



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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What's Inside

Welcome	2
No Place for Hate Spotlight	3

GETTING STARTED

5 Steps to Becoming No Place for Hate	4
No Place for Hate Pledges (English/Spanish).....	6

ACTIVITY PLANNING RECOMMENDATIONS

Activity Guidelines	8
The Need for Discussion.....	9
Sample Activities	
Identity & Culture Activities.....	10
Examining Bias Activities.....	11
Bullying Awareness & Prevention Activities.....	12
School Climate Activities.....	13
Social Justice Activities.....	14
Pyramid of Hate Lesson.....	16

SCHOOL CLIMATE IMPROVEMENT RESOURCES

School Climate Improvement: What is It?.....	20
Defining Expectations by Setting Clear Policy.....	22
School Climate Measurement Tools.....	23
“Assessing Yourself & Your School” Survey.....	24

ADDITIONAL ADL EDUCATION RESOURCES

Expanding the Impact through ADL Education Programs	26
ADL Online Resources.....	27
Developing a Common Language (Middle/High School).....	28
Focusing on Behavior, Not Individuals.....	30
Definitions Related to Bias and Bullying (Elementary School).....	31
The Power of Social Emotional Learning (SEL).....	33
Holiday Activities Guidelines	36

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.

In addition to updated No Place for Hate implementation and activity resources, you’ll find links to pre- and post-student climate survey templates as well as a piece that connects ADL’s anti-bias work to Social Emotional Learning (SEL), originally written by ADL’s Director of Curriculum for *Education Week*. You’ll also find a listing of ADL’s anti-bias and bullying prevention training for students, educators, administrators, and family members. We were thrilled to hear from one No Place for Hate school that hosted four ADL trainings for their entire school community last year that they saw a **10% increase in the number of students who reported stepping up to support a target of bullying**.

Whether this is your first year or your eighteenth, your participation in No Place for Hate is an integral part of fulfilling ADL’s mission to secure justice and fair treatment for all. Thank you for your commitment to joining 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.



Tracey Grossman
Regional Board Chair



Sheri Svi
Regional Director



No Place for Hate® Spotlight

Trevon Burrows, Cutler Bay Senior High, FL

Trevon Burrows is a senior at Cutler Bay Senior High. He has been a model in student leadership since his freshman year, dedicated to helping make his school No Place for Hate. He joined 100 other student leaders from around the country last year to participate in ADL's Grossfeld National Youth Leadership Mission and brought back what he learned to give lectures to his entire school and lead interactive workshops for other student leaders. Here's what he had to say about No Place for Hate:

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

In my opinion, the biggest challenge in making your school No Place for Hate is making people care. To this end, the best solution I've seen was personal testimony. It was only when hearing a peer speak at an assembly that I saw the students at my school begin to change. It took time and even with a familiar face speaking to them, some people still didn't listen. But it made a difference when people not just sympathized, but tried to truly relate to the student's testimony. It was kind of a snowball effect from there. The result is community awareness and understanding, making our school truly No Place for Hate!

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

No Place for Hate has had a truly transformative effect on my school! The club's efforts to educate and raise awareness of the different forms of hate and how they can affect people have really opened the eyes of the entire school. The effects of the newfound knowledge of how words and/or actions can make someone feel are obvious in the day-to-day interactions I've had with my peers at school. My friends have actually started to refrain from using terms like "retarded" casually because they know how offensive it can be to others.

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

My only advice for anyone interested in joining the No Place for Hate movement would be: "Go for it!" Whether you're looking to be a steadfast advocate for change, or looking to learn how to create safe spaces, the chance to open your mind and your eyes and get involved is there and you should take it! Every person counts in the fight to make our world No Place for Hate!



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 in the Florida region, contact ADL at **561-988-2900** 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

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** 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

PARTICIPATE IN ONE OF ADL'S A WORLD OF DIFFERENCE® INSTITUTE TRAINING PROGRAMS.

ADL's A World of Difference® Institute is a market leader in the development and delivery of anti-bias and diversity training and resources used by schools, universities, businesses, community organizations and law enforcement throughout the U.S and abroad. All Training options for schools working toward their No Place for Hate® designation are interactive and participatory designed to provide students with opportunities to explore bias and bullying and practice skills to engage their peers and respond to incidents. Programs include:

- Becoming an Ally: Interrupting Name Calling & Bullying (students and educators)
- CyberALLY™(students)
- General Anti-Bias & Diversity Training (students and educators)
- Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying (educators)
- Peer Leadership Program (2 days, middle or high school students)
- Peer Training Program (3 days, middle or high school students)

6

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.

