NO place for HATE®
Anti-Defamation League®

Anti-Defamation League's

2018–2019
NO PLACE FOR HATE®
RESOURCE GUIDE

About ADL

ADL is a 100+ year old global anti-hate organization whose long standing commitment is to secure justice and fair treatment for all people.

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 25 Regional Offices in the United States and abroad.

About ADL Education & the No Place for Hate® Initiative

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

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, which leads to long-term solutions to foster and maintain a positive climate. No Place for Hate schools receive their designation in the following ways:

- Building inclusive and safe communities in which respect is the goal and where 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 where they belong.

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

What's Inside

Dear Friends,

In the last year, we have seen how student voices and actions can inspire a movement. They have proven what ADL has always known—students are the leaders not only of tomorrow, but also of today, and we need them now more than ever.

Acts of bias, bullying and hate have been steadily increasing over the last two years. ADL reports a 57% increase in anti-Semitic incidents in 2017 compared to 2016, with K-12 schools showing a 94% increase in incidents over the same period. Bullying also remains an issue, with more than one out of every five students reporting that they have been bullied.[1] No Place for Hate amplifies student voices to counter these trends, encourages schools to survey students about their perception of the school's climate and allows students to design and implement No Place for Hate activities that address the issues highlighted in the survey results.

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

- an updated description of No Place for Hate implementation requirements and recommendations;
- an essay from the National School Climate Center on the importance of gathering climate data;
- an essay by ADL's Director of Curriculum, Jinnie Spiegler, about using kindness to inspire social action; and
- an assessment for measuring how well your school provides space for the development of student leadership.

With almost twenty years of No Place for Hate implementation, ADL has learned that promoting sustainable, positive change in school climate is a continual process rather than a final destination. We have also learned that with each new school year come new opportunities to develop best practices that challenge the systems that keep our schools from being safe for all students. Students are an instrumental part of that process. Thank you for your commitment to giving your students the opportunity to create a school that values the richness that diversity brings.

Together we are *fighting hate for good*.

Evan Bernstein
Regional Director

Nicola C. Straker
Education Director

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1. Zhang, A., L. Musu-Gillette, and B. A. Oudekerk. 2016. *Indicators of School Crime and Safety*: 2015. DC: National Center for Education Statistics, U.S. Department of Education.

No Place for Hate® Spotlight
E.J. Russell Elementary School, Pine Bush, NY

E.J. Russell Elementary showed an incredible commitment to elevating No Place for Hate activities while remaining age appropriate and true to the goals of their school. E.J. Russell's achievements show how a strong community can make No Place for Hate activities shine.

How has No Place for Hate had an impact on you and/or your school?

No Place for Hate has been a central component in creating a kind, positive, and welcoming culture in our school community. Students, staff and families are given the opportunity to sign the No Place for Hate Promise as we unify around what the Promise stands for. Our activities and lessons teach students to be kind and accountable to each other as well as holding up our four core values of respect, responsibility, pride and cooperation. This has led to students taking on leadership roles and displaying ownership in our school climate in the form of creating Kindness Clubs and displaying acts of kindness towards others. Our school community is eager to continue strengthening our school climate where students feel safe, secure, accepted and ready to learn.

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

In a K-5 building, it's critical that activities and lessons are appropriate for each grade level. Our NPFH team is invaluable in this task as it's comprised of staff members across all grade levels and departments. Having a team of skillful professionals allows our school to focus on the individual needs of every one of our students as we strengthen our school climate and culture. We also invite students to get involved and to lead in the lessons being taught. Developing ownership from stakeholders within the school community reinforces our goal of making our school No Place for Hate.

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

Don't go at it alone. Team up with other schools within your district and build a team within the school of staff and students. Having members of the school community on board working on such an important goal will reinforce the powerful message that your school is a place where students can thrive, feel safe, be heard and be respected.

How to Become No Place for Hate®

Nearly twenty years ago, ADL used research and experience to design a self-directed program that effects positive change in school climate. Since then, thousands of schools across the country have followed the steps below that are required to achieve No Place for Hate designation. This year, ADL has added three recommended steps that will help you to develop sustainable change that allows all members of your school community to thrive.

