



No Place for Hate
2020-2021
Resource Guide
Supplement



Activity Guidelines

Each 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. Understanding that each school has its own unique identity, demographics, resources and culture, we have not dictated the projects that schools must hold. Rather, we have provided a set of project requirements based on expertise gleaned from reviewing thousands of project forms over the years.

Using these best practices, schools have created projects that ask students to examine their identities, reflect on their biased behavior and learn new ways to challenge bias and bullying in themselves, others and society. However, we have also seen well-intentioned schools submit projects that simply don't dig deep enough, don't give students the opportunity to discuss and act upon tough issues that they are facing, and don't make current events relevant to their students' lives.

For these reasons, this year we are requiring that schools select AT LEAST TWO projects listed in the [No Place for Hate Resource Guide](https://philadelphia.adl.org/files/2019/09/2019-2020-NPFH-Resource-Guide-website-Philadelphia.pdf) (<https://philadelphia.adl.org/files/2019/09/2019-2020-NPFH-Resource-Guide-website-Philadelphia.pdf>), in [ADL's online Lesson Plans](https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-pans) (<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-pans>), or in [ADL's Books Matter/Book of the Month](https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature) (<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature>). Your third project can be of your choosing, should address issues raised in your climate survey and meet the Activity Guidelines listed on page 9 of the Resource Guide. The goal of your projects is to challenge *all* students to think critically, instill a sense of empathy and empower students to act as allies for one another.

In addition to these guidelines, there are a few other important changes. We will no longer approve the following projects*:

- Peace projects (i.e., Pinwheels for Peace; International Peace Day)
- Projects focused on positive messages (i.e., Positive Post-It Notes, positive/inspirational quotes of the day)
- Kindness projects (i.e., Sprinkle Kindness Like Confetti; Random Acts of Kindness; The Great Kindness Challenge; Kindness Rocks)
- Gratitude projects
- Resilience/Grit projects (i.e., Shake It Off)

For more information on why these projects do not meet No Place for Hate criteria, feel free to contact us.

*If you have one of these projects planned and it expands beyond the themes listed above, we are willing to review it for possible approval.

Why Discussion is Required

Even the most interesting No Place for Hate projects will fall short if there is no opportunity for students to examine and process what they learned. This is why discussion is so critical to the success of No Place for Hate—it allows students to have a voice and to hear various perspectives from their classmates, each of whom perceives the experience through a different lens.

For more on the importance of discussion and for sample discussion prompts, review pages 10-13 in the Resource Guide.

We recognize that facilitating a dialogue around topics of bias and bullying may seem daunting to some. ADL has additional resources that can help you:

Can We Talk? Tips for Respectful Conversations in Schools, Workplaces and Communities

<https://www.adl.org/education/resources/tools-and-strategies/can-we-talk-tips-for-respectful-conversations-in-schools>

Guidelines for Achieving Bias-Free Communication: Eight tips for reviewing your language for bias and stereotypes

<https://www.adl.org/education/resources/tools-and-strategies/guidelines-for-achieving-bias-free-communication>

Education Glossary Terms: A glossary of anti-bias education terms and definitions associated with ADL's anti-bias programs and resources

<https://www.adl.org/education/resources/glossary-terms/education-glossary-terms>

More of ADL's anti-bias tools and strategies can be found here: <https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies>

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.

Sample Activities: Elementary School

The activities on the following pages are taken from the No Place for Hate Resource Guide. However, we have organized them by grade level, rather than theme, to make it easier for you.

“I am...”

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:

www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems

When I Grow Up

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>

The Next Kid President

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>

Sample Activities: Elementary School (cont'd)

Dolls Are Us

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>

Ally Collage

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:

www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying

Using Literature to Address Bullying

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>

Tree of Respect

As stated on page 14 of the No Place for Hate Resource 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.

Sample Activities: Elementary School (cont'd)

You Are Welcome Here

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>

Sample Activities: Middle School

The activities on the following pages are taken from the **No Place for Hate Resource Guide**. However, we have organized them by grade level, rather than theme, to make it easier for you.

“Humans of ...” Instagram Campaign

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

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.

You Are Welcome Here

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>

Sample Activities: Middle School (cont'd)

Listening Journal

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>

Using Literature to Address Bullying

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

This multiday activity begins with a classroom discussion that defines what bullying is and what it is not, then moves into a discussion about the behaviors that people exhibit in bullying incidents with a focus on "bystanding". 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>

#ThatsNotFunny

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>

Sample Activities: Middle School (cont'd)

Intentional Acts of Respect

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 Poetry

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>

Martin Luther King, Jr. and Beyond

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>

Sample Activities: High School

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“Humans of ...” Instagram Campaign

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

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Sample Activities: High School (cont'd)

Listening Journal

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Poetry Slam

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 Poetry 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>

Sample Activities: High School (cont'd)

Making the Invisible Visible

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>

Using Literature to Address Bullying

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>

Additional Project Ideas for All Grades

ADL has additional free, online resources that can be used to create No Place for Hate projects. They include:

ADL's Book of the Month

These featured books teach about bias, promote respect for diversity and encourage social action. To help educators and parent/family members expand upon children's learning from the book, each Book of the Month has an **Educator Discussion Guide** and a **Parent/Family Discussion Guide**, which provides discussion questions, activities, talking points and additional resources. These guides can be used to create a project.

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature/book-of-the-month>

Lesson Plans and Current Events Classroom

ADL's collection of K-12 curricula include timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through the lens of diversity, bias and social justice.

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-plans>

We also recognize that other organizations provide quality resources, lesson plans and project ideas, and we are happy to consider the following as No Place for Hate projects as well:

- Special Olympics' Spread the Word to End the Word
- GLSEN's Day of Silence
- GLSEN's No Name Calling Week
- Teaching Tolerance's Mix It Up Day
- Olweus Bullying Prevention Program
- Dr. Mykee Fowlin