**No Place for Hate®
Coordinator Handbook
& Resource Guide
2023–2024**

About ADL

ADL is a leading anti-hate organization. Founded in 1913 in response to an escalating climate of antisemitism and bigotry, its timeless mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all. Today, ADL continues to fight all forms of hate with the same vigor and passion. ADL is the first call when acts of antisemitism occur. A global leader in exposing extremism, delivering anti-bias education and fighting hate online, ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate.

A leader in the development of training programs and resources, ADL provides anti-bias education through professional learning, educational programs, resources and strategies to build and sustain equitable and inclusive environments.

ADL's education department provides educational programs, training and resources. Our anti-bias and bullying prevention programs for grades Pre-K–12 (A World of Difference® Institute and No Place for Hate®) assist educators, students and family members in understanding and challenging bias and building ally behaviors. Our work in confronting antisemitism (Words to Action™ empowers middle school, high school and college students with constructive responses to combat antisemitism. Our Echoes & Reflections program helps students explore and critically reflect on the lessons of the Holocaust.
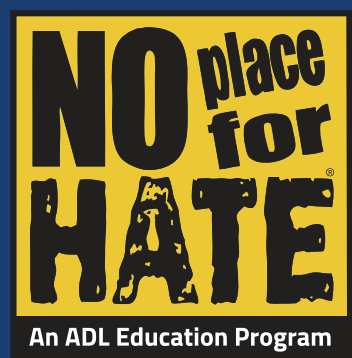
About ADL Education & The No Place for Hate® Initiative

ADL Education is inspiring a generation to challenge bias in themselves, others and society in order to create more inclusive learning communities.

No Place for Hate is a collaborative initiative that provides Pre-K–12 schools with an organizing framework for students, administrators, teachers and family members to develop long-term solutions for creating and maintaining an inclusive and equitable school climate. The No Place for Hate framework helps schools to:

- Build inclusive and safe communities in which respect and equity are the goals and where all students can thrive.
- Empower students, faculty, administration and family members to take action against bias and bullying by incorporating new and existing programs under one powerful message.
- Send 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 a manner consistent with the goals of this initiative. Please consult your local ADL office before using the logo in your school's program and materials.

NO place for HATE
An ADL Education Program

What's Inside
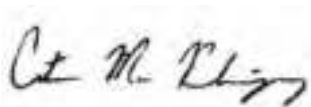
Welcome

Dear Education Community:

Welcome to the No Place for Hate® Resource Guide! It has been over 20 years since No Place for Hate began, and we are still going strong in over 1,800 schools across the nation. Through student voice and leadership, we have seen schools tackle issues of bias, bullying and injustice in a variety of ways. Among a diverse set of school sizes, locations, demographics and projects, all of our schools have something important in common: they all engage in meaningful and ongoing dialogue around these challenging issues.

ADL understands that promoting sustainable, positive change in school climates is a continual journey rather than a final destination. Implementing the No Place for Hate program will not eliminate every instance of bias and bullying but will provide a framework and helpful resources for schools to address these issues head on. Each new school year brings new challenges and opportunities to assist schools in fostering an inclusive, respectful and equitable school climate for all students. Despite all of the evolving challenges over the past couple of years, ADL commends schools across the nation for prioritizing students' need to feel safe, respected and welcomed—whether in a school building or in virtual learning spaces.

Thank you for your commitment to providing your students with the opportunity to create a school that values the strength and depth that diversity brings. Together, we can make the places where we live and learn No Place for Hate.
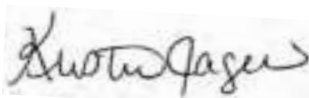
Caterina Rodriguez
Director of Pre-K–12
Anti-Bias Programs

Kristin Jager
Associate Director
of Pre-K–12 Programs

No Place for Hate® Spotlight

Arithra & Elizabeth, students
Academy of American Studies in Queens, NY

How has No Place for Hate impacted your school/district?

We interned at the AWOD Summer Institute in 2022. We noticed that among all of the interns, we were the only students who weren't a part of a No Place for Hate school. After learning this, we realized that our school lacked a curriculum on the basis of respect, integrity, and inclusivity. No Place for Hate has influenced our school in a very positive way. Students have voiced that they're now more aware of pre-conceived notions, such as bias and prejudice. Students have also become more aware of the ADL organization, for example, a student utilized the ADL's incident report as a result of our NPFH presentations.

What do you think has been the biggest challenge in making your school/district No Place for Hate? How have you overcome that?

The biggest challenge we've faced during this process was many students' inability to take our presentations seriously. They were initially confused at the activities/messages we were trying to convey to them. Overall, what helped them understand the activities better was when we had each member of the committee walk over to every lunch table and individually explain the activities. However, with each presentation students became more and more aware of the hate present within our school community and were more willing to participate in the activities. They even asked us for more resources they could use in the future whenever they encountered prejudice.

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

A piece of advice we'd give to fellow NPFH facilitators is to make the activities fun for the students. For example, the presentation we gave that received the most positive feedback was followed by a coloring/drawing segment in which students turned hate symbols into love symbols. We think creating a ADL committee is the first step to success in becoming a NPFH school. That way, students who encounter bullying can easily reach out to their peers and take action/initiative. The importance in working with ADL staff to guide oneself through NPFH is learning about their experiences working with students, and how to maintain and command their attention. Through the good and the bad experiences just know it will all be worth it when your hard work comes to fruition!

GETTING STARTED

How to Become a No Place for Hate® School

Over twenty years ago, in 1999, ADL used research and experience to design a self-directed program that effects positive changes in school climates. Since then, thousands of schools across the country have followed the steps below that are required to achieve the No Place for Hate designation.

Register.

Please complete our request for information form at www.noplaceforhate.org/join-movement/. You will then be contacted by your regional ADL office with instructions on how to register for No Place for Hate. Once you have completed registration, you will receive everything you need to make your school No Place for Hate.

Form a Committee.

Select a coalition of students, at least two faculty and/or staff, administrators and family members (optional) to lead your No Place for Hate efforts throughout the year to promote respect, equity and inclusion for all.

Introduce the Pledge.

Kick off the year by using the No Place for Hate pledge as a conversation starter with students across the school on what it means to create an inclusive school. These conversations are a great way to introduce your school community to the No Place for Hate program.

Implement Schoolwide Activities.

Develop and implement schoolwide activities that enhance students' understanding of diversity, bias and inclusion and learn ways to foster equity and harmony in your school community. Activities should be spread throughout the school year (e.g., one in the fall, winter and spring). Please see page 19 for more details about what constitutes an approved No Place for Hate activity.

