NO place for HATE

An ADL Education Program

VIRTUAL ADAPTATION GUIDE

A mini guide to designation
for the 2020-2021 school year

ADL
FIGHTING HATE FOR GOOD

Dear Educators,

The COVID-19 health crisis has significantly impacted the ways we live, work and learn. ADL recognizes that schools may not return to typical on-site learning in the fall. However, students will continue experiencing bias and prejudice remotely, so it is important to keep up this great work for our students during this challenging time. We want to reduce barriers so schools can continue their No Place for Hate journeys, so we are here to support you in any way that we can!

For schools that experience any disruption to typical on-site learning in the 2020-2021 year, this mini guide outlines revised designation requirements and virtual adaptations for No Place for Hate. If these adaptations are not enough, please let us know. We also encourage you to come up with adaptations that work for your school, not just the ones listed here. Adaptability is our priority to ensure that your school can be No Place for Hate!

The ADL Education Team

Registration and Submission of Work

Be sure to reach out to your local ADL Education team for more information about registration and submission requirements throughout the year. The pathway to designation may look different for many schools this year, so we are here to collaborate with you on what success will look like for your school.

Committee Recruitment, Communication and Engagement

Recruitment

Begin by sending out information through several channels (email, social media, website announcements, virtual classroom postings, etc.) about No Place for Hate in the communications you send to families and students at the beginning of the school year, including clear expectations for participation. Have a dedicated way for students and family members to express interest in joining the committee (e.g., Google form, email reply, etc.). Make your committee member selections based on the list of volunteers. Committee members should reflect the demographics of your school. Once committee members are selected, establish a committee membership agreement; it is essential to provide clarity about the time commitment and communication expectations involved with participation.

Communication

Select a method of communication that works for all committee members. Below are options for tools to connect with committees both virtually and remotely.

Virtual Engagement
(all students have access to devices and internet):

- Use a messaging app.
  Messaging apps are a great way to engage with families and students online. Common Sense Media has a great list of options which you can review by clicking here. Most apps have a free option for educators.

- Explore a learning management system.
  Learning Management Systems (LMS) are tools for educators to connect with families and students, deliver online courses, track student progress and so much more. It is possible your school has already been using an LMS system prior to the pandemic, but if not, there are a variety of free options for educators. Google Classroom, Flipgrid, Moodle, Sutori and Microsoft Teams are a great place to start. These systems provide options for live interaction as well as discussion boards for committee members to interact on their own schedule.

Remote Engagement
(all students do NOT have access to devices and internet):

■ Use a messaging app that doesn't require data.
While many messaging apps use data, there are some that work similar to a text message. Remind is a resource used by many schools to keep in touch with students and families and can be a great way to connect to your committee provided they have a phone.

■ Create a Phone Tree.
Phone trees used to be the primary method of communication prior to the availability of computers and the internet. This can be used to keep the committee informed about activity planning and options throughout the year.

Note: If your school or community is struggling to provide internet access and devices to all students and you are interested in receiving assistance, consider contacting the non-profit organization EveryoneOn. EveryoneOn has a mission to connect under-resourced communities with affordable internet services. In light of the COVID-19 health crisis, EveryoneOn has created a tool kit for schools and districts.

Engagement

The typical requirement for committees to meet once per month has been lifted because we understand that regularly occurring meetings will be difficult. Consider the following ways of bringing your committee together online:

■ Meet through video or conference calls.

■ Share agendas on a Google Doc and set deadlines for comments and questions from committee members.

■ Meet in smaller subcommittees that focus on different pieces of No Place for Hate at your school.

■ For elementary student committee members, email their parents multiple choice and/or free response questions about No Place for Hate components in a Google survey.

Pledge Signing Considerations

Consider mixing and matching the following methods to actively engage the whole school community in signing the pledge:

■ Create an agreement via Google forms to have students, staff and families 'e-sign'.

■ Use Flipgrid to create a video gallery of students either reciting the pledge or agreeing to the pledge.

■ Have students submit artwork of their own No Place for Hate banner or a part of the pledge that speaks to them. Give a variety of options to submit (email, virtual classroom, text, etc.).

■ Create a social media campaign and a hashtag for students to share why they take the No Place for Hate pledge.

■ Have your committee create a video that explains what the pledge means to your school and ask all students to share in their virtual classrooms which part means the most to them and why.

The possibilities are endless, so get creative!

Activity Guidelines and Recommendations

If your school has the access and bandwidth to implement three schoolwide activities either in person or online, please continue to do so. If disruptions to typical on-site learning make the implementation of schoolwide activities with active discussion challenging, please reach out to us to figure out what works for your school! We acknowledge that there are different kinds of potential obstacles for each school and want to ensure No Place for Hate designation is not only achievable, but also equitable. Remember, adaptability is our priority this year!

Sample Virtual Activities

Check out our online No Place for Hate Activity Library for pre-approved activities that include virtual adaptations. Here are some examples:

One Book: One School (Virtual adaptation) Grade level: All Grade Levels

Choose a book from ADL's Books Matter library to read as a whole school. If you are an elementary school reading a picture book, teachers can read to students directly via video. Once students have read the book, engage in small group discussions about the book's themes. Ask questions of students about the identity, diversity, bias and bullying themes the book addresses. Utilize the book discussion guide to engage in a follow-up action. This can be creating a piece of art to be shared, or a short written response, or even a comparison to another book. Supporting ADL Resource/Lesson Plan: here.