*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.



The Pyramid of Hate Activity

The *Pyramid of Hate* is a useful tool to help understand how words, jokes and stereotypes can escalate to hate and how bias and hate can escalate when no one speaks up or takes a stand against them. This activity provides an opportunity for students to reflect on personal biases and how they can 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 page 18 and 19 respectively), one for each per person; chart paper and markers; masking tape; scissors; glue sticks

TIME: 45 minutes

SPACE: open area with room to move into small groups

PARTICIPANTS: middle school to high school students

DIRECTIONS: PART I

1. Distribute a copy of the *Pyramid of Hate* handout to each person. Briefly review the different levels of bias in this 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 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 prejudice 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 out to the rest of the groups. Allow 5–10 minutes for this discussion.



3. Reconvene the whole group and have each small group share one or two of the examples they discussed in their group, starting with the bottom of the pyramid. Because of the emotional impact of the level 5: Genocide, end this portion of the activity by reading 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 discussion questions.

DISCUSSION QUESTIONS

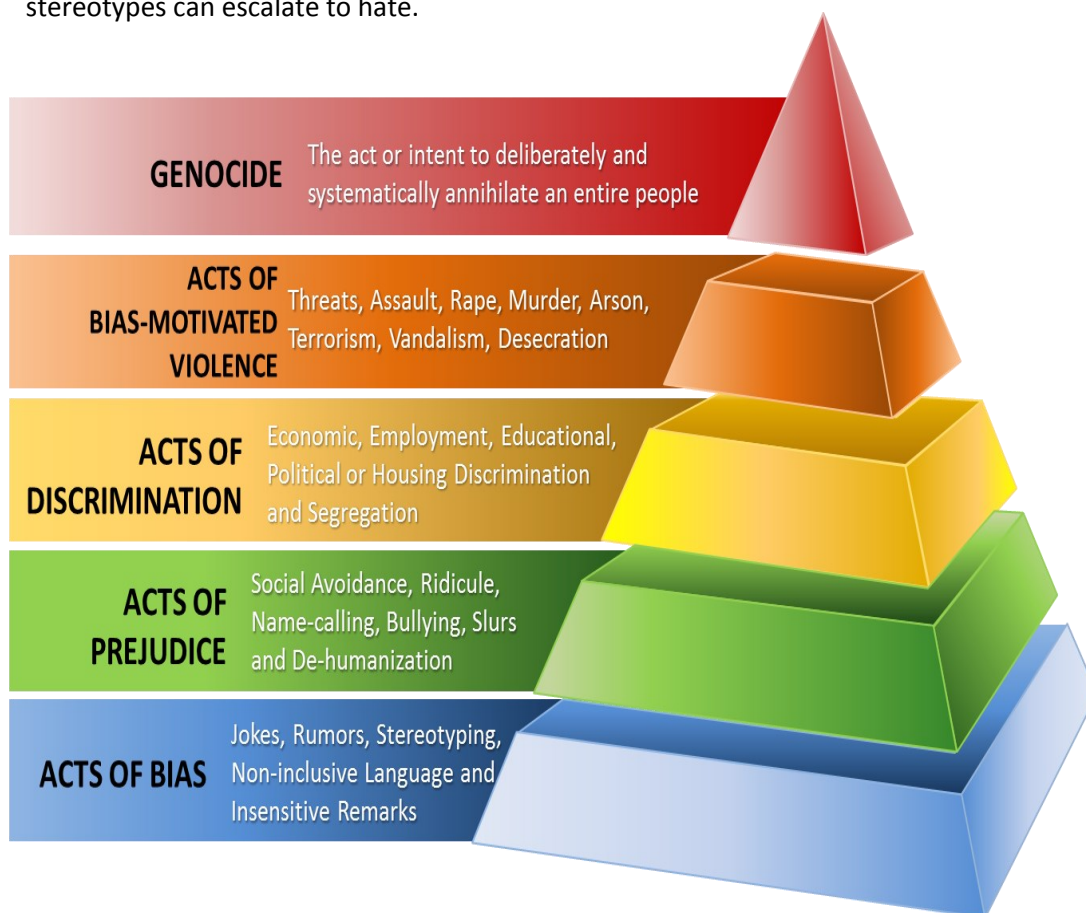
- a. What is the value of the *Pyramid of Hate* when learning about bias and prejudice?
- b. When behaviors on the bottom levels of the *Pyramid* are not challenged, what are the possible consequences to the overall climate of the school?
- c. In reflecting on the escalation of hate when it is unchecked, what would you recommend as the best time to challenge biased attitudes and behaviors?
- d. What are some actions you could take every day to interrupt the escalation of hate outlined in the *Pyramid of Hate*?
- e. What, if any, are the challenges of being an ally?
- f. In what ways might you behave differently after going through this activity?

