



Anti-Defamation League's 2017-2018 No Place for Hate® Resource Guide



**TOOLS FOR CREATING
RESPECTFUL AND INCLUSIVE
SCHOOL COMMUNITIES**



ABOUT THE ADL

The Anti-Defamation League (ADL) was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Now the nation’s premier civil rights and human relations agency fighting anti-Semitism and all forms of bigotry, ADL defends democratic ideals and protects civil rights for all. 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 27 Regional Offices in the United States and abroad.

ABOUT ADL’S NO PLACE FOR HATE[®] INITIATIVE

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 climate. No Place for Hate schools receive their designation by:

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

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Dear Friends,

Over the last year, ADL has seen an increase in calls from schools across the country reporting a **rise in bias and bullying behavior in and out of the classroom**. That is why it is more important than ever for schools to join the No Place for Hate® movement to “build the world we want to live in,”—a world that is made up of inclusive communities where respect is the norm.

No Place for Hate is a research-based initiative that follows many of the recommendations for creating a positive school climate laid out by the **National School Climate Center**. Upon registering, you will have access to activity resources, pre- and post-student climate survey templates as well as a listing of ADL’s anti-bias and bullying prevention training for students, educators, administrators and family members.

One No Place for Hate school recently confirmed that it was the combination of implementing No Place for Hate in addition to ADL’s anti-bias and bullying prevention training that led to a **10% increase in the number of students who reported stepping up to support a target of bullying**.

Join the movement that has inspired over 2,000 schools nationwide to combat bias and increase appreciation for the richness that diversity brings. Together we can make the places in which we live and learn No Place for Hate.



Lorraine Tiven
Vice President, Education



Jason Sirois
Director, No Place for Hate



No Place for Hate® Spotlight

Cherokee High School, NJ

Cherokee High School is one of four high achieving schools in the Lenape Regional High School District in Southern New Jersey. As a High School District serving roughly 7000 students throughout eight municipalities we have become a beacon for families seeking an all-inclusive, welcoming, and high achieving experience for students of all backgrounds. The LRHSD has celebrated our partnership with the ADL and No Place for Hate for the past five years and is currently the only complete No Place for Hate school district in New Jersey.

WHAT DO YOU THINK THE BIGGEST CHALLENGE IS IN MAKING SCHOOLS NO PLACE FOR HATE AND HOW HAVE YOU OVERCOME THAT CHALLENGE?

One of the biggest challenges in making a school No Place for Hate is ensuring that each and every student and staff member has the opportunity to experience the messages conveyed through numerous learning experiences in an ever changing society. The issues of society do not stop at our doors. They come in with forms of bias, prejudice, and pre-conceived notions. Through an all-inclusive curriculum, diversity celebrations, open dialogue, and our upstander ideals we challenge those issues head on. As a result Cherokee High School and the LRHSD allow the culture to speak for itself and will continue to do our part in leaving this world better than we found it.

HOW HAS NO PLACE FOR HATE HAD AN IMPACT ON YOU AND/OR YOUR SCHOOL?

Over the past five years the No Place for Hate themes of challenging all forms of bigotry, creating more inclusive school environments, and celebrating one another has manifested into priceless experiences for our student body and all stakeholders. No Place for Hate has become a highly visible and intangible force partnered with our core values of accountability, integrity, and respect. This has only strengthened our bonds in forging a school culture where ALL students are valued and every stakeholder does their part in making sure this vision is met.

WHAT PIECE OF ADVICE WOULD YOU GIVE TO SOMEONE WHO IS CONSIDERING JOINING THE NO PLACE FOR HATE MOVEMENT?

If your school is considering joining the No Place for Hate movement, we would strongly encourage utilizing every resource at your disposal to spread the ideals of what it means to be a No Place for Hate school and shape school policy and practice to follow through with that vision. Utilize the wealth of knowledge, talents, and wisdom of all students, staff, and community members in shaping a lasting culture that celebrates who we are as a unified people and combat those ideals that try to segregate, cause divisiveness, and prejudice.



5 Steps to Becoming No Place for Hate®

The following provides an overview of the steps to becoming a No Place for Hate school. As a participating school, please contact your local ADL No Place for Hate Coordinator for in-depth details and required forms.