Register.
Reach out to **Amanda Holder** at **noplaceforhate_ny@adl.org** to learn how to register and receive everything you need to make your school No Place for Hate.

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

Sign the Pledge.
Have students and staff in your school sign the No Place for Hate Pledge as proof of their commitment to doing their part to make your school No Place for Hate. The signing can be done as part of a schoolwide assembly or pep rally, or through individual classroom projects. 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! Display the pledge prominently for all to see.

Implement Three Activities.
Develop and implement at least three schoolwide activities that enhance students' understanding of diversity, bias, social justice and inclusion that also foster harmony in your school community. Please see page 8 for more details about what constitutes an approved No Place for Hate activity.

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

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

*Schools must reapply each year to continue to be designated a No Place for Hate school.

Recommended Best Practices

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

Survey Your Students.

Climate surveys are a great way to amplify students' voices and make students feel that they are active participants in creating a school culture where everyone feels welcome and supported. Survey data can also help you design activities that target the most important issues in your school. Our experience has shown that schools that implement surveys report greater program buy-in among students overall. Learn more about measuring school climate on page 22.

Host an ADL Workshop.

Schedule one or more of ADL's interactive anti-bias and bullying prevention workshops as a supplement to your No Place for Hate activities. Some workshops can be counted as No Place for Hate activities depending on the number of people trained and how they share their learning with the whole school community. Learn more about ADL programming opportunities on page 28.

Implement ADL Anti-Bias Curriculum.

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

Additional Expectations:

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

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

The No Place for Hate® 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

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

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

No Place for Hate activities MUST:

- Involve students in the planning and implementation.
- Focus on inclusivity and community building.
- Involve all students in active learning.
- Involve all students in discussion (see the facing page for more details).
- Address school-based issues (see page 22 for more details).
- Take place throughout the school year, with the three or more activities spread out over. time (e.g., one in the Fall, Winter and Spring).

No Place for Hate activities can NOT:

- Include signing the Resolution of Respect, which does not count as an activity because it is a separate step to earn your school's No Place for Hate designation.
- Be done by only one classroom or a small group unless that group then engages the rest of the student body in a way that follows the activity guidelines.
- Use only passive learning (e.g., watching a speaker without an opportunity to process what has been taught in a follow-up discussion or lesson).
- All take place over one week (activities that take place over one week can be submitted as one activity).

Why Discussion is Not Optional

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

There is no more obvious stakeholder than the students. Too often, adults assume they know what is needed to support youth, but without the active engagement of students in the process, change can be elusive. One way to maximize engagement is through dialogue, which is why we require that No Place for Hate committees create activities that amplify students' voices and give them an opportunity to participate in active discussion, whether during an activity or through a follow-up discussion in the classroom.

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

- What is one word to describe how you feel about what you've learned?
- What is something you learned today that you didn't know before?
- Do you think other students will take what they learned seriously? Please explain.
- What is one thing you will do differently because of what you learned today?
- How will what you learned 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 being respected and valued. Only then will real change begin to take shape.

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

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

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

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

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

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

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

The aftermath of the recent shooting at Marjory Stoneman Douglas HS provides a useful example of the difference between kindness and social action. The acts of kindness directed toward the survivors, victims and their families included notes of sympathy and concern, kind quotes, tree planting, coupons for free items and more. As this was taking place, the world watched as Parkland students **engaged in social action and activism** in order to address the root of the gun violence problem and to enact systemic change.

These actions included walkouts and protests; meetings with lobbyists and members of Congress; petitions, op-eds and letter writing; and deep engagement on social media and with the press and various media outlets. Further, they sparked activism in **others**, which shows how social action can be contagious and that the affected parties are not the only ones who should get involved.

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

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

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

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

Sample Activities

Here are a few sample project ideas categorized by topic and indicating appropriate grade level. Please remember that it is your school's responsibility to tailor each activity to meet the *No Place for Hate® Activity Guidelines* found on page 8, making sure that students are able to participate in discussion and active learning around the chosen theme/topic. If you have any questions about how to do this, please reach out to **Amanda Holder** at **noplaceforhate_ny@adl.org** for support.