NOTE TO TEACHER: The *Pyramid of Hate* is not designed to suggest a ranking in terms of how serious each level of thinking and/or behavior is. Rather, it demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the level above as being "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 impetus for challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.

The Pyramid of Hate

STOP IT WHERE IT STARTS

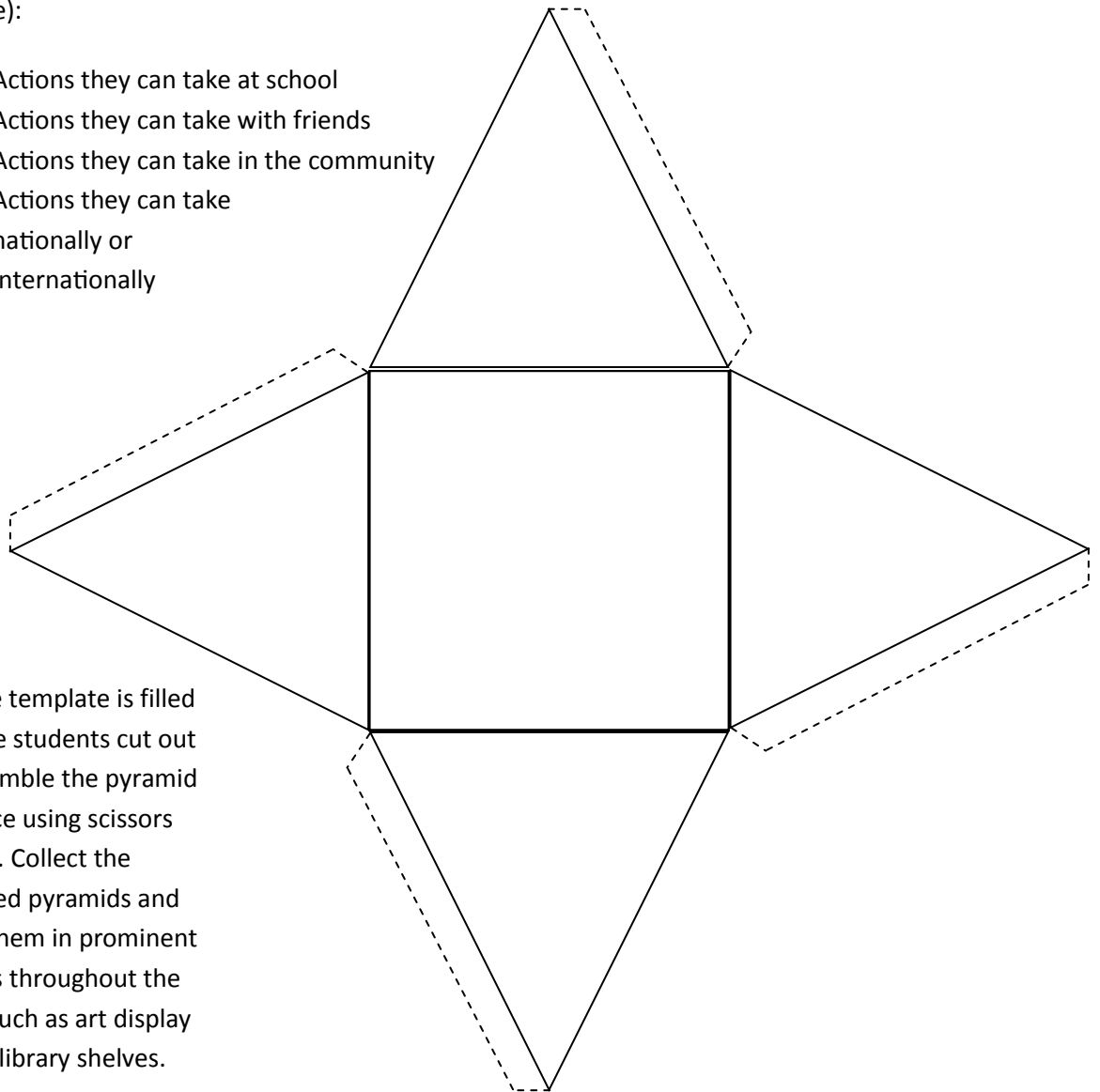
The *Pyramid of Hate* demonstrates the way that hateful attitudes and behaviors can escalate if they are unchecked. Many people describe the behaviors at the bottom level of the pyramid as “no big deal.” Like a pyramid, however, the top levels build on the levels below. If people or institutions treat 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 stereotypes can escalate to hate.