1 CONTACT ADL.

If you are interested in participating in No Place for Hate, contact ADL at **212-885-5820** to learn how your school can integrate No Place for Hate into your existing efforts. ADL will work with your school to establish initial goals and a plan to achieve them through select school-wide projects.

2 FORM A NO PLACE FOR HATE COMMITTEE.

The No Place for Hate Committee, Club or Coalition can be a newly established group at your school, or can become part of an existing Student/Faculty organizing body. This group will lead your No Place for Hate efforts throughout the year to promote respect, understanding and inclusion for all. Unlike an extracurricular club, this group should be integrated into school-wide planning. Student leadership is a critical part of a successful No Place for Hate initiative, so be sure to reach out to a cross-section of students for ongoing participation and ideas. Other suggested members include: faculty and staff members, administrators, family members and community leaders.

3 SIGN THE “RESOLUTION OF RESPECT” OR “NO PLACE FOR HATE PROMISE.”

The “Resolution” and “Promise” are designed to encourage each member of your school community to do their part to make your school No Place for Hate. Organize an official presentation of the Resolution of Respect (for middle and high schools) or No Place for Hate Promise (for elementary schools) to introduce the initiative at your school. This can be done as part of a school-wide assembly or pep rally or through individual classroom projects. Display the “Resolution” or “Promise” prominently for all to see. Consider sending a copy home to parents and adult family members with an explanation of the initiative and encourage families to sign copies as well!

4 DURING THE SCHOOL YEAR, CHOOSE AND COMPLETE THREE OR MORE ACTIVITIES THAT RECOGNIZE DIFFERENCES AND PROMOTE RESPECT THROUGH ACTIVE LEARNING.

Projects should enhance students' understanding of diversity, bias, social justice and inclusion while fostering harmony in your community. Projects should be introduced throughout the year to build momentum, be tailored to the specific needs of your school and have school-wide impact. ADL's award-winning anti-bias and bullying prevention programs are recommended as ideal projects to support your school's No Place for Hate® goals.

To help ensure that your project fits the No Place for Hate framework, fill out a **Project Approval Form at least two weeks** before the implementation of each project. ADL staff will review and get back to you promptly. When a project is complete, collect supplemental materials (press releases, articles, photos, videos, etc.). Fill out the **Fulfillment Form** and send it along with the supplemental materials to ADL.

5 CONGRATULATIONS! ONCE YOU HAVE COMPLETED ALL ACTIVITIES, YOUR SCHOOL CAN BE OFFICIALLY DESIGNATED A NO PLACE FOR HATE® SCHOOL FOR THE YEAR.*

Your school will be awarded a banner to commemorate this milestone. Banners should be displayed prominently in your school (e.g., main office, front entrance, etc.) to demonstrate your commitment to being No Place for Hate.

ALL PARTICIPATING NO PLACE FOR HATE SCHOOLS ARE EXPECTED TO:

- Address bigotry, bullying, hate crimes and civil rights violations, if and when they occur, and work with ADL and other qualified organizations, when appropriate, to promptly address these incidents.
- Keep ADL regularly apprised of the progress of the initiative in your school community so ADL can recognize your work on our social media channels throughout the year.

*Schools must reapply each year to continue to be designated a No Place for Hate school. ADL reserves the right to revoke No Place for Hate status from any school that does not adequately address issues of bias and bullying that may arise.



The No Place for Hate[®] Pledges

THE RESOLUTION OF RESPECT

(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.

THE PROMISE

(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[®].



LA RESOLUCIÓN DE RESPETO (ESCUELA SECUNDARIA Y PREPARATORIA)

- Buscaré comprender a quienes son diferentes de mí.
- Me expresaré en contra del prejuicio y la discriminación.
- Tenderé mi mano y apoyaré a quienes son blanco de odio.
- Promoveré el respeto hacia las personas y ayudaré a fomentar una escuela libre de prejuicio.
- Yo 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.