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

Identity & Culture

Dolls Are Us

Grade Level: Elementary

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

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

"I am…"

Grade Level: Elementary

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

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

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

Inspired by the "Humans of New York" campaign, lead a discussion with students about different aspects of identity (e.g., race, religion, language, gender/gender identity, sexual orientation, etc.). Following this discussion, create a student-led team that will interview students about aspects of their identities and post one of those interviews, 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 the variety of languages represented at your school where appropriate. Be sure to monitor the Instagram account to respond to any negative or biased feedback.

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

Lead a discussion with students about what makes people different and what makes them similar. Ask students to write 3-5 things that make them stand out from others in their school (e.g., large family, famous people they've met, interesting talents, etc.). Collect everyone's lists and create 5-10 different bingo boards that feature one identified student characteristic per square (e.g., "I can juggle five balls," or "I have forty-two aunts and uncles."). Hand one bingo board to each student and explain that they will have a certain number of minutes to go around the room and try to find out which unique quality belongs to which student. When they find a match, they should have that student initial that box. After the time is up, have everyone take a seat and see how well everyone did filling out their bingo board. A great follow-up discussion could include things that surprised them and how this activity might change how they interact with others moving forward.

Examining Bias

When I Grow Up
Grade level: Elementary

Lead a discussion about stereotypes using ADL's lesson "Mo'ne Davis and Gender Stereotypes" (link below). As an extension to the lesson, ask students to think about ways in which stereotypes impact how people treat each other in their school. Are girls treated differently than boys? Are students treated differently because of their race? If so, why? Ask students to share a time that they were discouraged from doing something because

of an aspect of their identity. Finish the activity by giving each student a piece of paper and asking them to draw a picture of what they would like to be when they grow up. Encourage them to think big, even if it's something that society says they shouldn't be. Collect the students' drawings and post them in a prominent place in the school as a reminder to challenge stereotypes. Have a small group of older students read books to students in the kindergarten and 1st grade classrooms that share the themes of how important it is to let people be exactly who they are and follow their dreams.

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

You Are Welcome Here

Grade level: All Grades

Lead a discussion with all students about immigration and refugees using ADL's curriculum unit "Huddled Mass or Second Class: Challenging Anti-Immigrant Bias in the U.S." (link below). As an extension to the lesson, ask students why it's important to learn about the stories of immigrants and refugees in connection with making their school No Place for Hate. Do they see a connection between the experience of immigrants and refugees to the U.S. and new students in their school? What are the similarities? What if those new students are immigrants and refugees? Brainstorm ways to make new

students feel welcome, and announce that the school will be starting a Welcoming Committee to oversee the implementation of these ideas. Allow students to sign up to join the committee.

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

Listening Journal

Grade level: Middle School/High School

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

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

Poetry Slam

Grade level: High School

Lead a discussion with all students around the topic of microaggressions using the lesson below. Based on that discussion, have every

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

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

Bullying Awareness & Prevention

Ally Puzzle

Grade level: Elementary

Lead a discussion 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 doing more of in the future. Have each student present their drawing to the rest of the class and add it to the other drawings with tape so students can see the importance of being interconnected with their peers. This puzzle can be displayed in a prominent place.

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

Using Literature to Address Bullying

Grade level: All Grades

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

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

From Bystanding to Allyship

Grade level: Middle School/High School

This multiday activity begins with a classroom discussion that defines what bullying is and what it isn't (see definition on page 33). Move into a discussion about the behaviors that people exhibit in bullying incidents with a focus on "bystanding" (see the list of behaviors on page 33). Conclude this discussion by asking students and teachers to write on a blank notecard about a time that they observed a bullying incident but didn't support the target, why they didn't support the target and how it made them feel to be a bystander. Collect all of the notecards and display them in a prominent place in the school where everyone can see them. Complete this activity with a second classroom discussion on a different day about ways to support targets of bullying. Conclude

this discussion by having students and teachers write on blank notecards one way that they will commit to supporting targets of bullying (acting as an ally) moving forward.

Collect all of the notecards and display them on top of the notecards already displayed in the hallway.