Submit the Paperwork.

Submit all of the required paperwork (e.g., activity forms, pledge process, lesson plans, photos, videos, etc.) for approval. Reach out to your local ADL Education team for more information about submission requirements throughout the year.

Celebrate your Designation.

Congratulations! Once ADL reviews your paperwork and confirms that you have completed these steps, your school will be designated No Place for Hate for that academic year 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, and digital banners can be posted on the school's website.

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

* This resource is offered as general guidance only. Please review the materials and inquire with your own legal counsel as to the appropriateness of a resource, to ensure compliance with state and local laws.

Recommended Best Practices

We strongly recommend that you include these best practices as part of your No Place for Hate efforts.

Review *Making Your School No Place for Hate*.

Making Your School No Place for Hate is an interactive, self-paced course to help you jumpstart your No Place for Hate journey. This 45-minute experience can be paused so that you can pick up where you leave off. You can also revisit this as needed. Be sure to check out the toolkit of resources and ideas, linked at the end of the course in the link below. https://adl.org/education/NPFHCoordinatorCourse

Survey Your Students.

Climate surveys are a great way to amplify student voices and make students feel that they are active participants in creating a school culture where everyone feels welcomed and supported. Survey data can also help you design activities that focus on the most important diversity, bias and equity issues in your school. Our experience has shown that schools implementing surveys report greater program buy-in among students. Many schools already implement surveys and already have data at the ready that can be useful for No Place for Hate planning. No need to reinvent the wheel.

Implement ADL Anti-Bias Curriculum.

ADL has three anti-bias curriculum guides (elementary, middle and high school) that provide standards-aligned, sequential lessons to help students 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/anti-bias-curriculum/.

Prepare School Staff for Implementation.

ADL's free, open-source resources provide useful tools to prepare school staff for the implementation of No Place for Hate. You can access our open-source resources at https://www.adl.org/about/education. We recommend starting with our educator mini-lessons that address the four pillars of Anti-Bias Education. The On-Demand Mini-Lessons can be found at https://www.adl.org/demand-learning.

Host an ADL Workshop.

Schedule one or more of ADL's interactive anti-bias and bullying/cyberbullying 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. These workshops are incredibly helpful in creating a useful anti-bias foundation for the students and committee members leading No Place for Hate. Learn more about ADL programming opportunities on page 37.

Support for Incident Response.

As one of our No Place for Hate partners, we know that you are working hard to build and maintain a positive school environment, and part of that effort is addressing incidents of bias and hate when they occur. ADL is here to support you and your school community when navigating incidents of bias and hate. Please feel free to contact your local ADL office when incidents of bias occur so that we can support you (page 39).

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* ADL reserves the right to revoke No Place for Hate status, or decline to award No Place for Hate status, to any school that, in ADL's sole discretion, has failed to adequately address incidents of bias and/or bullying that may arise or has failed to operate in a manner consistent with ADL's values and/or mission.

Building and Maintaining Your No Place for Hate® Committee

A strong No Place for Hate committee is the foundation for creating sustainable, positive change in your school's climate. It is important to consider the ratio of students to adults, make sure the committee reflects the demographics of your school community and decide how often the committee will meet, in what ways the committee will meet and what role the committee will play throughout the year. It is recommended that the ratio of students to adults be 2:1. The student committee members should take the lead and be engaged in the decision-making process and planning for the program. Below are a few tips to help you build a strong committee.

Recruiting Committee Members

You should have at least one No Place for Hate coordinator, although we highly recommend two coordinators to help share oversight. Additionally, your committee should have several students, one administrator, one additional school staff member, and optionally one or more parents or community members.

Begin to create buy-in by presenting No Place for Hate to faculty and staff, ensuring that everyone understands how this program helps meet your school's values and priorities. Continue by distributing information about No Place for Hate in several ways (email, social media, website announcements, virtual classroom postings, etc.) in the communications you send to families and students at the beginning of the school year, including clear expectations for participation. Have a dedicated method for students and family members to express interest in joining the committee (e.g., Google form, email reply, etc.). Establish a committee membership agreement; it is essential to provide clarity about the time commitment and communicate expectations involved with participation.

How, When and Why the Committee Will Meet

We recommend creating a consistent schedule for meetings at the beginning of the year so all members understand the time commitment of joining the committee. ADL requires that the committee meet at least enough times during the school year to plan your activities and reflect on their impact. Beyond that, you can choose to convene subcommittees to discuss specific tasks as needed. To ensure that all committee members know what is expected of them, ADL recommends that a committee agreement be established by the first meeting date. In this document, you can include the schedule of meetings, where those meetings will take place and guidance for participation. We also recommend having specific agendas for each meeting that engage committee members and allow them to share any progress with each other.

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):

1. **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 that you can review here. Most apps have a free option for educators.

2. **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 was already using an LMS system prior to the pandemic, but if not, there are a variety of options for educators. Google Classroom, Flipgrid, Moodle, Sutori and Microsoft Teams are great places 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):

1. **Use a messaging app that does not require data.**
   While many messaging apps use data, there are some that work similarly to a text message. Remind is a resource used by many schools to keep in touch with students and families. This can be a great way to connect to your committee provided members have cell phones and can receive text messages.

2. **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. 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.

3. **Post flyers around the school.**

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 nonprofit organization EveryoneOn. EveryoneOn's mission is 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.

Engaging Your Committee

The committee is responsible for planning and implementing everything related to No Place for Hate (e.g., presenting the pledge; developing, choosing and implementing activities; submitting your school's work to ADL; etc.). We recommend laying out the specific goals and tasks that the committee will be responsible for so your time together is productive and efficient. One way to do this is to divide your committee into subcommittees that are each responsible for implementing one specific task throughout the year (e.g., getting signatures for the pledge, activities, etc.). We also think it is important to celebrate the great work your committee will be doing.

For schools that may experience disruptions to typical on-site learning, consider the following ways to bring 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, have them choose a preapproved activity from our No Place for Hate sample activities (p. 23) and introduce it to the school.

