

# No Place for Hate® Activity Library

## One Book, One School

### Lesson Plan and Overview

Use one of ADL's featured Book of the Month. Each book comes with two discussion guides: one for educators and one for parents/families.

Because reading with children is a cherished activity for adults and children and a key component of students' literacy development, children's/young adult literature is an effective tool to explore and discuss identity, culture, diversity, bias, bullying, discrimination and equity. Books have the power to foster empathy, provide affirmation about one's identity, transport to new places and meet new people and inspire action on behalf of social justice. This activity provides an opportunity for schools to select one book from our Book of the Month collection and engage in an all-school read on a book that addresses one or more of these important themes.

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**Grade Level**    Grades K–12

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### Learning Objectives

- Students will explore and discuss an anti-bias theme by reading a book together.
  - Students will analyze the theme in more depth by engaging in a follow-up activity.
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### Materials Needed

Selected book from Book of the Month

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### Words You Might Use

**ELEMENTARY**

**Bias:** A preference either for or against an individual or group that affects fair judgment.

**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 or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

## MIDDLE AND HIGH SCHOOL

**Bias:** An inclination or preference either for or against an individual or group that interferes with impartial judgment. Bias can be conscious (explicit or overt and intentional) or unconscious (implicit or unintentional and based on assumptions and “norms”), but both are potentially harmful regardless of intent.

**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, relationships, family roles, clothing, etc.

**Discrimination:** The denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc. Discrimination is an action that can follow prejudicial thinking. Discrimination can be legally sanctioned (de jure) or can exist despite nondiscrimination laws or policies in place (de facto).

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### Core Activity

First, have the whole school engage in reading the book. Selection of the book can be done by the NPFH committee, school administration and/or teachers, or you may choose to involve students in the selection process (i.e. survey, class nomination). For the youngest students in elementary school, read the book aloud. For older children, tweens and teens, you can either do a read aloud, independent reading or a combination of both.

After reading the book, engage students in a discussion about the book. Use the questions from the Educator Discussion Guide and add others that may be relevant to your students, school or community.

Finally, engage students in one of the extension activities suggested in the Educator Discussion Guide. If the activity involves something written or visual, find a way to make the students’ work public by displaying their work in common areas, making videos or taking photos and sharing them in common areas and/or online.

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### Optional Follow-Up/Going Further

**Note:** These additional activities can be done as follow-ups to the core activity and they can also serve as an additional NPFH activity if the core activity is completed first.

- Engage students in another one of the extension activities.
- Have all students write an essay about their reflections on the book, how it relates to something in their lives or use one of the discussion questions as a writing prompt for them to elaborate their thoughts in writing. You may choose to have them write this in the form of an essay, poem or letter.
- Organize a “book buddies” program where elementary schools, students in the upper grades (grades 3–5) read to students in the younger grades (grades K–2). For middle and high schools, partner with an elementary school that is close in proximity and have students come to the schools and read to the elementary students.

- Read another book from ADL's Book of the Month collection that is related to the theme. Go through the same process as above by reading the book together, engage students in a discussion by using the discussion questions and conduct at least one of the extension activities.
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## Home Connection

All ADL Books of the Month include a parent/family discussion guide. Share the specific one for the chosen book with families.

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## How Activity Meets NPFH Requirements

Through the reading and discussing of books, all students will engage in conversations about anti-bias themes such as identity, culture, diversity, bullying, bias, discrimination and social justice. Students will also relate these conversations to what is happening in their classroom, school and community and reflect on how to make those environments more respectful, inclusive and equitable.