LA PROMESA (ESCUELA PRIMARIA)

- Prometo hacer todo lo que este a mi alcance para tratar a todos de forma justa.
- Prometo hacer todo lo que este a mi alcance para ser amable con todos – incluyendo con aquellos a quien no les caigo bien.
- Si veo que alguien esta siendo herido u hostigado/intimidado, se lo comentaré 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®.



Activity Guidelines

HOW CAN WE BE SURE OUR PROJECT IS CONSIDERED A NO PLACE FOR HATE[®] ACTIVITY?

All qualifying activities must be consistent with the No Place for Hate mission by challenging bigotry, bias and bullying; exposing young people to diverse identity groups, backgrounds and points of view; promoting respect for individual and group differences and providing opportunities for community-building within the school. Ideally, each project will challenge *all* students to think critically, instill a sense of empathy and empower students to become allies for one another.

ADDITIONALLY, NO PLACE FOR HATE ACTIVITIES SHOULD:

- Involve students in the planning and implementation
- Involve all students in active learning
- Involve all students in discussion and/or debriefing of activities
- Address school-based issues
- Have a school-wide impact
- Take place throughout the school year, with the three or more activities spread out over time
- Focus on inclusivity and community

NO PLACE FOR HATE ACTIVITIES SHOULD NOT INCLUDE:

- Signing the Resolution of Respect, which does not count as an activity, as it is a separate step in earning your school's No Place for Hate designation
- Activities done by only one classroom or small group unless that group then engages the rest of the student body in a way that follows the activity guidelines
- Activities that do not incorporate discussion with students
- Activities that do not require ACTION from the students (use only passive learning)
- Activities that all take place in one week



The Need for Discussion

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

There is no more obvious stakeholder than a student. Too often, adults assume they know what is needed to support youth, but without engaging students in the process, change can be elusive. One way to maximize engagement is through dialogue. That 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.

HERE ARE A FEW GENERIC PROMPTS TO HELP START THE CONVERSATION DURING AN ACTIVITY:

- What is one word to describe how you feel?
- What is one thing you learned today that you didn't know before?
- Do you think other students will take what they learned seriously? If not, why?
- What is one thing you will do differently based on what you learned today?
- How will what you learned affect 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 if you don't have all of the answers. All you need to do is provide a space where students feel their voices are respected and valued. Only then will real change begin to take shape.

For more ways to engage students, please visit www.adl.org/education-outreach.

Sample Activities

Here are a few sample project ideas categorized by theme and recommended grade levels. Please remember that your school is responsible for tailoring each activity to meet the **No Place for Hate® Activity Guidelines** found on page 8, making sure that students are able to participate in discussion and active learning around the chosen theme/topic.

IDENTITY & CULTURE

DOLLS ARE US

This lesson provides an opportunity for students to explore their own identity and the physical characteristics that make each person unique, learn about some of the new diverse representation 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.

GRADES K-5

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/dolls-are-us>

“I AM...”

Lead a discussion with students about what makes people different and what makes them the same. 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 showing the things that make them different (e.g., physical traits, 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.”

GRADES K-5

Supporting ADL Resource/Lesson Plan:

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

“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, etc.). Following this discussion, create a student-led team that will interview students about aspects of their identities and post one interview, with an accompanying picture, on your school’s Instagram account daily. Interviewers should encourage people to share an aspect of their identity that makes them unique, and include a variety of languages represented at your school where appropriate. Be sure to monitor the Instagram account to respond to any negative feedback.

GRADES 6-12

NO PLACE FOR HATE SCAVENGER HUNT

Lead a discussion with students about what makes people different and what makes them the same. As homework, ask students to write ten things that make them stand out from everyone else (e.g., large family, famous people they’ve met, interesting talents, etc.). Collect everyone’s list of personal qualities and create 5-10 different bingo boards that feature one characteristic in each square. 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.

GRADES 6-12

EXAMINING BIAS

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 that stereotypes impact how people treat each other in their school. Are girls treated differently than boys? Are students treated differently because of their race or skin color? 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 in

the Kindergarten and 1st grade classrooms that share the themes of what they learned and how important it is to let people be exactly who they are.