Presenting the No Place for Hate® Pledge

The No Place for Hate pledge is an essential kickoff at the beginning of the year. It rallies your school's stakeholders to commit to doing their part to make your school No Place for Hate. Use the pledge as a way to present the program to your school and begin your work for the year. Engage your committee members in this kickoff by brainstorming creative ways to present the pledge, such as:

- Make a banner or artwork out of the pledge to hang in a prominent location on campus.
- Complete individual classroom projects, such as classroom posters.
- Present the pledge as part of a schoolwide assembly or pep rally.
- Have students present via video or morning announcements and lead brief discussions in every homeroom.
- Provide an opportunity for students, faculty, staff, administrators and families to sign on to the pledge as a demonstration of commitment to this work. (Please note that ADL does not collect signatures.)

Consider how your committee's students can engage their peers in discussions about what the pledge means to them. The following questions can help your committee or your teachers assess your school climate and identify focus areas for your No Place for Hate efforts:

- What parts of the pledge stand out to you? Why?
- What parts of the pledge are strong points in our school?
- What parts of the pledge are areas for our school to work on?

Remote/Virtual Pledge Event Considerations

If you are planning to present the pledge virtually, consider mixing and matching the following methods to actively engage the whole school community:

- Use Flipgrid to create a video gallery of students reciting the pledge and/or talking about what the pledge means to them.
- 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 for submission (email, virtual classroom, text, etc.).
- Create a social media campaign and a hashtag for students to share why they are taking 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.
- For students ages 13 years and older, have them use their Snapchat app to post their No Place for Hate lens and share it with their social networks. The lens code can be found at: https://www.snapchat.com/unlock/?type=SNAPCODE&uuid=42bbc7cec37249b5a47d010de2cb9fe1&metadata=01

The possibilities are endless, so get creative!

The No Place for Hate® Pledge

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.

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.

La Promesa de No Place for Hate® (Español)

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®.

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.

Activity Guidelines

Each year, we 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 behaviors and learn new ways to challenge bias and bullying in themselves, others and society.

Below are the required guidelines that all activities must follow in order to qualify 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.

Implementation tip: Consider using ADL Education resources or our No Place for Hate activity library as the basis for your activities. If you do, consider the different ways that you can engage your committee in leading the implementation of these resources and preapproved activities.
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- ADL Education resources: https://www.adl.org/about/education
- No Place for Hate activity library: https://www.adl.org/no-place-for-hate-activity-library

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.
- Address school-based issues focused on addressing identity, bias and/or bullying/cyberbullying.
- Take place throughout the school year, with activities spread out over time (e.g., one in each season: fall, winter and spring).

No Place for Hate Activities Should Not:

- Include introduction of the pledge, 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 of students 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).
- Engage in activities that simulate historical atrocities, because such acts can trivialize the event and be harmful to students. To learn more, please review the ADL Education resource "Why Simulation Activities Should Not be Used."

Why Discussion is Required

The success of No Place for Hate relies on the premise that all members of the school community have a voice in creating a plan that leads to lasting change. The foundation of that change is a strong coalition of school leaders (including students, educators and family members) who have a stake in the outcomes of the plan.

There are no more obvious stakeholders than the students. Too often, adults assume they know what is needed to support young people, but change can be elusive if we do not actively engage students in the process. One way to maximize engagement is through dialogue. This is why it is essential for No Place for Hate committees to create activities that amplify students' voices and provide them with opportunities to participate in active discussion, whether during an activity or through follow-up discussions in the classroom.

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

- What is a word or phrase that describes how you feel about what you have learned?
- What is something you learned today that you did not know before?
- What do you think was the biggest class (or group) takeaway?
- What is something you will do differently because of what you learned today?
- How will what you learned influence how you behave toward others moving forward?

Facilitating a dialogue around topics of bias and bullying may seem daunting to some. Just remember that it is okay not to have all of the answers. What's most important is to provide a space where students feel their voices are being heard, respected and valued. That is when real change can begin to take shape.

For more information and additional resources, visit https://www.adl.org/about/education.

Additional Resource Articles

Moving from Kindness to 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 highly encourages schools to move beyond kindness to social justice. Jinnie Spiegler, ADL's Director of Curriculum and Training, explains why this distinction is important in the following article that originally appeared in Education Week. To read the full article, visit https://www.edweek.org/education/opinion-forget-kindness-schools-need-to-foster-social-justice/2018/06

When It Comes to Bias, We Must Prioritize Impact Over Intent

When it comes to biased language or actions, we often prioritize intent over impact. This means that when harm is caused, we tend to emphasize what we meant by our words or actions—rather than how our words made another person feel or the consequences of our behavior. We might also excuse, or brush under the rug, the offensive words or actions if we perceive them as unintentional. In discussing a biased incident, we might redirect the focus to a person's intentions (i.e., "I didn't mean it like that"), rather than focusing

on the feelings of the person who has been harmed. In this way, we center intention rather than the impact on others. For the full version of this article, see: https://www.adl.org/resources/tools-and-strategies/when-it-comes-bias-we-must-prioritize-impact-over-intent

Let's Get it Right: Using Correct Pronouns and Names

We use people's pronouns and names frequently and in regular, everyday communication, both verbally and in writing. We do it almost without thinking. Because names and pronouns are the two most common ways people refer to others, they are personal and important. They are also key facets of our identity. Therefore, calling someone by the wrong name or misgendering them by using incorrect pronouns can be disrespectful, harmful and even unsafe. For access to student facing resources on pronouns, visit our Sutori page at https://www.sutori.com/en/story/pronouns-why-do-they-matter--z4tezeXC2EGCtecfeD14DnXi

SAMPLE ACTIVITIES

Sample Activities

No Place for Hate Activity Library

For No Place for Hate activity ideas, you can check out our online No Place for Hate Activity Library. It is a collection of elementary, middle and high school activities that qualify toward your No Place for Hate designation. All the activities are linked to one of our free online lesson plans and include a range of activities and opportunities for discussion. And best of all, every activity has been preapproved by the ADL. For more information, visit www.adl.org/no-place-for-hate-activity-library/.

In addition to the Activity Library, we have listed below some sample activity ideas categorized by topic and indicating appropriate grade levels, including ideas for virtual activities. 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 19. Make sure that students are able to participate in discussion and active learning around the chosen theme or topic. If you have any questions, please contact your local ADL Education staff if you have already registered. For registration inquiries, please fill out our online form at https://www.noplaceforhate.org/join-movement/.

