

Coordinator Handbook & Resource Guide 2020-2021





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 materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 26 regional offices in the United States and abroad.

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

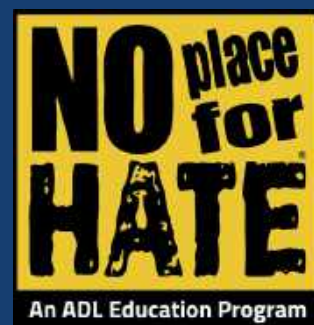
About ADL Education & The No Place for Hate® Initiative

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 PreK–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 climate. No Place for Hate schools receive their designation in the following ways:

- Building inclusive and safe communities in which respect and equity are the goals and where all students can thrive.
- Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one powerful message.
- Sending a clear, unified message that all students have a place where they belong.

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



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Welcome

Dear friends,

Welcome to the No Place for Hate Resource Guide! It has been over 20 years since No Place for Hate® began. As we move into our third decade, we are still going strong in over 1,600 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 the wide diversity of school size, location, demographics and projects, all of our schools have something important in common: they all engage in meaningful and ongoing dialogue around these challenging issues.

In recent years, there has been an escalation of everyday acts of bias and hate incidents in communities and schools. We know that focusing on bias, hate and bullying through No Place for Hate makes a difference in the lives of young people, educators and schools. No Place for Hate empowers students to spark dialogue around these concerning trends in order to address the issues that impact school climates.

Additionally, 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 have included guidance around how to continue this work remotely.

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

- A description of No Place for Hate's implementation requirements and recommendations.
- Virtual adaptations and recommendations for committee engagement, pledge signing and activities.
- An essay by ADL's Director of Curriculum and Training, Jinnie Spiegler, about using kindness to inspire social action.
- Guidance and strategies for how to redefine safe spaces as brave spaces to create more inclusive classrooms.
- Information and strategies for how to use correct names and pronouns of your students and colleagues.
- A resource designed to help schools prevent and immediately respond to incidents of hate and bias.
- An assessment for measuring how well your school provides space for the development of student leadership.

As we move into our third decade, ADL has learned that promoting sustainable, positive change in school climates is a continual process rather than a final destination. We have also learned that each new school year brings new challenges and opportunities to assist schools in fostering an inclusive, respectful and equitable school climate for all students. During the 2019-2020 school year, our society faced enormous challenges with the global COVID-19 crisis; most of our schools shut down for a period of time. As schools moved to remote learning, we reflected on how important it is for students to feel safe, respected and welcomed—whether in a school building or in virtual 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 PreK-12
Education Programs



Jason Sirois
Director of Education
Programs



GETTING STARTED

No Place for Hate® Spotlight

Tracey Corbally, Principal at Alameda Institute for Science and Technology in Alameda, CA

Principal Tracey Corbally shares her thoughts on how to maximize the impact of No Place for Hate:

How has No Place for Hate impacted you and/or your school?

No Place for Hate has helped bring awareness about the impact bias and bullying have on members of our school community, and has given students, staff, and parents tools to recognize and address acts of bias and bullying within themselves and their peers. One of the most powerful components of No Place for Hate has been helping our community become mindful of microaggressions and how we might commit them. Student driven workshops have brought community awareness to the difference between being a bystander and responding to statements of prejudice, instances of bullying, and acts of unconscious bias such as microaggressions.

No Place for Hate also underlines a tone of acceptance and increases our high school's positive school climate. No Place for Hate has drawn awareness to the commitment to creating and maintaining a safe space for all students to learn and grow.

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

The greatest challenge for any schoolwide effort is always how we reach all members and move toward universal consciousness. The greatest challenge as far as hearts and minds is how we consider the needs for understanding held by those most resistant to this, without sacrificing the core motive. We cannot completely eradicate bias, but programs like No Place for Hate are essential to raise awareness and mitigate prejudice.

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

Schools undertaking this work should allow plenty of time to move slowly and deeply. There will be doubt from some at first, dismissal from some at first, fear from some at first. Believe in this work and find a core group of leaders in each band of stakeholders who believe in it and can support the community in having difficult conversations.

How to Become No Place for Hate®

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 fill out our online form at <https://www.adl.org/bring-no-place-for-hate-to-your-school> to learn how to register and receive everything you need to make your school No Place for Hate.

Form a Committee.

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

Sign the Pledge.

Have students and staff sign the No Place for Hate pledge as proof of their commitment to doing their part to make your school No Place for Hate. The signing can be done in a variety of ways, including online.

Implement Three Activities.

Develop and implement at least three schoolwide activities that enhance students' understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in your school community. Please see page 17 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 signatures, lesson plans, photos, videos, etc.) for approval. Reach out to your local ADL Education team for more information about submission requirements throughout the year.