GRADES 2-5

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/mone-davis-and-gender-stereotypes>

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 to the experience of immigrants and refugees to the U.S. and new students in their school? What are the similarities? Brainstorm ways to make new students feel welcome and announce that the school will be starting a Welcoming Committee that will oversee this. Allow students to sign-up to be a part of the committee.

GRADES 3-12

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/huddled-mass-or-second-class-challenging-anti-immigrant>

LISTENING JOURNAL

Have students keep a listening journal for one week. As they listen to the people in their lives and messages in the media (including social media), they will record in their journal examples of prejudice and bias. 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 messages of hate and bias that they witnessed.

GRADES 6-12

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond>

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 poems and raps that challenge the microaggressions they may have heard in school or hanging out with friends. Each class can then pick their favorite poem/rap which will be featured at a school wide Poetry Slam. Invite participants to present their work at PTO/PTA meetings, school board meetings or other school community events.

GRADES 9-12

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/microaggressions-in-our-lives.pdf>

BULLYING AWARENESS & PREVENTION

ALLY PUZZLE

Lead a discussion in each class about what bullying is 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 moving forward. 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 puzzle should be displayed in a prominent place.

GRADES K-5

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 be an ally through the use of literature. Each lesson has extension activities that can easily be turned into full school activities that address issues of bullying.

GRADES K-12

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 multi-day activity begins with a classroom discussion that defines what bullying is and what it isn't (see definition on page 30). Move into a discussion about the behaviors that people exhibit in bullying incidents with a focus on "bystanding" (see list of behaviors on page 30). Conclude this discussion by asking students and teachers to write on a blank notecard a time that they passively observed a bullying incident but didn't support the target and why. Collect all of the notecards and display them in a prominent place in the school where everyone can see them. Complete this activity with a second classroom discussion about ways to support targets of bullying. Conclude this discussion by having students and teachers write on a blank notecard one way that they commit to supporting targets of bullying moving forward. Collect all of the notecards and display them over the notecards already displayed in the hallway.

GRADES 6-12

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

Lead a discussion about the topic of respect. What is it? Is it the same as kindness (the answer is no)? How are they different? Why should we be focusing on respect rather than only kindness? Once students have a clear sense of the importance of respect, brainstorm ways that people can show respect to one another. Give each student a piece of construction paper to trace their hand and cut out the hand outline. On the hand, have them write one thing they commit to doing 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.

GRADES K-5

#THATSNOTFUNNY

Lead a discussion around the topic of joking using the ADL lesson below. Allow students an opportunity to explore the difference between teasing and offensive jokes/slurs and the impact of those slurs on school climate. As a follow up to the conversation, ask students to come up with a hashtag that they can use to challenge derogatory comments online and in person.

GRADES 6-12

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

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 on an imaginary continuum between the words “Disrespectful” and “Respectful.” Allow students along the continuum to share their experience and why they chose to stand where they are standing. Continue the conversation by asking students to brainstorm ways that people can show respect at their school. As a follow up, provide one card to each student and explain that for one week, they will have an opportunity to recognize one student or faculty member for committing an Intentional Act of Respect. Collect the cards in drop-boxes throughout the school, and post them on a featured wall for all to see and read during morning announcements.

GRADES 6-12



SOCIAL JUSTICE

THE NEXT KID PRESIDENT

Use the lesson below to lead a discussion with students about what it means to 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 video. 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 being an activist.

GRADES 2-5

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/we-can-all-be-kid-president>

SOCIAL JUSTICE POETRY

Use the lesson below during National Poetry Month (April) or in an ELA class during a poetry unit to 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 for all. 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.

GRADES 6-12

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry>

MAKING THE INVISIBLE VISIBLE

Using the lesson below, lead a discussion about the ways in which LGBTQ people, events and issues have been 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, 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 deserves 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.

GRADES 9-12

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

Begin by leading a discussion in all Social Studies classes about the accomplishments of Dr. Martin Luther King, Jr. Examine the challenges he faced by standing up to racial injustice and how he overcame those challenges. As a follow-up, ask students to research someone from history that isn't as well known but whose actions had a positive impact on racial justice (e.g., Bayard Rustin, Dorothy Height, Anne McCarty Braden, etc.). Based on this research, create a hallway display that uses famous 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.