Elementary Activities

"I AM …"
Grade Level: Elementary School

Lead a discussion with students about similarities and differences between people. 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, identity groups to which they belong, 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

PEN PALS: SIMILARITIES AND DIFFERENCES
Grade Level: Elementary/Middle School

Start by connecting your school with another school, either in the same district or in another part of the country (ADL may be able to help you with this). Assign pen pals across the schools and have students write letters to each other where they learn about each other, especially focusing on the aspects of identity that make them unique: where they live, what their school is like, their race, ethnicity, religion or other aspects of identity they want to share. For elementary students, you can kick the activity off by reading a book like *Same, Same but Different* or *Dear Primo*. For younger students in grades K–2, allow for students to exchange drawings instead or write their letters with the help of a family member or older student. For middle school students, you can also kick it off with a book to read like *Same Sun Here* that explores identity; students can start their pen pal discussions by talking about the book and their connection to the book as it relates to identity. Or, you can match the middle school students with elementary students in the same community and have them read together while getting to learn about each other.

WHEN I GROW UP
Grade level: Elementary School

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 kids of different genders treated differently? Are students treated differently on the basis of race? If so, explain more.* 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 possible jobs/professions they're interested in pursuing 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 younger grade classrooms (Pre-K–1) that share the themes of how important it is to allow people to be who they are and follow their dreams.

Supporting ADL Resource/Lesson Plan: https://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 experiences of immigrants and refugees to the U.S. and those of 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. (Be mindful that you may have students or family members in your school who are documented and/or undocumented immigrants or who may or may not know or disclose that information. Do not highlight individual students or families; do be sensitive to privacy concerns.).

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

ALLY COLLAGE

Grade level: Elementary School

Lead a discussion about bullying and explore what ally behavior looks, feels and sounds like. As a follow-up to this conversation, have each student draw 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 tape it to the other drawings so all the drawings come together in a collage. Stress with students the importance of being interconnected with their peers. This collage can be displayed in a prominent place in the classroom or school.

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

TREE OF RESPECT

Grade level: Elementary School

ADL urges No Place for Hate schools to go beyond kindness, which explores the idea 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 looks different). Lead a discussion with students 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 then have them cut out their 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.

Middle School/High School Activities

"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 daily with an accompanying picture on your school's Instagram account. Interviewers should encourage people to share an aspect of their identity and could include the variety of languages represented at your school, where appropriate. Be sure to get permission from students to post, and monitor the Instagram account to respond to any negative or biased feedback.

PERSONAL IDENTITY THROUGH THE LENS OF THE HOLOCAUST: WHAT RIGHTS ARE MOST IMPORTANT TO ME?
Grade level: High School

Studying the rise of the Nazi Party requires students to reflect on the importance of preserving and protecting democratic values and institutions and consider their role as a responsible citizen in that process. Through the lens of the Holocaust, students will consider the rights that they have and will consider how losing those freedoms might impact their personal identities. In this activity, students will consider the importance of protecting democratic values and institutions, and their role as responsible citizens in this process. They will identify the historical events that allowed for a dramatic change in social policies in Germany between 1933 and 1939. They will consider the importance of their own rights and examine how the Jewish population of Germany experienced the erosion of these rights.

Supporting ADL Resource/Lesson Plan: https://www.adl.org/personal-identity-through-lens-holocaust-what-rights-are-most-important-me

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), have them record in journals examples of stereotypes, bias and discrimination that they experience, see and hear about throughout the week. Lead a discussion about their observations and the impact on their school culture. In response, have students create an Allyship Board to share allyship strategies for students and staff to use to challenge the biased attitudes and behaviors that impact their school.

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

WORD 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 poetry, spoken word performances or raps that challenge the microaggressions they may have heard in school or while spending time with friends. Each class can then pick their favorite piece to be featured at a schoolwide Word Slam. Invite participants to present their work at PTO/PTA meetings, school board meetings or other school community events.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/resources/lesson-plan/microaggressions-our-lives

FROM BYSTANDING TO SUPPORTING

Grade level: Middle School/High School

This multiday activity begins with a classroom discussion that defines what bullying is and what it is not (see definition on page 64), then moves into a discussion about the behaviors that people exhibit in bullying incidents with a focus on "bystanding." 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 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) in the future. Collect all of the notecards and display them on top of the notecards already displayed in the hallway.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol

#THATSNOTFUNNY
Grade level: Middle School/High School

Lead a discussion about the topic of biased or offensive "jokes" using the ADL lesson below. Allow students an opportunity to explore the differences between teasing and offensive jokes/slurs and the impact of those slurs on individuals and the school's climate. As a follow-up to the conversation, ask students to come up with hashtags that they can use to challenge biased comments online and in person.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/resources/lesson-plan/slurs-offensive-jokes-and-how-respond

PROPAGANDA AND MEDIA LITERACY: THE HOLOCAUST AS A CASE STUDY
Grade level: High School

This activity will focus on propaganda and media used by the Nazis during the Holocaust. This activity will help to situate media literacy in Nazi propaganda, and students will be encouraged to examine both the intentions of the media they use and encounter and their own role in consuming media in today's information-saturated world. Students will examine propaganda using media literacy skills and will examine multimedia assets including the correlated visual history testimonies and other primary resources and materials. Students will identify opportunities to connect the lessons of the Holocaust with more current examples of hate propaganda. Students will understand the correlation between propaganda and ideology.

Supporting ADL Resource/Lesson Plan:
https://www.adl.org/propaganda-and-media-literacy-holocaust-case-study

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 less visible or made invisible in mainstream accounts of history. Explore the impact of invisibility on people and how different groups have been historically excluded and 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: https://www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history/

ADL Events and Webinars

Events and webinars are great ways to engage students in understanding the purpose of the No Place for Hate program. Each year No Place for Hate and ADL Education host free programs like the No Place for Hate Kick-Off event, ADL's Walk Against Hate, regional youth conference and summits and webinars featuring children's authors to engage educators and students in topics related to anti-bias education. Through participation in these free events, educators and students can utilize companion resources to create No Place for Hate activities that meet the criteria for designation.