Just Like Me (Virtual adaptation) Grade level: All Grade Levels

Representation means different things to different people. On a video call, walk students through the meaning of representation, and ask them to think about their own identities. How have people with their identities been represented in the media (games, TV shows, movies, apps, books, toys, etc.) they participate in? Ask them to think of a character they love who represents them in some capacity and share why that representation matters to them. For younger grades, this can be as simple as sharing a picture of a character who represents them in some capacity with one word about why. For older students, a paragraph explaining why that character represents them could be hosted in a social media collage or in a school group chat. Supporting ADL Resource/Lesson Plan: here.

Many Families (Virtual adaptation) Grade level: Elementary School

On a video call, talk to students about the different types of families. Ask them to reflect on who is in their family or other families they know. What does a family look like? What are some common characteristics of families (they may live together, they love each other, they help each other, they share a home and resources)? Ask a couple of volunteers to share their reflections. Consider that families can have all kinds of races, genders, ages, parents (i.e., same sex, adoptive or foster parents) and structures. Explain that in your school, there is a lot of diversity in types of family. Emphasize that all types of family are awesome and valid. Ask students to draw a picture of what their family looks like and invite volunteers to share on the call or in a shared space. Ask: What makes your family unique?

"I am..." (Virtual adaptation) Grade level: Elementary School

Over video chat, lead a discussion in small groups with students about similarities and differences between people. Talk about the importance of accepting and respecting people's differences. Give the students a specific time to upload a drawing of themselves that shows aspects of their identity (e.g., physical traits, identity groups to which they belong, talents, hobbies, etc.). All of the self-portraits can then be collected and put together to create a PowerPoint, video or page to be shared with the school and community. Supporting ADL Resource/Lesson Plan: here.

When I Grow Up (Virtual adaptation) Grade level: Elementary School

Over video chat, lead a discussion about stereotypes using ADL's lesson "Mo'Ne Davis and Gender Stereo-types" lesson plan (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 kids of different genders treated differently? Are students treated differently on the basis of race? If so, how are they treated differently and why do you think that is? Ask students to share a time that they were discouraged from doing something because of an aspect of their identity and the stereotypes people have of that identity group. Finish the activity by asking each student to draw a picture of possible jobs/professions they're interested in when they grow up. Encourage them to think big, even if it's something that society says, due to stereotypes, they shouldn't be. Supporting ADL Resource/Lesson Plan: here.

"Humans of ..." Instagram Campaign (Virtual adaptation) Grade level: Middle School/High School

(Inspired by the "Humans of New York" campaign)
Over video chat, lead a discussion in small groups 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. Students on the team are responsible for doing video or text interviews with other students to interview them about aspects of their identities. They will then post one of those interviews daily, with an accompanying picture, on your school's Instagram page (or other social media your school prefers). Interviewers should encourage people to share an aspect of their identity that makes them unique and proud, and can also include the variety of languages represented at your school, where appropriate. Be sure to get permission from students to post and monitor the account to respond to any negative or biased feedback.

Listening Journal (Virtual adaptation) 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), have them record examples of stereotypes, bias and discrimination that they experience, see and hear about throughout the week. Over video chat, lead a discussion about their observations and the impact on their school (or online or community) culture. In response, have students create a Positive Message Board on your distance learning platform to share and display messages of equity, inclusion and respect, counteracting any messages of hate and bias that they have witnessed. Supporting ADL Resource/Lesson Plan: here.

Intentional Acts of Respect (Virtual adaptation) 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." Over video chat, 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 dragging a slider on a digital platform like Google Forms between "Disrespectful" and "Respectful." Share the results of the informal survey and ask students to share their experiences and explain why they chose the point on the meter that they did. Continue the conversation by asking students to brainstorm ways that people can show respect at their school. As a follow-up, invite students to recognize Intentional Acts of Respect by recording respectful acts they have seen at school (without identifying individual students or staff) and submitting via email, online form or survey. Shout out some of the submissions on school social media. Monitor the comments for respectful interaction.

Making the Invisible Visible (Virtual adaptation) Grade level: High School

Using the lesson below, lead a discussion on video chat about the ways in which LGBTQ people, events, accomplishments and issues have been less visible or made invisible in mainstream accounts of history. Explore the impact of invisibility on people and how different groups have been historically marginalized in society. Then, engage students in a discussion about people who may feel invisible in their school. Be sure to focus on general identity characteristics (e.g., sexual orientation, immigration status, gender identity, etc.) rather than specific individuals. Based on this discussion, ask students to sign up to be interviewed if they feel like an aspect of their identity needs 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: here.

For access to more activities, visit https://www.adl.org/no-place-for-hate-activity-library.

Reach out to us!

ADL is here to help you figure out what works best for your school in the 2020-2021 school year. Even if it is a very different year, do not give up! Reach out to your local ADL Education staff or use our online contact form.

We will work with you to make sure that your school is a place where all students can thrive, whether in person or online!

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