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

School Climate

Tree of Respect

Grade level: Elementary

As stated on page 10 of this guide, ADL urges No Place for Hate schools to go beyond kindness. We believe that a person can be kind to someone (e.g., hold the door open for someone, ask a teacher if they need help) without showing them respect (e.g., not playing with someone because of their gender, making fun of someone's lunch because it's different). Lead a discussion about the topic of respect. What is it? Is it the same as kindness? How are they different? Why should we focus on respect rather than only kindness? Once students have a clear sense of the importance of respect, brainstorm ways in which people can show respect to one another. Give each student a piece of construction paper to trace their hand, and cut out the hand outline. On the hand, have them write one thing they can 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.

Intentional Acts of Respect

Grade level: Middle School/High School

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

Social Justice

The Next Kid President

Grade level: Elementary

Use the lesson below to lead a discussion with students about what it means to be an activist. Have students identify and explore

famous and ordinary activists and conduct research on an activist of their choice, which will culminate in a written speech and video that is similar in style to Kid President's videos. Once the videos are complete, find a way to show them to the whole school as a consistent way to inspire students and remind them about the importance of being an activist.

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

Making the Invisible Visible
Grade level: High School

Using the lesson below, lead a discussion about the ways in which LGBTQ people, events and issues have been 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 would benefit from more visibility. Help students create interview questions. Decide how the interviews will be recorded (e.g., audio, video, etc.), and compile the completed interviews into your school's own StoryCorps library.

Supporting ADL Resource/Lesson Plan: www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history

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

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

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

Visit www.adl.org/education 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 more systemic incidents of bias, hate and discrimination. It also illustrates 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 pages 20 and 21), one for each 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 student. 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 bias at the level they are assigned, whether witnessed, directly involved, heard about or read about. Ask them to consider experiences specific to their school when appropriate, and let them know that they will be reporting their considerations to the rest of the class, so someone should take notes. Allow 5-10 minutes for this discussion.

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

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

4. Lead a brief discussion, using some or all of the following questions.
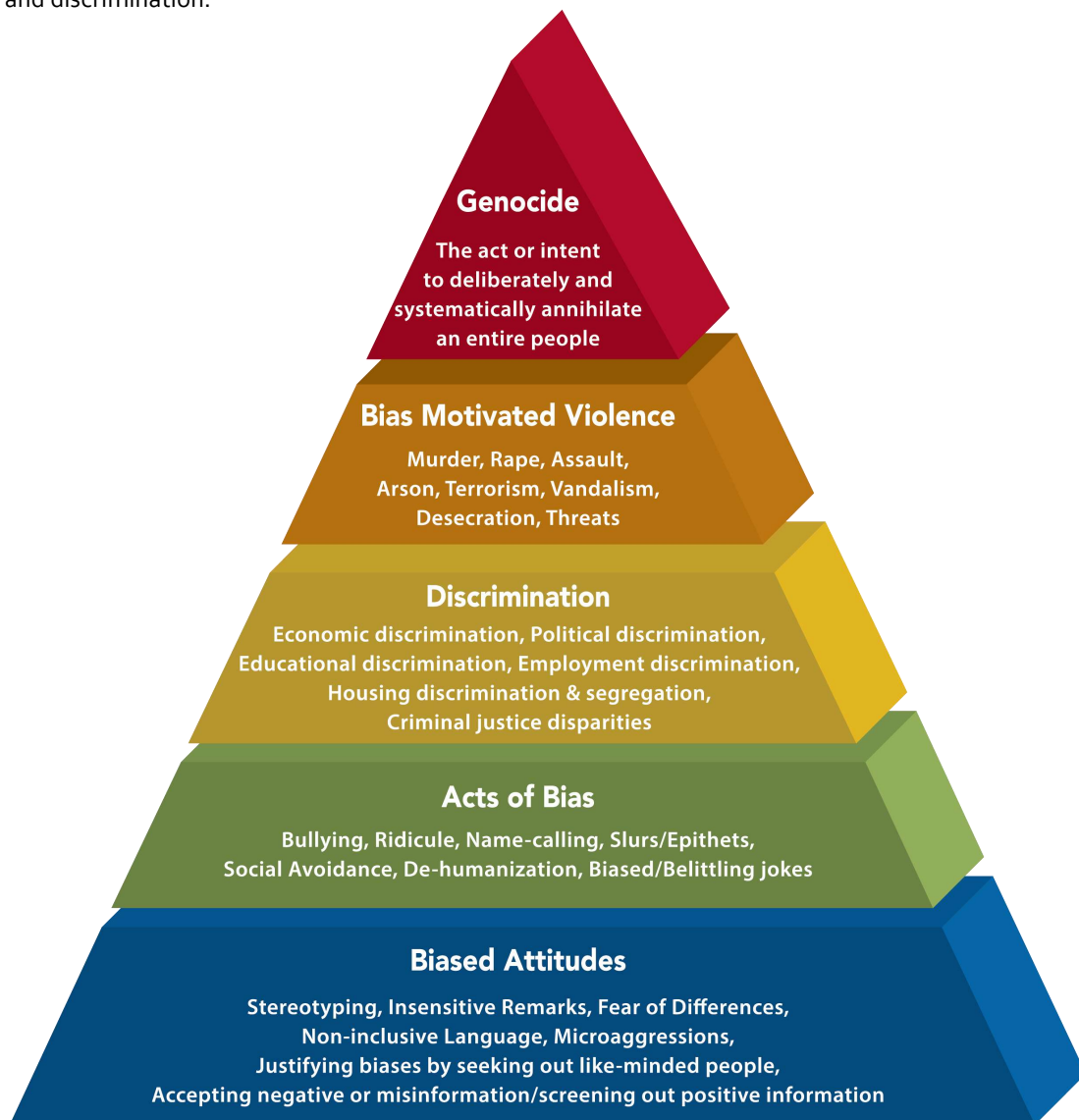
Discussion Questions