To learn more about our upcoming events, sign up for our ADL Education newsletter by following the link here at https://www.adl.org/newsletter-signup. You can also look for ideas for a follow-up activity in the No Place for Hate Library at the top of page 23.
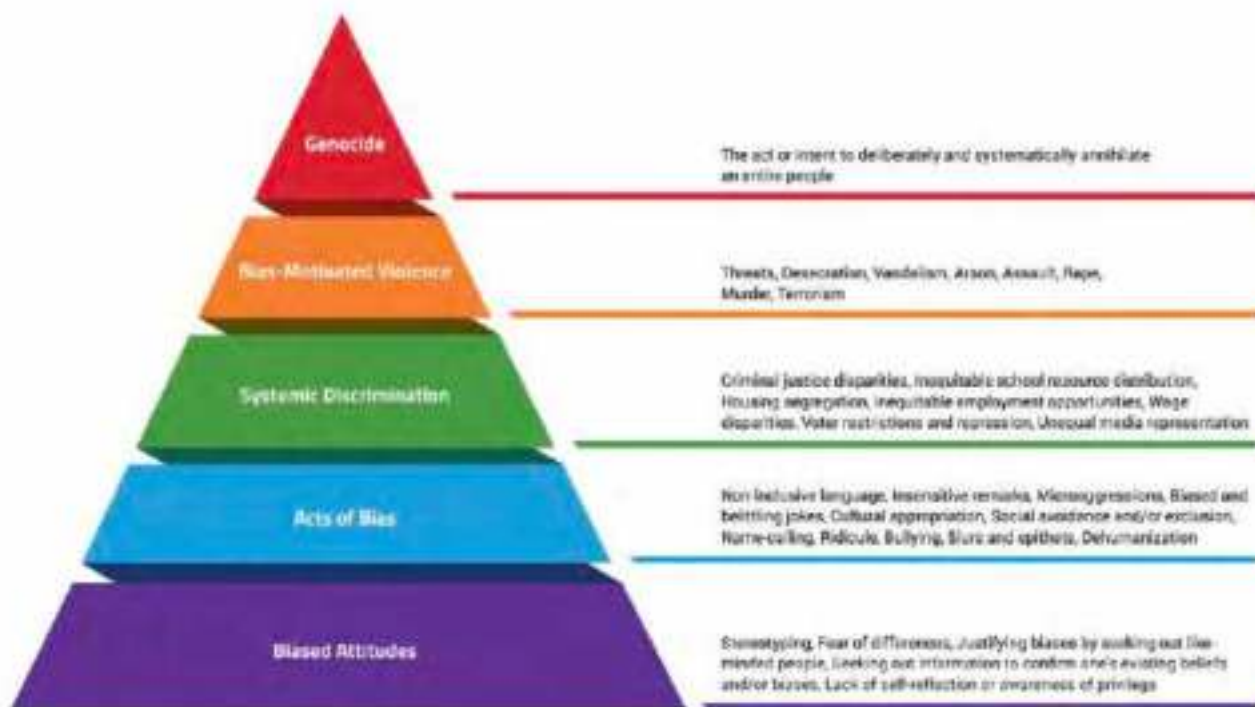
ADL Mini-Lessons for Students

Explore these interactive, online resources designed for you to learn and engage in topics about bias, bullying, identity, social justice and allyship. Learn on your own or with classmates or share with friends. You can move at your own pace, pausing and resuming as needed. The On-Demand Mini-Lessons can be found at https://www.adl.org/demand-learning.

The Pyramid of Hate Mini-Lesson

The Pyramid of Hate is a useful tool to help understand how words, jokes and stereotypes can normalize behaviors and discrimination that manifest in more systematic incidents of bias, discrimination and oppression. Bias at each level reflects a system of oppression that negatively impacts individuals, institutions and society.

It also illustrates how bias and hate can intensify when they are not challenged and when they are "normalized." This activity provides an opportunity for students to reflect on individuals' biases and on how they can address and interrupt the escalation of bias and hate in their school and community.

The Pyramid of Hate is not designed to suggest a ranking 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 "normal." This normalization process has the potential to continue up the pyramid; 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 an impetus for challenging all manifestations of bias and discrimination by motivating action in response to behaviors many see as subtle or insignificant.

You can find the Pyramid of Hate Student mini-lesson at https://adl.org/sites/default/files/The-Pyramid-of-Hate-Student-Edition-web/story.html

Check out some of our other digital mini-lessons! These are great resources to start planning school-wide No Place for Hate activities for in-person and virtual learning environments. https://www.adl.org/student-learning

Policy Recommendations

Creating a Safe, Inclusive and Equitable School Climate Policy

Although No Place for Hate serves as a declaration of a school's commitment to fostering an inclusive and equitable 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.

Check your school district policies and offer suggestions, if needed. Feel free to use this sample as inspiration or modify it in whichever way helps meet the needs of your school: https://www2.ed.gov/offices/OCR/archives/pdf/AppA.pdf.

In addition to creating an inclusive and equitable school climate policy, it is also important to communicate the value of and commitment to this policy. Feel free to use the sample language below or modify as needed.

Sample Position Statement for an Inclusive and Equitable School Climate Policy

Research indicates that a 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, curriculum, 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 bias and bullying; 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 bias, 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.

Assessing School Climate

Evaluating your school's climate is an important part of the No Place for Hate process. The climate survey is an optional, yet strongly encouraged, tool that schools can use to examine their areas of need as it relates to bias and bullying. Below is a sample self-assessment tool No Place for Hate committees can use to assist committees in identifying areas of need to focus on for the activities they plan for the school year.

If your school is looking for additional survey tools, we have also attached links below specifically for elementary, middle and high schools.

Elementary School Survey Link
https://drive.google.com/file/d/1V946vTlmoYkGJMsktjUH_vJzJcT3F53M/view

Middle School/High School Survey Link
https://drive.google.com/file/d/1wnCjlTR5LZlbe4hKh4UHDQNwCPUNKAEy/view

Part I. Assessing Yourself

How effective is your school in promoting an anti-bias educational environment?	I haven't thought about this.	I need to work on this.	I do this well.
1. Have you recently read any books or articles or watched any movies or documentaries in order to increase your understanding of the particular hopes, needs and concerns of students and families from the different racial, ethnic and cultural identity groups of people 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 other identity 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 or unconscious bias, 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 and school reflect the experiences and perspectives of the identity groups that make up the school, surrounding community and our society?	◯	◯	◯
8. Have you evaluated classroom materials, textbooks and media to assess them for bias and stereotypes, and evaluated whether they provide equitable 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 to assess student learning in addition to traditional testing methods?	◯	◯	◯

Part II. Assessing Your School

How effective is your school in promoting an anti-bias educational environment?	We haven't thought about this.	We need to work on this.	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 inclusive, respectful ways?	○	○	○
3. Do the school's symbols, signs, mascots and insignia reflect diversity and inclusion?	○	○	○
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	○	○	○
5. Is the school staff (administrative, instructional, counseling and support) representative of the diversity of the school, community and society?	○	○	○
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	○	○	○
7. Are there opportunities for students, staff and families to provide input into aspects of school life?	○	○	○
8. Has the school community collaboratively developed written policies and procedures to address bias, bullying and harassment?	○	○	○
9. Are the consequences associated with bias, harassment and bullying policy violations enforced equitably and consistently?	○	○	○
10. Do the instructional materials used in the classroom and made available in the school library, including textbooks, literature, 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 backgrounds and identities?	○	○	○
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development around issues of diversity, equity and inclusion and to promote student safety and well-being?	○	○	○
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?	○	○	○