PART II: THE PYRAMID OF ALLIANCE*

Following the completion of Part I of the activity, reconvene the students to discuss ways they can intervene at the different levels of the pyramid. Chart their responses. Once the brainstorm is complete, distribute the following template to each student and ask them to fill in the four sides 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 in the community
4. 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.

*Created by Eastlake Middle School's Social Science Department, CA



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 follows 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.

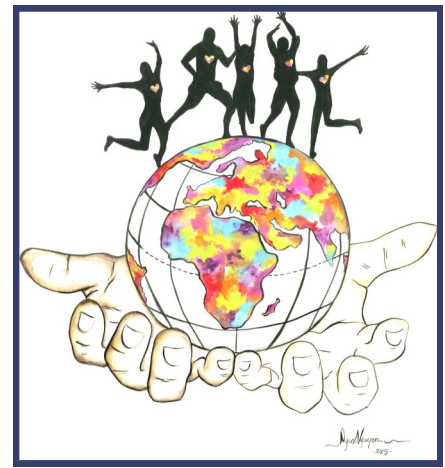
5. CREATE AND SHARE TOOLS AND INFORMATION WITH TEACHERS, ADMINISTRATORS, STAFF, AND PARENTS.

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.

Defining Expectations



CREATING A POSITIVE SCHOOL CLIMATE POLICY

Although the No Place for Hate Resolution of Respect and Promise serve as a declaration of individual school members' commitment to creating a positive school climate, it is important that the school have a clear policy that defines what 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 positive 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) is committed to developing and maintaining a respectful, inclusive and equitable school climate, which is reflected through classrooms and common areas free from bias and bullying behavior; clearly stated expectations about each individual's responsibility in challenging that behavior; and curriculum that reflects the diversity of the student population and society in which we live. Without this, students will not feel 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, culturally responsive pedagogy and respect of other students and staff.

(Name of School) will not tolerate any form of harassment, discrimination, bullying, or intimidation that would interfere with a respectful, inclusive and equitable school climate. Any member of the school community that engages in this kind of behavior will be subject to appropriate disciplinary procedures.



Measuring School Climate

FINDING THE RIGHT SURVEY FOR YOU

Measuring school climate is a key step to effectively creating No Place for Hate® activities that will have a lasting impact on the school culture so all students feel welcome and supported. If your state doesn't already require and provide a measurement tool, it may be overwhelming trying to decide which survey tool to use.

To help in the selection of a school climate measurement tool, here are six factors that the National School Climate Center recommends schools consider²:

1. The tool should have a strong research base.
2. It should have been vigorously field tested.
3. It should include measures for all core stakeholders (e.g., students, staff and family members).
4. It should be easy to administer (e.g., paper or online).
5. It should have the ability to add additional features to measure areas specific to your school.
6. It should provide follow-up support for school leaders/principals.

ADL recommends the following two survey tools that meet the recommended criteria above:

- U.S. Department of Education School Climate Survey
<https://safesupportivelearning.ed.gov/edscls/administration>
- National School Climate Center's Comprehensive School Climate Inventory
<http://www.schoolclimate.org/programs/csci.php>

To learn more about effective school climate measurement and analysis strategies, go to <https://www.schoolclimate.org/publications/documents/sc-brief-measurement.pdf>

If you are overwhelmed with the idea of implementing a full scale climate survey, ADL has developed the assessment on the following pages as a starting point to a more thorough analysis of school climate in the future.