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

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

Recommended Best Practices

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

Survey Your Students.

Climate surveys are a great way to amplify students' voices and make students feel that they are active participants in creating a school culture where everyone feels welcomed and supported. Survey data can also help you design activities that focus on the most important diversity and equity issues in your school. Our experience has shown that schools implementing surveys report greater program buy-in among students overall.

Implement ADL Anti-Bias Curriculum.

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

Host an ADL Workshop.

Schedule one or more of ADL's interactive anti-bias and bullying prevention workshops as a supplement to your No Place for Hate activities. Some workshops can be counted as No Place for Hate activities depending on the number of people trained and how they share their learning with the whole school community. Learn more about ADL programming opportunities on page 41.

Additional Expectations:

Schools are expected to notify ADL when any incident of bias, bullying, discrimination or harassment occurs (p. 43) so that together we can promptly address these cases. ADL reserves the right to revoke the No Place for Hate status of any school that fails to adequately address incidents of bias and bullying that may arise.

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

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, representation of demographics across the school on the committee, how often the committee will meet, how the committee will meet, and what role the committee will play throughout the year. Below are a few tips to help you build a strong committee.

Recruiting Committee Members

ADL requires that you have at least two No Place for Hate coordinators, one administrator, one additional school staff member, two family members and several students on your No Place for Hate committee. In addition, ADL recommends having a student to adult ratio of at least 2:1. The ideal range for committee size is between 15-25 members, but you may choose to have more if you have specific ways to actively engage members.

Begin by sending out information through several mediums (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. Establish a committee membership agreement; it is essential to provide clarity about the time commitment and communication expectations involved with participation.

How, When and Why the Committee Will Meet

We recommend creating a consistent schedule of meetings at the beginning of the year so all members understand the time commitment for joining the committee. ADL requires that the committee meet no less than four times during the school year as a full committee. Beyond that, you can choose to convene sub-committees to discuss specific tasks as needed. To ensure that all committee members know the expectation of participating on the committee, ADL recommends that a committee agreement is established by the first meeting date. In this document, you can include the schedule of meetings, where those meetings will be conducted 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, which you can review by clicking [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 has already been 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 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):

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 and can be a great way to connect to your committee provided they have a cell phone 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.

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](#).*

Engaging Your Committee

The committee is responsible for planning and implementing all things related to No Place for Hate (e.g., signing the pledge, activity development, 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 that is to divide your committee into sub-committees, with each being 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 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.

SIGNING 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 do their part to make your school No Place for Hate. The signing of the pledge should be led by the No Place for Hate Committee and can be completed in a variety of ways:

- 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.
- Create an online survey and gather e-signatures from students, staff and parents.
- Present the pledge as part of a schoolwide assembly or pep rally
- Have students present via video or morning announcements and gather signatures in every home room.

Consider how your Committee's students can engage their peers about what the pledge means to them. The following questions can help your Committee 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 does our school struggle with?

Remote/Virtual Pledge Signing Considerations

For schools planning to sign the pledge virtually, 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 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.

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 mi mejor esfuerzo para tratar a todos de manera justa.
- Prometo hacer lo mejor para ser amable con todos, incluso si no son como yo.
- Si veo que alguien está siendo herido o acosado, se lo diré 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.
- Me acercaré y apoyaré a quienes son objetivos de odio.
- Promoveré el respeto hacia las personas y ayudaré a fomentar una escuela libre de prejuicios
- 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 PLANNING AND RECOMMENDATIONS

Activity Guidelines

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

Below are the guidelines ADL has developed 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.

Note for schools that experience COVID-19 disruptions: 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.

No Place For Hate Activities Must:

- Involve students in the planning and implementation.
- Focus on inclusivity and community building.
- Involve all students in active learning.
- Involve all students in discussion (see page 18 for more details).
- Address school-based issues.
- Take place throughout the school year, with three or more activities spread out over time (e.g., one in each season: fall, winter and spring).

No Place For Hate Activities Should Not:

- Include signing 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).

Why Discussion is a Requirement

The success of No Place for Hate® relies on the promise 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 an opportunity to participate in active discussion, whether during an activity or through follow-up discussions in the classroom.

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

- What is one word to describe how you feel about what you've learned?
- What is something you learned today that you didn't know before?
- 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 towards 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 respected and valued. That is when real change can begin to take shape.

For more information, visit www.adl.org/education for additional resources.



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

Each year, ADL receives activities from participating No Place for Hate® schools that focus on kindness. Although learning how to demonstrate kindness is an important part of a child's psychological and social development, ADL 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.

