREJUDICE
Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

SCAPEGOATING
Blaming an individual or group for something based on that person or group's identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

STEREOTYPE
An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Part II. Manifestations of Prejudice and Discrimination

The following are specific forms of prejudice and discrimination, all of which are based on stereotypes and/or negative attitudes toward members of a particular group.

ABLEISM
Prejudice and/or discrimination against people with mental and/or physical disabilities.

AGEISM
Prejudice and/or discrimination against people because of their real or perceived age.

ANTI-SEMITISM
Prejudice and/or discrimination that is directed toward Jews.

CLASSISM
Prejudice and/or discrimination against people because of their real or perceived economic status.

HETEROSEXISM/HOMOPHOBIA
Prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, bisexual, transgender or queer (LGBTQ). While homophobia is usually used to describe a blatant fear or hatred of LGBTQ people, heterosexism is a broader term used to describe attitudes and behaviors based on the belief that heterosexuality is the norm. Other related specific terms are transphobia and biphobia.

ISLAMOPHOBIA
Prejudice and/or discrimination against people who are or who are perceived to be Muslim or of Arab descent, and a fear or dislike of Islamic culture.

RACISM
The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people. *Also called white supremacy. Other related, specific terms include anti-blackness and colorism.*

RELIGIOUS BIGOTRY
Prejudice and/or discrimination against people based on their religious beliefs and/or practices.

SEXISM
Prejudice and/or discrimination against people based on their real or perceived sex. Sexism is based on the belief (conscious or unconscious) that there is a natural order based on sex.

TRANSPHOBIA
Fear or hatred of transgender people. Transphobia is manifested in a number of ways, including violence, harassment and discrimination.

WEIGHTISM
Prejudice and/or discrimination against overweight and obese people.

XENOPHOBIA
Prejudice and/or discrimination against anyone or anything that is perceived to be foreign or outside of one's own group, nation or culture.

Part III. Terms Specific to Name-Calling and Bullying

BULLYING

Intentional repeated actions or threats of action that are designed to cause fear, distress or harm, directed toward a person by one or more people who have (or are perceived to have) more power or status than their target. Behavior is not considered bullying if it occurs once with no intention of gaining power (e.g., bumping into someone, telling a joke once, not playing with someone, etc.); still, it is important that all mean behavior be addressed in a timely and appropriate way.

CYBERBULLYING

The intentional and repeated mistreatment of others through the use of technology such as computers, cell phones and other electronic devices.

NAME-CALLING

The use of language to defame, demean or degrade individuals or groups.

Part IV. Focusing on Behavior

Bullying is a behavior. Because of this, ADL encourages educators to use language that describes students' behavior rather than the student themselves (e.g., "the student who bullied" rather than "the bully;" "the student who was targeted" rather than "the target"). By focusing on behavior, we avoid sending the message that a student's behavior cannot change, and we acknowledge that one person can exhibit multiple behaviors in different bullying situations. Below are the behaviors individuals may exhibit in incidents of bullying.

ALLYSHIP

A behavior where someone speaks out on behalf of someone else or takes actions that are supportive of someone else.

BULLYING

Bullying can be verbal, physical or social and can be done in person or online.

BYSTANDING

Many students observe bullying behavior without supporting or confronting it out of fear of being bullied themselves or because they do not know how to support the one who is being bullied.

CYBERBULLYING

Cyberbullying includes, but is not limited to, sending mean, hurtful or threatening messages or images about another person; posting sensitive, private information about another person for the purpose of hurting or embarrassing the person; and pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

Holiday Activity Guidelines

E very December, and throughout the year, public school students, families, teachers and administrators face the difficult task of acknowledging the various religious and secular holiday traditions celebrated at various times of the year. These guidelines are designed to inform members of the public school community about the current state of the law regarding constitutionally permissible religious holiday observance in the public schools.

While there are appropriate educational benefits to teaching about the diverse religious traditions and cultures of our country, school officials must be sure they do not give students the impression that one set of holidays or beliefs is more important or more acceptable than others.

Be Accurate and Sensitive

Religious holidays offer excellent opportunities throughout the year for teaching about religion and its historical importance. However, in order to avoid student embarrassment, don't ask children to explain their own religious practices or observances, or to bring religious objects to class as a basis of discussion. Be aware that some religions teach that celebrating holidays—or birthdays—is wrong. Children should always be permitted not to participate and should have the opportunity to engage in optional, enjoyable activities. Remember that writing a letter to Santa may be uncomfortable for children whose families do not recognize or observe the Christmas holiday. An option that is true to the spirit of the winter holidays might be encouraging children to write to merchants, or other children, seeking donations for children who lack any toys.