²Faster, D. & Lopez, D. (2013). School climate and assessment. 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

Assessing Yourself & Your School Checklist

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 that make up your school community and beyond?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you strive to avoid actions that might be offensive to members of other groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you discourage patterns of informal discrimination, segregation or exclusion of members of particular groups from school clubs, communities and other school activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you use a range of strategies, in addition to traditional testing methods, to assess student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do students typically interact with one another in positive, respectful ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the racial, ethnic and cultural groups that comprise the surrounding community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do students, families and staff share in the decision-making process for the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Has the school community collaboratively developed written policies and procedures to address harassment and bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are consequences associated with harassment and bullying policy violations enforced equitably and consistently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the instructional materials used in the classroom and available in the school library, including text books, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are equitable opportunities for participation in extra-and co-curricular activities made available to students of all gender, ability, and socioeconomic groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 **Kiesha Edge** at kedge@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](#).



Developing a Common Language

(APPROPRIATE FOR MIDDLE & HIGH SCHOOL)

PART I. GENERAL TERMS

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

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

MULTICULTURAL

Means 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's 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 manifestations 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 towards 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 LGBT 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

Prejudice and/or discrimination against people based on the social construction of “race.” Differences in physical characteristics (e.g. skin color, hair texture, eye shape) are used to support a system of inequities.

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 one’s own group, nation or culture.

PART III: TERMS SPECIFIC TO NAME-CALLING AND BULLYING

BULLYING

Intentional repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm.

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.) With that said, it is important that all mean behavior is 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," or "the student who was bullied" rather than "the victim"). 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.

BULLYING

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

INSTIGATING

Instigating is the act of creating drama or chaos in hopes that others will engage in mean and abusive behavior.

COLLABORATING

Collaborating gives the person who is bullying an audience, often through laughter and other forms of support. This collaboration reinforces the bullying behavior.

BYSTANDING

Many students observe bullying behavior

without supporting or confronting out of fear of being bullied themselves or not knowing how to support the one who is being bullied.

CONFRONTING

People who confront speak out when an incident of bias or bullying takes place. The person who is being bullied or someone outside of the incident can confront.

SUPPORTING

To support someone who is bullied, a student can choose not to participate in the behavior; they can tell the one who is bullying to stop; they can tell a trusted adult; or they can ask the one who was bullied if they are okay.



Definitions Related to Bias and Bullying

(APPROPRIATE FOR ELEMENTARY SCHOOL)

BULLYING

When a person or a group behaves in ways—on purpose and over and over—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

Refers to the patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing and more.

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 unjust situation or condition 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 be mean to someone or a group.

NONVERBAL COMMUNICATION

Aspects of communication, such as gestures and facial expressions, which do not involve speaking but 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 think and behave in the same way.

SUPPORTING

When a person helps someone who is bullied. There are many ways to support, including not participating in the behavior; telling the one who is bullying to stop; telling a trusted adult; or asking the one who was bullied if they are okay.

TEASING

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

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-Bias Education: The Power of Social-Emotional Learning*

*THIS BLOG WAS ORIGINALLY WRITTEN BY ADL'S DIRECTOR OF CURRICULUM, JINNIE SPIEGLER, AND PUBLISHED BY *EDUCATION WEEK* ON MAY 13, 2017.

How is social and emotional learning (SEL)--which is now an established and critical part of the school experience--connected with anti-bias education? If we want to help young people understand bias and work on social justice, what does SEL bring to the table?

According to [Collaborative for Academic, Social and Emotional Learning](#) (CASEL), social and emotional learning is "*the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.*"

CASEL outlines these core SEL competencies:

- **Self-awareness:** The ability to recognize one's emotions and thoughts and reflect on their influence on behavior, including the ability to assess strengths and limitations and possess a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts and behaviors effectively in different situations, including managing stress and impulses and motivating oneself to work towards and achieve goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures and understand social and ethical norms for behavior.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, which includes skills in communication, listening, cooperation, negotiating conflict constructively, resisting inappropriate social pressure and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, consequences and the well-being of self and others.

(continues)




The term "*social and emotional learning*" was popularized in 1995 with the publication of Daniel Coleman's book *Emotional Intelligence*, though the term was actually coined several years before by [Peter Salovey and John D. Mayer](#). SEL gained prominence after the 1997 publication of [Promoting Social and Emotional Learning: Guidelines for Educators](#).