GRADES 6-12

Supporting ADL Resource/Lesson Plan:

<https://www.adl.org/education/educator-resources/lesson-plans/martin-luther-king-jr-and-civil-rights-relevancy-for>

Be Creative! We encourage schools to develop their own projects as well!
Be sure to contact ADL first, to make sure your activity fits the
No Place for Hate guidelines.

Visit www.adl.org/education-outreach for more
resources and activities.



School Climate Improvement

No Place for Hate® is a school climate improvement framework designed to provide schools with the tools to implement sustainable, positive school climate change. Sustained positive school climate is associated with positive child and youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates and teacher retention¹.

Addressing school climate is an ongoing process. To support that process, No Place for Hate suggests the following strategies for school climate improvement efforts recommended by the National School Climate Center's (NSCC) School Climate Practice Briefs:

1. ENGAGE ALL STAKEHOLDERS AS ACTIVE PARTICIPANTS AND AGENTS OF CHANGE.

The creation of the No Place for Hate Committee is the foundation to actively engaging all stakeholders in creating a positive school climate. Students, educators, administrators and family members all play a specific role in making sure issues of bias, bullying and discrimination are addressed effectively to create an inclusive school environment.

2. FOCUS ON LONG-TERM PROGRAMMING, IMPACTS, INFRASTRUCTURE AND SUPPORT.

No Place for Hate has the greatest impact when schools make a multi-year commitment, allowing for the scaffolding of lessons and activities that build on each other and get the school community on board to creating a safe and welcoming school environment.

¹Thapa, A. (2013). School climate research. In Cary, T. & Pickeral, T. (ed) (2013). *School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1*, New York, NY: National School Climate Center.



3. CREATE SCHOOL NETWORKS TO SHARE BEST PRACTICES AND DISCUSS CHALLENGES.

ADL provides a webinar series that allows participating No Place for Hate coordinators to come together to share best practices and ask questions with other educators across the country. These webinars also provide practical tools and activity suggestions for those that are looking to enhance their No Place for Hate efforts.

4. ENGAGE STUDENTS AT ALL STAGES OF THE PROCESS TO BUILD CAPACITY AND SUSTAIN REFORM EFFORTS.

Because students share a common language, experiences, interests and perspectives, they have the potential to positively influence one another's behavior, both in school and beyond the school walls to home and community environments. Effectively engaging students in the implementation of No Place for Hate is crucial to the overall success of the program.

5. CREATE AND SHARE TOOLS AND INFORMATION WITH TEACHERS, ADMINISTRATORS, STAFF AND PARENTS.

In addition to this Resource Guide, ADL has a library of online resources and activities (<https://www.adl.org/education-and-resources>) designed to support the anti-bias and bullying prevention efforts of teachers, administrators, staff and family members. It is also important that there is a mechanism in place that allows for the sharing of these resources with the larger school community.

6. ESTABLISH A SCHOOL CLIMATE POLICY AGENDA TO SUPPORT QUALITY PRACTICES BUILT ON RESEARCH.

Having a school climate policy that is clear and specific is a crucial step to getting everyone on the same page regarding the agenda to create a positive school climate. You can find a sample school climate policy on page 22 of this guide.

Expanding the 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. Please contact **Jason Sirois** at jsirois@adl.org to learn more about the following training programs for educators, administrators, students and family members and how they can supplement your No Place for Hate® goals.

- **NO PLACE FOR HATE COMMITTEE TRAINING**

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

- **BECOMING AN ALLY/CYBERALLY**

These bullying/cyberbullying prevention programs for students, educators or 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 schools for all students.

- **PEER TRAINING/PEER LEADERSHIP**

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

- **GENERAL ANTI-BIAS TRAINING**

This program allows students, educators or family members to explore their personal identity, understand language and culture, examine bias and develop plans to challenge bias in an effort to improve the overall climate of their school.

ANTI-BIAS CURRICULUM

www.adl.org/education/resources/tools-and-strategies/anti-bias-study-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 materials have been designed to assist educators and students in exploring ways to ensure that the principles of respect for diversity, freedom and equality become realities.