Plan Ahead: Be Inclusive

ADL offers an online Calendar & Glossary of Observances at https://www.adl.org/education/resources/tools-and-strategies/calendar-of-observances. As you are planning your school calendar and No Place for Hate activities for the year, consult this calendar in order to be as sensitive as possible to students' observances. This tool is also useful for learning about various practices and holidays.

Avoid Stereotyping

Not all members of the same religious group observe a holiday in the same way. Make sure that you do not treat some holidays as regular and others as "exotic," or introduce an ethnic group only in terms of its holiday observances. Multicultural activities that focus only on foods and holidays have been justifiably labeled the "tourist approach." Better to share the holiday's name, when it occurs, who participates and how this holiday reveals the historical experiences and culture of its followers. Because some holiday customs incorporate stereotypes, the educator should help children, for example, to identify stereotypes of Native Americans on Thanksgiving cards and decorations, and to understand why Thanksgiving can be a reminder of promises broken and dispossession for some, while representing togetherness and thanks for others. Spend time creating new cards and decorations that celebrate the holiday with respect for all.

Be Constitutionally Appropriate

Religious holiday observances, if held under public school auspices, violate the First Amendment's separation of church and state mandate. Joint celebrations (Christmas-Chanukah, for example) do not solve the problem, as they only serve to introduce religious observances into the schools. They also tend to put holidays in competition with each other and distort the significance of each. While recognizing a diverse group of holidays can validate children and their families, bringing religious leaders into a public setting is not appropriate. The use of religious symbols, such as the cross, menorah, crescent, Star of David, crèche, symbols of Native American religions and the Buddha, among others, that are part of a religious tradition is permitted as a teaching aid, provided such symbols are displayed only as an educational example of the culture and religious heritage of the holiday and are temporary in nature. They may not be used as decorations.

Use holiday activities as a way of enhancing respect for religions and traditions different from one's own, but stress common themes, as well. Many religions focus on festivals of light, including Christmas, Chanukah, Kwanzaa, Santa Lucia Day and Diwali. Liberation is the theme of holidays such as the Fourth of July, Passover, Cinco de Mayo, Juneteenth and Martin Luther King, Jr.'s Birthday. By connecting holiday themes, you communicate that holidays are a valid expression of cultural and religious pride. You also convey that it's okay to be different.

Calendar of Observances
https://www.adl.org/education/resources/
tools-and-strategies/calendar-of-observances

Creating an Anti-Bias Learning Environment

Talking With Students About Diversity and Bias

I t is important for teachers to think about how they can most effectively raise the complex issues of hate, bias, scapegoating and exclusion with their students. To prepare to raise issues of diversity and bias in the classroom, teachers should attempt to integrate the following practices into their classroom curricula.

SELF-EXPLORATION
Provide students with opportunities for the examination of personal cultural biases and assumptions.

COMPREHENSIVE INTEGRATION
Integrate culturally diverse information/perspectives into all aspects of teaching.

TIME AND MATURATION
Allow time for a process to develop. Introduce less complex topics at first and allow the time it takes to establish trust.

ACCEPTING ENVIRONMENT
Establish an environment that allows for mistakes. Assume good will and make that assumption a common practice in the classroom.

INTERVENTION
Be prepared to respond to intentional acts of bias. Silence in the face of injustice conveys the impression that prejudicial behavior is condoned or not worthy of attention.

LIFELONG LEARNING
Keep abreast of current anti-bias education issues and discuss them with students.

DISCOVERY LEARNING
Avoid "preaching" to students about how they should behave. Provide opportunities for students to resolve conflicts, solve problems, work in diverse teams and think critically about information.

LIFE EXPERIENCES
Provide opportunities for students to share life experiences; choose literature that will help students develop empathy.

RESOURCES REVIEW
Review materials so that classroom displays and bulletin boards are inclusive of all people.

HOME–SCHOOL–COMMUNITY CONNECTION
Involve parents, other family members and other community members in the learning process.

EXAMINE THE CLASSROOM ENVIRONMENT
What is present and absent in the school classroom provides children with important information about who and what is important.

ADL Philadelphia Region

Edward S. Blumenthal
Board Chair

Jonathan Krause
Education Committee Co-Chair

Steve Mendelsohn
Education Committee Co-Chair

Nancy K. Baron-Baer
Regional Director

Lisa Friedlander
Education Director, No Place for Hate®

Lindsay Shafer
Associate Education Director

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