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

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

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

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

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

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

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

The Pyramid of Hate

Stop It Where It Starts

The Pyramid of Hate demonstrates the way that biased attitudes and behaviors can escalate if they 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 stereotypical thinking can escalate to hate, bias and discrimination.

Genocide
The act or intent to deliberately and systematically annihilate an entire people

Bias Motivated Violence
Murder, Rape, Assault, Arson, Terrorism, Vandalism, Desecration, Threats

Discrimination
Economic discrimination, Political discrimination, Educational discrimination, Employment discrimination, Housing discrimination & segregation, Criminal justice disparities

Acts of Bias
Bullying, Ridicule, Name-calling, Slurs/Epithets, Social Avoidance, De-humanization, Biased/Belittling jokes

Biased Attitudes
Stereotyping, Insensitive Remarks, Fear of Differences, Non-inclusive Language, Microaggressions, Justifying biases by seeking out like-minded people, Accepting negative or misinformation/screening out positive information

Part II: The Pyramid of Alliance*

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

1. Actions they can take at school
2. Actions they can take with friends
3. Actions they can take at home
4. Actions they can take in their community
5. Actions they can take nationally or internationally
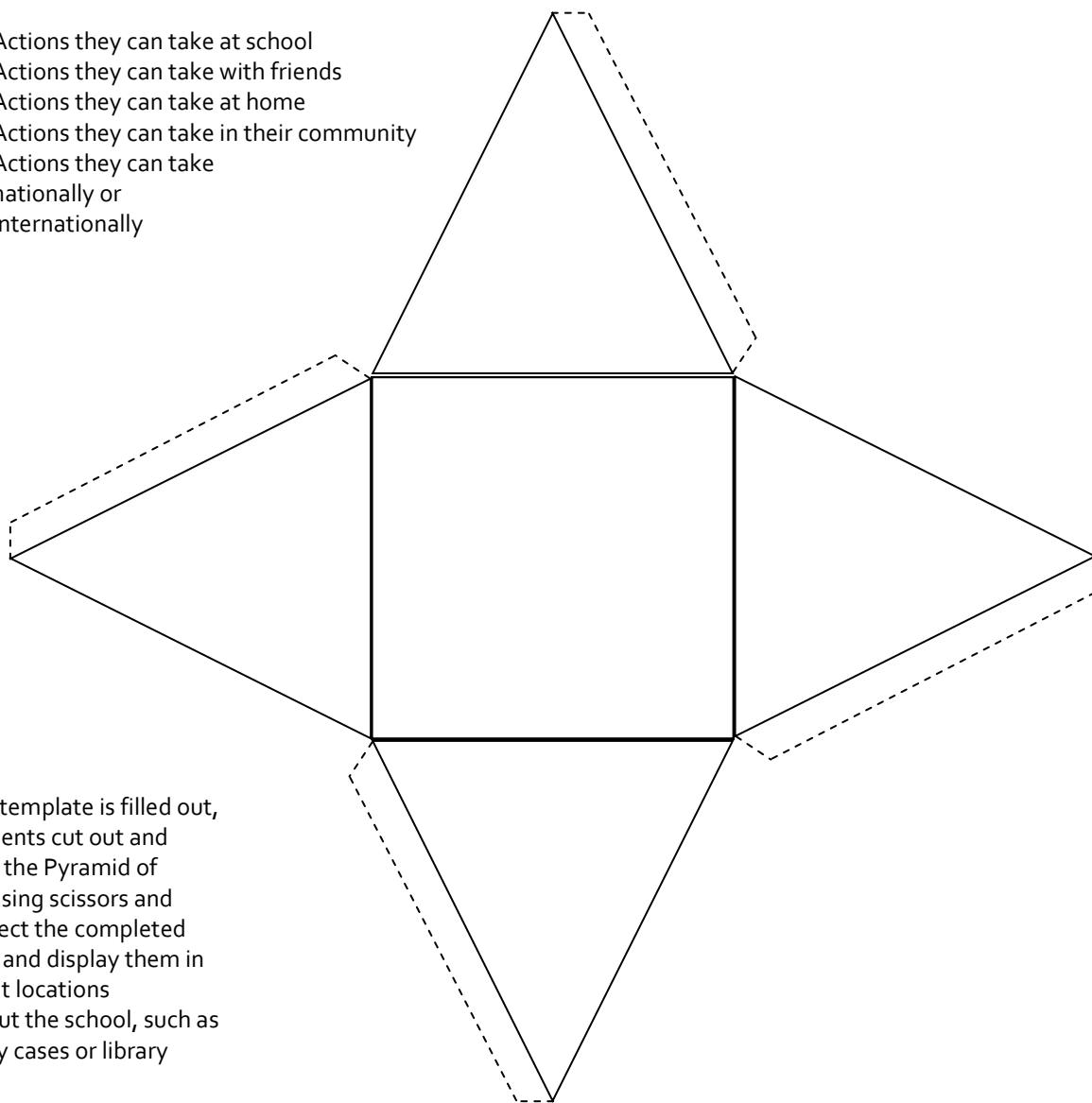
After the template is filled out, have students cut out and assemble the Pyramid of Alliance using scissors and glue. Collect the completed pyramids and display them in prominent locations throughout the school, such as art display cases or library shelves.

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

Transforming Schools Through School Climate Assessment

ADL encourages No Place for Hate schools to use school climate data to inform the work of their No Place for Hate committees as they develop activities that address school-based climate issues. We asked Mylisa Nogra, Amanda Weitzel and Romina Fraiegari of the National School Climate Center to provide the following background and resources that will help you use data in your No Place for Hate efforts.