ADDITIONAL ADL EDUCATION RESOURCES
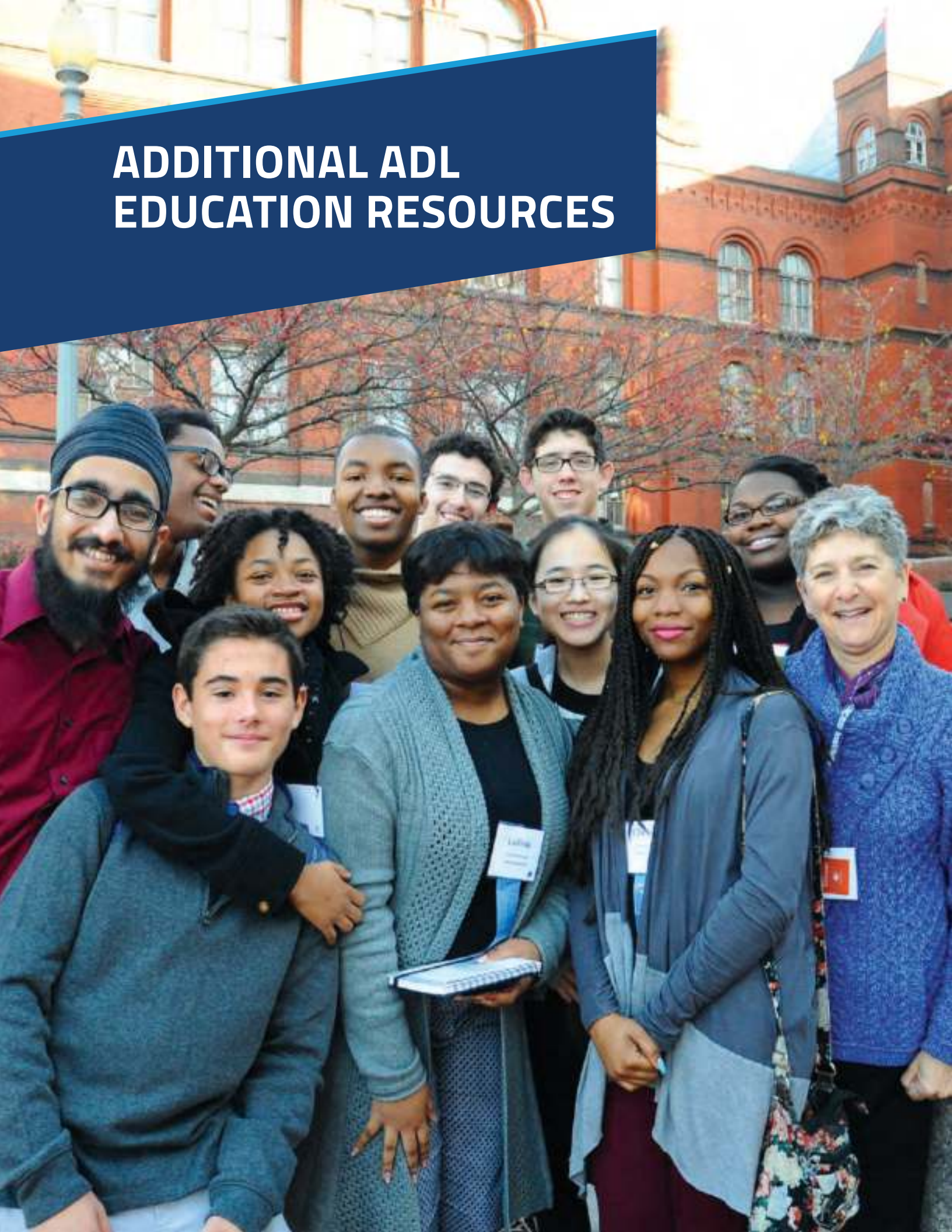
Expanding Your Impact

ADL Education Workshop Programs

ADL Education provides high-quality educational programs and curriculum resources to assist school communities in combating bias, bullying and bigotry. These workshop programs are a great way to kick off No Place for Hate at your school as they provide foundational lessons on how to create a more inclusive learning environment for all students. All workshops can be done either in person or in a virtual learning environment. Please contact your local ADL regional office to learn more about how the following workshops for educators, administrators, students and family members can supplement your No Place for Hate goals. https://www.adl.org/plan-a-training.

Anti-Bias Training (for students in grades 4–12 and/or educators)

This program provides workshops that facilitate the exploration of personal identity in students and/or educators with the goals of understanding language and culture, examining bias and developing plans to challenge bias in an effort to improve the overall climate of their school.

Bullying/Cyberbullying Prevention Training

These bullying/cyberbullying prevention programs for students, educators and family members provide innovative skills and strategies to help schools prevent and intervene in name-calling, bullying and cyberbullying as part of a broader strategy to create safe and equitable schools for all students.

Peer Training and Peer Leadership Workshops (for students in grades 6–12)

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

Anti-Bias Education Curriculum

www.adl.org/anti-bias-curriculum

ADL's three (elementary, middle, high school) anti-bias curriculum guides for educators provide standards-aligned sequential lessons to help students in grades K–12 build a strong foundation for analyzing and confronting bias. The curriculum guides are designed to help educators and students explore ways to ensure that the principles of respect for diversity, freedom and equity become reality.

Anti-Bias Curriculum Training

This training, offered at three different levels (elementary, middle and high school), provides an opportunity for educators to explore anti-bias education and how to implement these concepts in the classroom. The training includes curriculum guides that provide standards-aligned lesson plans that follow a scope and sequence throughout the school year.

Antisemitism Education Resources

Antisemitism: What do Educators Need to Know Mini-Lesson
https://www.adl.org/resources/tools-and-strategies/mini-lesson-antisemitism

This self-paced mini-lesson will support K–12 educators, school and district leaders, and student support staff in beginning or continuing their learning journey on antisemitism. Adults will emerge from this experience with increased confidence to recognize, discuss and learn more about antisemitism.

Antisemitism and Sports Lesson Plans
https://www.adl.org/resources/lesson-plan/antisemitism-and-sports

This collection of middle and high school lesson plans utilizes sports narratives to help guide students to explore Jewish identity, examine and challenge antisemitism and champion justice.