Several hundred experimental, control-group studies have documented the [positive effects](#) of SEL programming on children of diverse backgrounds from preschool through high school. Such programs have been shown to improve students' social skills, reduce aggression and behavior problems, improve attendance and academic performance and reduce depression. They have also been shown to improve the classroom climate for learning. CASEL has compiled descriptions of [SEL programs](#) that have proven to be most effective.

Over the past twenty years, educators have developed a wide variety of approaches and programs that come under the umbrella of SEL including: character education, conflict resolution and peer mediation, restorative justice and other alternatives to punitive discipline/suspension, bullying prevention, school climate work and more. Some of these do include explicit instruction on bias and social justice.

[Anti-bias education](#) is a distinct field. It is a comprehensive approach to help young people learn to actively challenge stereotyping, bias and all forms of discrimination. Anti-bias mastery skills include: understanding the various dimensions of identity; learning and applying basic terms relating to bias and discrimination; increasing understanding of the impact of culture and differences on communication; and recognizing, acknowledging and confronting bullying, bias and discrimination in themselves, others and within institutions.

Given the public conversation about bias and injustice—especially recently—several prominent national education organizations including the NEA, AERA, NCTE and AFT have called for addressing equity in schools and society, specifically recommending that educators and school leaders "*receive the tools, training, and support they need to build curricula with substantive exploration of prejudice, stereotyping, and discrimination.*"



Anti-bias education and social and emotional learning intersect in a variety of ways.

INTRA- AND INTERPERSONAL RELATIONSHIP SKILLS

As we introduce young people to sometimes delicate concepts like identity, diversity, stereotyping and bias, they will need SEL skills as the foundation for having those conversations in a productive way. In order to open up and discuss difficult topics, children need to feel safe and respected in their classrooms. They need to be able to communicate effectively to convey their point of view and understand what others are saying in words and body language. They need an expanded feelings vocabulary for the different emotions that may emerge when they interact with anti-bias material in the classroom, and it will be useful to have productive ways to deal with those feelings. Finally, they need to learn how to work, learn and play collaboratively in small and large groups and among differences.

SOCIAL AWARENESS AND EMPATHY

Empathy and perspective taking are key components of social and emotional learning. Being able to understand the perspective of different people and empathizing with their life's situations and struggles helps students accept differences and gain insight into how bias and discrimination impact different people. Empathy and perspective taking motivate students to take the next step and do something about the injustice they see in their world. We know that giving students skills and knowledge in bias and bullying are not enough--empathy and understanding are critical to get young people to want to make change, help other people or inspire them to [be an ally](#).

IDENTITY-BASED TEASING, NAME-CALLING AND BULLYING

There are many SEL programs that focus on social relationships between young people, which explore friendship, cliques, name-calling and bullying. Biased or [identity-based bullying](#), when a person gets bullied because of bias based on an aspect of their identity (i.e., race, religion, sexual orientation, physical appearance, gender identity/expression, etc.), is all too common in school and especially in the teenage years. Therefore, helping students explore identity and bias are very important components of being able to confront identity-based bullying.

RESPONSIBLE DECISION MAKING

SEL aims to help young people understand that we all need to take responsibility for ourselves and others - including our school, community, country and world. When we see an injustice, it is especially important that we take action as global citizens. This reinforces the goal of anti-bias education: to teach young people that despite the injustice in the world, we can all make a difference and that throughout history, people working together have created change through [activism](#) and legislation and by changing people's hearts and minds.



Holiday Activity Guidelines

Every 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 www.adl.org/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 that you 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.”¹ 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, 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 it represents 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 pit holidays in competition with each other and distort the significance of each. While recognizing a diverse group of holidays validates children and their families, bringing religious leaders into a public setting is not appropriate. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, 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 such holidays as the Fourth of July, Passover, Cinco de Mayo, Juneteenth and Martin Luther King, Jr.'s Birthday.² 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.

¹Derman-Sparks, Louise. *Anti-Bias Curriculum: Tools For Empowering Young Children*. Washington, DC, NAEYC, 1989.

²Bisson, Julie. *Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs*. St. Paul, MN. Readleaf Press, 1997.

Calendar of Observances

www.adl.org/calendar-of-observances

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

Anti-Defamation League
ADL FLORIDA
621 NW 53rd Street, Suite 450
Boca Raton, FL 33487
Phone: 561-988-2900/Fax: 561-989-0712
florida@adl.org

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