A positive school climate is extremely influential on students' prosocial development and social-emotional health. Extensive research shows that a positive school climate is directly linked to key indicators for success, such as academic achievement, graduation rates, effective risk prevention efforts and teacher retention. A positive school climate also lowers student suspension and absentee rates. It comes as no surprise that when children feel safe, supported and engaged in school, they are better able to learn. Furthermore, as a result of this, children also become more equipped with the skills and competencies they need to succeed beyond school and as contributing members of society. School climate is based on patterns of students', school personnel's and parent/guardians' experience of school life; it also reflects the school community's goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. At the National School Climate Center, we succinctly define school climate as "the quality and character of school life."

School climate was often emphasized by schools, districts and states, but with the passage of the Every Student Succeeds Act (ESSA) in late 2015, more and more states are realizing the importance of school climate and are instating it as a mandatory measure in their renewed education plans. The framework given to school climate by ESSA is that of a "fifth, non-academic indicator," or in other words, a measure which recognizes non-academic contributors to student success. Researchers and practitioners are starting to understand that school climate is the foundation which allows social-emotional learning (SEL) measures to thrive. If a school has a positive climate (think student and adult experiences of physical and social-emotional security, support, interpersonal relationships, cultural responsiveness and engagement), then other SEL initiatives (think self-management, self-awareness, relationship skills and responsible decision-making) will have more success. School climate assessment is now a priority within many states' legislation as a strategy to engage students, prevent dropout rates, increase attendance and graduation rates and ramp-up for college and career readiness.