Explore Holocaust Education Curriculum and Resources

Echoes & Reflections Curriculum and Workshops
https://echoesandreflections.org/

ADL's Holocaust Education can also be a helpful tool for schools looking to explore lessons related to challenging antisemitism and other forms of bias. There are valuable pieces of curriculum and online learning opportunities that allow students to apply important lessons learned in challenging bias based on the events of the Holocaust. To learn more about our Echoes & Reflections curriculum and courses, visit the website.

Echoes & Reflections Student-Facing Online Lessons

Consider exploring one of the Echoes & Reflections Student Activities to help your students understand antisemitism and other forms of hate. These activities could be assigned to student homerooms, or done as a whole school activity with teacher facilitation. To learn more about how to set up an educator account to facilitate them with your students, please click here.

- What is Antisemitism?
- Why didn't anitsemitism end after the Holocaust?
- Using Media Literacy to Examine the Holocaust

Online Learning Resources

Breaking Down Bias Educator Course
https://adl.catalog.instructure.com/courses/breaking-down-bias-fall-2023

This course takes you on an anti-bias learning journey which you will find is a lifelong process. For some, this will be the beginning, filled with new language, unfamiliar ideas and, at times, uncomfortable revelations.

For others, this will be an extension of your learning and an opportunity to deepen your exploration of bias, more sharply focus your anti-bias lens and develop new strategies. Breaking Down Bias is a timely, cooperative learning experience led by ADL trained facilitators that empowers you to be a change agent in your classroom and school community.

On-Demand Learning for Educators
https://www.adl.org/demand-learning

ADL offers short, self-guided learning modules to help familiarize educators with ADL's anti-bias framework, core themes and topics. Use these short online experiences to learn about core themes, topics or activities in 25 minutes or less. You can move at your own pace, pausing and resuming as needed.

ADL Education's Incident Response

If your school experiences an incident of bias or hate, please complete ADL's Incident Response Form available at https://www.adl.org/reportincident/ for additional support. We can provide guidance and resources as needed. You will be contacted by your local ADL regional office.

When such an incident takes place, ADL is available to help you address the issue and provide ongoing education and assistance to help prevent future incidents. Below is a structure and approach to assist your preparation for responding to bias incidents in their immediate aftermath and to promote inclusive school climates with education.

Our latest resource on incident response is designed to address sports-related bias incidents. Athletic directors, coaches and school administrators play vital roles in creating a sports environment where all student-athletes can feel included and thrive. Just as schools expect staff, students and their families to uphold positive community values such as respect, inclusion and equity in the classroom and other places within the school building, as well as in digital spaces, schools sometimes fall short of ensuring that these same values are upheld in sports. To learn more about this resource, visit https://www.adl.org/resources/tools-and-strategies/guide-responding-school-sports-related-bias-incidents.

For additional resources, download the Guide for Responding to School-Based Incident at https://www.adl.org/resources/tools-and-strategies/guide-responding-school-based-bias-incidents

Responding to Incidents of Hate and Bias

Best Practices for School Administrators

In recent years, we have seen alarming images, hateful language and bias incidents in K–12 schools. The most effective responses to bias-motivated incidents are holistic and incorporate preventions, interventions and consequences as well as long-term educational strategies. Below are approaches to assist you in being prepared to respond to bias incidents in their immediate aftermath and to promote inclusive school climates with education.

PREPARE
Be ready for incidents so that you can act quickly when something happens.

- Update policies on bullying and harassment and other in-person and online violations. Make sure policies explicitly prohibit incidents motivated by bias, are inclusive of all students and clearly outline consequences that are enforced universally.

- Ensure that school discipline policies limit reliance on exclusion strategies and that alternatives such as positive behavioral interventions and supports are tried first.

- Regularly review policies with all members of the school community and publicize them in various ways (e.g., on notice boards, in electronic and hard copy newsletters) and in families' home languages.

- Develop a data collection protocol consistent with local, state and federal standards so that the prevalence and types of incidents can be tracked and patterns can be analyzed and addressed.

- Build relationships with community organizations and partners, law enforcement, media and other relevant stakeholders. These relationships can enhance your ability to respond rapidly and comprehensively to an incident.

ENCOURAGE REPORTING
Young people are very often reluctant to tell adults about incidents because they believe it won't help and may make things worse.

- Establish safe and confidential reporting mechanisms and clear procedures for investigation and response. Enacting policies that address protection for those who report incidents will ensure that they don't experience retaliation or unnecessary interaction with law enforcement. Be aware of possible false reports and consider what to do if they occur.

- Make students aware of these systems and encourage them to tell a trusted adult when they experience, witness or hear about an incident.

- With adults, discuss best practices for being more approachable. Take reported issues seriously, invest the time to listen before engaging in problem-solving, maintain confidentiality when appropriate and model responsible in-person and online behavior.

- Reaffirm your school as a "sanctuary" or "safe zone" school by reinforcing existing laws, policies and constitutional rights that protect immigrant students from federal immigration enforcement activity at school. Ensuring safety and inclusion for vulnerable students will encourage reporting.

ACT QUICKLY AND RESPOND
Every reported incident should be responded to in a serious manner that reassures the school community and conveys a message that the behavior is unacceptable.

- Employ a standardized bias incident response form to guide and document information-gathering after an incident does occur.

- Immediately upon learning of the incident, preserve photos, screenshots, etc. Interview all parties separately and collect written accounts as soon as possible.

- Gather facts with an eye toward the bigger picture at the school. Ask students whether other similar incidents have happened; listen to concerns and feedback about school climate.

- Clarify what the role and duties of school resource officers (SROs) and police should and should not be in the process. Contact law enforcement as necessary.

- Ensure the safety of all students and determine disciplinary response, if appropriate.

- On a need-to-know basis, determine the extent to which mental health, social service providers and other victim resources should be consulted.

COMMUNICATE

Ensure that all stakeholders and members of the school community understand reporting procedures. When an incident occurs, keep the school community informed.

- Communicate with all members of the school community and tailor your message depending on the audience (i.e., students, staff, families, and the wider community). Initial communication should (1) describe the nature of the incident (e.g., swastika on the bathroom wall), (2) denounce the act and affirm the inclusive values of your school, (3) announce an immediate investigation of the matter when appropriate and (4) share resources for students and families impacted by the incident, including social services and plans for an educational response.

- Send regular updates and plans for short-term and long-term action to the various stakeholders.