ADL's Online Resources

THE FOLLOWING RESOURCES CAN BE FOUND AT

WWW.ADL.ORG/EDUCATION-OUTREACH

- **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.

- **BULLYING AND CYBERBULLYING PREVENTION RESOURCES**

Expert advice about bullying and cyberbullying for educators and administrators, students, parents and families.

- **BOOKS MATTER (BOOK OF THE MONTH)**

The best Kid Lit on bias, diversity and social justice.

- **LESSON PLANS**

Our 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.

- **ROSALIND'S CLASSROOM CONVERSATIONS**

Includes features on bullying, current events and the social and emotional development of children by best selling book author and bullying prevention specialist, Rosalind Wiseman.

- **TABLE TALK: FAMILY CONVERSATIONS**

A resource for families that provides parents and 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.

- **TEACHER'S LOUNGE: ESSAYS ON ANTI-BIAS EDUCATION IN PRACTICE**

An ADL platform for K-12 educators worldwide who want to hear directly from other educators about how they teach about bias, bullying, diversity and social justice.

- **WHAT WE'RE READING THIS WEEK**

ADL Education recommendations of articles and blogs highlighting stories about anti-bias topics, social justice and general education.

BE SURE TO FOLLOW US ON [FACEBOOK](#), [TWITTER](#) AND [PINTEREST](#).



Frequently Asked Questions

Q: WHEN AND WHY WAS NO PLACE FOR HATE® CREATED?

A: In September of 1999, following the alarming series of hate-based incidents and violence that struck our nation—including the shootings at Columbine High School, the deadly attack on the Jewish Community Center in Los Angeles, and the white supremacist shooting spree in the Midwest that targeted “Blacks, Jews and Asians”—ADL’s New England Region created the No Place for Hate initiative as a proactive way for communities to fight hate and build welcoming environments that are inclusive of all backgrounds. Since then, No Place for Hate has transformed into one of ADL’s signature K-12 school-based programs, currently implemented in 1,630 public and private K-12 schools across the country.

Q: HOW DOES ADL DEFINE “HATE?”

A: Hate is an extreme dislike for something or someone. If that hate is based on an aspect of someone’s identity (e.g. race, religion, gender/gender identity, disability, sexual orientation, etc.) it can result in interpersonal bias, discrimination, hate incidents, hate crimes and/or involvement in an organized hate group.

Q: IS “HATE” TOO STRONG/NEGATIVE A WORD FOR A K-12 PROGRAM?

A: The name No Place for Hate was a very strategic selection, and has resonated well with schools and partners. When the program was created, ADL was looking for an “active” and memorable name that clearly reflected the events that led to the development of the program. The name also had to engage, inspire, and motivate people of all ages to take action. To come up with that name, ADL conducted several focus groups, which included students and educators. With several possible titles presented, No Place for Hate most resonated with students and educators, by far. More specifically, names like “A Place for Respect” felt “cheesy” to students and weren’t something they felt they would actively participate in.

No Place for Hate focuses on positive behaviors to address prejudice, bias, bullying and name-calling. To do that effectively, we believe that we must also examine, in an age appropriate way, the bias and hate that exist. By becoming No Place for Hate, an individual school is not saying “*WE* have a specific problem with hate,” but, rather, that, societally, hate does exist and *WE* will not give it a place to go unchecked.



Creating a Bias Free Learning Environment

TALKING WITH STUDENTS ABOUT DIVERSITY AND BIAS

It 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 for successfully raising 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 create time 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.

LIFE-LONG 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.

ANTI-DEFAMATION LEAGUE

NATIONAL LEADERSHIP

Marvin Nathan
National Chair

Jonathan Greenblatt
National Director, CEO

Kenneth Jacobson
Deputy National Director

Esta Gordon Epstein
Chair, Regional Operations

Miriam Weisman
Chair, Education

George Selim
Senior Vice-President, Programs

Lorraine Tiven
Vice-President, Education

Jason Sirois
Director, No Place for Hate®

Anti-Defamation League
COMMUNITY SUPPORT CENTER
605 Third Avenue
New York, NY 10158
Phone: 212-885-7700
noplaceforhate@adl.org

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