The starting point of climate work in schools is to take a school climate assessment that gauges the perceptions of the whole school community. School climate assessment helps schools, districts and states create school improvement plans that are data-informed, people-driven, cyclical and sustainable. At the National School Climate Center (NSCC), we

have developed a valid and reliable, vigorously field-tested tool for measuring the school community's perception of school climate. The *Comprehensive School Climate Inventory* (CSCI) was developed in 2002 and has since been used to capture the voices of over 1.5 million students, staff members and families nationwide.

The CSCI survey allows students, staff and families to share perceptions of their school's climate across thirteen dimensions. Since the survey measures the same dimensions across all three groups, differences and similarities in perceptions between the groups will become clear in the post-survey data reports. The dimensions in the survey focus on safety, teaching and learning, interpersonal relationships, physical environment and social media. There are also two staff only dimensions that include leadership and professional relationships. The survey runs the gamut in terms of what it is measuring, from Sense of Social-Emotional Security, to brick and mortar aspects of a school's climate, like Physical Surroundings. View the full list of **dimensions** and corresponding indicators measured by the CSCI (**https://www.schoolclimate.org/ themes/schoolclimate/assets/pdf/measuring-school-climate-csci/CSCIDimensionChart-2017.pdf**).

The report provided after completion of the CSCI survey contains data for students, staff and parents, as well as data disaggregated by subgroups, within these core populations. The graphical representations of the data in the

CSCI Report allow school teams to facilitate conversations in their community about their school's strengths and areas for growth. Once they have their data, school teams will be more informed to develop clear and measurable strategies for school climate improvement. The report is also designed to help set benchmarks for year-over-year improvement. Schools and districts typically like to keep their pulse on their school's climate by administering the CSCI survey annually, or every other year.

Once the survey is fully administered and the reports are given back to the schools, the next part of the school improvement process is the action-planning phase. Action Charts in the report provide guidance to better understand areas of need, identify root causes and begin brainstorming next steps for improvement. A series of free action-planning resources that complement the CSCI Report are also provided to schools and districts that complete the survey. Tools in our action-planning suite prompt school teams to develop concrete improvement efforts and build off of existing ones. At this phase, it is important to not throw away previous school initiatives that have shown to be successful! Building on past efforts and integrating new plans will promote long-term success for school improvement. Additionally, these resources allow schools to prioritize next steps prior to resource allocation, which helps school teams to be as time and cost-effective as possible. Above all, the action-planning resources help school teams to develop action plans that leverage their school's strengths in order to mitigate

School climate data is typically used by schools as part of their strategic plans. The data provided in the CSCI Report is a great jumping off point for collecting additional quantitative and qualitative data, whether it be conducting student focus forums or creating hot spot maps to illustrate feelings of safety throughout the school. Unpacking school climate data is most productive when a collaborative leadership team encourages meaningful engagement among core stakeholder groups, including students, families and community members as well as administration and staff. School climate involves **everyone** -- and it is important that all school community members are represented, engaged and included in next steps. This combination of valid and reliable school climate data, an engaged school community, and strategic action-planning will make way to create a thriving and positive school climate.

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If you are overwhelmed with the idea of implementing a full scale climate survey as described above, ADL has developed the assessment on pages 26 as a starting point to a more thorough analysis of school climate in the future.

Defining Expectations

Creating a Safe, Inclusive and Equitable School Climate Policy

Although the No Place for Hate® Resolution of Respect and Promise serve as declarations of each school member's commitment to fostering a positive school climate, it is important that the school have a clear policy that defines what an equitable school climate is and what the expectations are to help reach that goal.

Below is a sample policy that will guide you in developing a policy that is specific to the needs of your school community. Feel free to modify any part of this sample.