- Ensure the protection of students' privacy in any communications about the incident.

EDUCATE

In a regular and ongoing way, teach students about bias, its harmful effects and how to challenge it. Don't wait for an incident to occur to talk about these important issues.

- Turn bias-motivated incidents into "teachable moments," offer the opportunity to talk about bias and discrimination, and provide opportunities for students to take action.

- Provide opportunities for all members of the school community to discuss and process their thoughts and feelings around the incident.

- Educate all students who were involved in the incident, including aggressors or perpetrators. Sometimes young people who engage in bias-motivated behavior do not understand the meaning or impact of their actions on the larger school community. Educators, counselors and administrators should coordinate disciplinary, behavioral and educational interventions.

- Provide professional development for school personnel on how to lead discussions on the nature and impact of bias with students and families. Anti-bias education is a long-term process, and preventing bias requires an ongoing commitment from all stakeholders in the school community, including the school's administrators. Integrate anti-bias and bullying prevention strategies into the school curriculum, school climate programs and family engagement.

- Support efforts to provide training for school resource officers on implicit bias and strategies that meet the varying needs of officers working with youth.

ADL's Online Resources

The following resources can be found at www.adl.org/education.

11 Ways Schools Can Help Students Feel Safe in Challenging Times
Prevention, intervention and educational strategies that help to promote inclusive school environments where young people can learn and thrive.
https://www.adl.org/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-challenging-times-en

Anti-Bias Teaching & Learning Digital Kits
Apply an anti-bias lens in your classroom to create a more inclusive and equitable learning environment. Each kit bundles resources related to a key concept or topic.
https://www.adl.org/anti-bias-teaching-learning-digital-kits/

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.
https://www.adl.org/resources/tools-strategies/search?f%5B0%5D=topic%3A48

Beyond the Binary: Discussing Transgender and Gender Nonconforming Identity in K–12 Schools
A resource that contains guidance, strategies and tools to discuss transgender, gender nonconforming and nonbinary identities and topics in age-appropriate ways.
https://www.adl.org/resources/tools-and-strategies/beyond-binary-discussing-transgender-and-gender-non-conforming

Bullying and Cyberbullying Prevention Resources
Collection of expert advice about bullying and cyberbullying for educators, administrators, students, parents and families.
https://www.adl.org/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies-and-resources

Books Matter and Monthly Featured Book
A collection of 700+ children's and young adult literature on bias, bullying, diversity and social justice. Each month, our Monthly Featured Book (www.adl.org/monthly-featured-book) Includes two discussion guides: one for teachers and one for families.
https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature

Calendar of Observances
A tool to increase awareness and sensitivity about religious holidays and observances as well as ethnic and cultural festivities that may affect students, colleagues and neighbors in your community.
https://www.adl.org/education/resources/tools-and-strategies/calendar-of-observances/

Empowering Young People in the Aftermath of Hate
A discussion guide for educators and families that provides the tools necessary to help young people engage in conversations and actions in the aftermath of hate-motivated violence, extremism or other incidents in their community or society.
https://www.adl.org/resources/tools-and-strategies/empowering-young-people-aftermath-hate-english-and-espanol

Lesson Plans
A collection of timely lesson plans and multigrade units for K–12 that promote critical thinking and assist educators in teaching current events topics through an anti-bias and social justice lens.
https://www.adl.org/resources/lessons-plans/search

Table Talk: Family Conversations about Current Events
A resource that provides parents and families with the tools they need to engage in conversations about important news stories and other timely discussions about societal and world events.
https://www.adl.org/education/resources/tools-and-strategies/table-talk

Winter Holidays: December Dilemma or Teaching Opportunity?
Suggestions for how to approach the winter holidays with sensitivity and care so that they can be fun and festive without some students feeling excluded or marginalized.
https://www.adl.org/education/resources/tools-and-strategies/winter-holidays/

You can also follow ADL Education on:

www.facebook.com/adlorg

twitter.com/ADL

www.instagram.com/ADL_Education

Definitions Related to Bias and Bullying

Elementary School

ALLYSHIP

An action where someone helps or stands up for someone who is being bullied or who is the target of bias.

BIAS

A preference, either for or against an individual or group, that affects fair judgment.

BULLYING

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

The patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, communication style, music, clothing and more that a group of people share.

DISCRIMINATION

Unfair treatment of one person or a 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.

IDENTITY

The qualities, beliefs, etc. that make a particular person or group different from others.\

INEQUALITY

An unfair situation 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 a person or a group.

NONVERBAL COMMUNICATION

Aspects of communication that do not involve speaking (such as gestures and facial expressions); 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 (e.g., 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.

Middle & High School

PART I. GENERAL TERMS

ANTI-BIAS

An active commitment to challenging bias in oneself, others and institutions.

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 of individuals or groups belonging to one or more social identities.

CULTURE

The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, relationships, family roles, communication style, clothing, etc.

DIVERSITY, EQUITY AND INCLUSION (DEI)

Broadly outlined institutional policies, procedures and practices to foster safety, respect, belonging, access and representation for all. These initiatives are designed to create an inclusive environment for all and address inequities for individuals with marginalized identities.

DISCRIMINATION

The denial of justice, resources and fair treatment of individuals and groups (often based on social identity) through employment, education, housing, banking, political rights, etc.

DIVERSITY

Different or varied. The population of the United States is made up of people belonging to diverse groups characterized by culture, race, ethnicity, nationality, gender, sexual orientation, ability, etc.

MULTICULTURAL

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

PREJUDICE

A premature judgment or belief formed about a person, group or concept before gaining sufficient knowledge or by selectively disregarding facts.

SCAPEGOATING

Blaming an individual or group for something based on that person or group's identity when the person or group is not responsible. Bias, 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. TERMS SPECIFIC TO NAME-CALLING AND BULLYING

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 who is targeted by bias or bullying, either themselves or someone else.

BULLYING

Intentional repeated actions or threats of action that are designed to cause fear, distress or harm directed toward a person by one or more people who have (or are perceived to have) more power or status than their target. 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.); still, it is important that all mean behavior be addressed in a timely and appropriate way.

BYSTANDING

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

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.

Creating an Anti-Bias 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 identity, bias, stereotypes, exclusion and injustice with their students. To prepare to discuss these issues 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 fewer complex topics at first and allow the time it takes to establish trust.

ACCEPTING ENVIRONMENT

Establish an environment that allows for mistakes. Assume goodwill 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 important information about who and what is important.

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