Sample Positive School Climate Policy

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

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

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

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

Part I. Assessing Yourself

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

Part II. Assessing Your School

How effective is your school in promoting a bias-free educational environment?	We haven't thought about this.	We need to do this better.	We do this well.
1. Does the school's mission statement communicate values of respect, equity and inclusion?	☐	☐	☐
2. Do students typically interact with one another in positive, respectful ways?	☐	☐	☐
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity?	☐	☐	☐
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	☐	☐	☐
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the racial, ethnic and cultural groups that comprise the surrounding community?	☐	☐	☐
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	☐	☐	☐
7. Do students, families and staff share in the decision-making process for the school?	☐	☐	☐
8. Has the school community collaboratively developed written policies and procedures to address harassment and bullying?	☐	☐	☐
9. Are consequences associated with harassment and bullying policy violations enforced equitably and consistently?	☐	☐	☐
10. Do the instructional materials used in the classroom and available in the school library, including text books, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	☐	☐	☐
11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all gender, ability and socioeconomic groups?	☐	☐	☐
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	☐	☐	☐
13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?	☐	☐	☐

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 **Amanda Holder** at **noplaceforhate_ny@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 to 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 and family members provide innovative skills and strategies to help schools prevent and intervene when incidents of name-calling, bullying and cyberbullying arise. This should be 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 agents of change in their schools and communities by facilitating difficult conversations about bias, discrimination and bullying with their peers.

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

Anti-Bias Curriculum
www.adl.org/education/resources/tools-and-strategies/anti-bias-curriculum-guides

ADL has created anti-bias curriculum guides that provide sequential lessons to help youth in grades K-12 build a strong foundation for analyzing and confronting bias. The materials have been designed to assist educators and students in their exploration of ways to ensure that the principles of respect for diversity, freedom and equality become realities.

ADL's Online Resources

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 @ **www.adl.org/education/resources/ tools-and-strategies/anti-bias-tools-strategies**

Bullying and Cyberbullying Prevention Resources

Expert advice about bullying and cyberbullying for educators, administrators, students, parents and families @ **www.adl.org/bullying**

Books Matter (Book of the Month)

A collection of 700+ children's and young adult literature on bias, bullying, diversity and social justice. Each month, our featured Book of the Month includes a separate discussion guide for teachers and parents/family members @ **www.adl.org/books-matter**

Lesson Plans

A collection of K-12 curricula that includes timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through a lens of diversity, bias and social justice @ **www.adl.org/lesson-plans**

Rosalind's Classroom Conversations

Includes features on bullying, current events and the social and emotional development of children from best-selling book author and bullying prevention specialist Rosalind Wiseman @ **www.adl.org/rosalinds-classroom-conversations**

Table Talk: Family Conversations about Current Events

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

You can also follow us on :

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

Definitions Related to Bias and Bullying

Elementary School

ALLYSHIP
An action where someone speaks out on behalf of someone else or takes actions that are supportive of someone else.

BULLYING
When a person or a group behaves in ways—on purpose and over and over again—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 to be mean to someone or a group.

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

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

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

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

Developing a Common Language

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

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

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

SCAPEGOATING
Blaming an individual or group for something based on that person'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 against Jews.

CLASSISM

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

HETEROSEXISM/ HOMOPHOBIA

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

ISLAMOPHOBIA

Prejudice and/or discrimination against people who are or who are perceived to be Muslim, 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 of one's own group, nation or culture.

Part III: Terms Specific to Name-Calling and Bullying

BULLYING

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. Bullying can be physical, verbal, psychological or any combination of these three. Bullying behaviors can include name-calling, obscene gesturing, malicious teasing, rumors, slander, social exclusion, damaging a person's belongings, threats and physical violence.

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 be addressed in a timely and appropriate way.

CYBERBULLYING

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

NAME-CALLING

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

Part IV: Focusing on Behavior

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

ALLYSHIP

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

BULLYING

Bullying can be physical, verbal, psychological or any combination of these three.

BYSTANDING

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

CYBERBULLYING

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

Holiday Activity Guidelines

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 throughout 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.

_____

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

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 to raise issues of diversity and bias in the classroom, teachers should attempt to integrate the following practices into their classroom curricula.

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

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

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

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

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

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

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

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

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

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

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

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