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

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

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

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

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



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

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

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

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

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

Moving from Safe Classrooms to Brave Classrooms

In fostering inclusive, equitable and safe schools, we encourage educators to develop group guidelines for respect and safety in the classroom. However, there is often a need to go further and frame guidelines around the concept of bravery instead of safety.

There are a few reasons for this. While these group agreements work for some, they don't always help everyone feel safe, respected or included. For example, people of color and/or those who are members of marginalized groups may want to share real and sometimes harsh testimony about their experiences, something they might need to do in order to feel included and be able to participate. They may want to caucus with others in their same identity group in order to feel safe. Or, they may feel that being able to challenge others' bias is what is necessary to build empathy. Therefore, what they require to feel safe may not subscribe to the typical list of guidelines.

In diverse groups and especially when the goal is equity and safety for all, it is important to be aware that the word "safety" is open to interpretation and how it is understood depends on the person. People may have different ideas about what it means to "feel safe," "assume good will," "participate fully," etc. These different perspectives may be attributed to whether one is part of a marginalized or majority group in school or society.

Brave is defined as: "To have or show physical, emotional or moral strength in the face of difficulty, danger or fear." When you're brave, you do something that is hard for you. In a classroom or group, bravery goes both ways—giving and receiving. A brave space is one in which we accept that we will feel uncomfortable and maybe even defensive when exploring issues of bias, injustice and oppression. A brave space is one in which we take risks, doing so with care and compassion.

Here are quick strategies for setting up guidelines for brave spaces/classrooms:

Ask students to define brave. You can use the definition above or come up with one that works for you and your students.

Have students close their eyes and think of a time they felt brave; then ask them to share some of the images, thoughts, feelings and behaviors that came to mind. Alternatively (especially with younger students), you can have them draw something that reflects a time they felt brave.

Have students talk with a partner (or share in concentric circles, if time permits) asking students to respond to the following prompts.

- What does brave mean to you?
- When was the last time you felt brave in school?
- What do you need to feel brave in this classroom?

Have students share their thoughts aloud or on post-it notes that you can hang somewhere in the classroom for all to see. From these conversations and shared thoughts, have students come up with a list of guidelines for being brave in the classroom.

Make sure everyone agrees with the guidelines; you can get verbal agreement or have everyone sign a pledge or a classroom poster that lists the guidelines.

Here's a list of possible guidelines for brave spaces/classrooms (keep in mind that it is best if the list is generated from the group):

- Be open to different and multiple viewpoints and perspectives, especially those that differ from yours.
- If people share experiences and feelings that are different or unfamiliar to you, show respect by taking them seriously and understand the impact of your response.
- Explore, recognize and acknowledge your privilege.
- Even if you are uncomfortable or unsure, contribute and take risks.
- Make space by sharing speaking time; try to speak after others who have not spoken.
- Listen actively, even and especially when people say things that are difficult to hear.
- Find ways to challenge others with respect and care and be open to challenging your own points of view.
- Work hard not to be defensive if people challenge what you say or the impact of your words.
- Commit to confidentiality and not disclosing what people say; at the same time, take responsibility for sharing important messages and themes outside the group or class. One way to think about this is: "stories stay, lessons leave."

For the full version of this article, see: <https://www.adl.org/education/resources/tools-and-strategies/moving-from-safe-classrooms-to-brave-classrooms>

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 ways people call and 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 feel disrespectful, harmful and even unsafe.

From an early age, many were taught that pronouns should follow specific rules along the gender binary: "she, her and hers" for girls and women and "he, him and his" for boys and men. However, as our society has progressed in understanding gender identity, our language must also be updated. It should be accurate and convey understanding and respect for all people, especially for those who are transgender, gender non-conforming and non-binary.

Because some people identify themselves outside the gender binary (gender binary is the idea that gender consists of two distinct, opposite and disconnected categories—male and female), it is important to make sure you know the specific pronouns people use, whether they use female, male or gender-neutral pronouns. Be mindful that the pronouns "he" and "she" come with a set of expectations and gender norms about how people express their identity. For many, these terms are limiting and confining so gender-neutral options are preferable.

If you use the wrong pronoun or name, people may not correct you because they may feel awkward, uncomfortable or unsafe. If you don't know what people's pronouns and names are, you can listen to how they or others refer to them, or you can ask. There are suggestions below about how to do this in a school or classroom setting.

There has been a much-needed movement away from asking and identifying pronouns as "preferred." For example, people used to ask, "What is your preferred pronoun?" This question is problematic because a person's pronouns are not just "preferred"—they are the pronouns that should be used.

Using correct names and pronouns shows respect, acceptance and support to all students, especially those who are transgender, gender non-conforming and non-binary. While some schools and school districts have specific [policies](#) on a range of issues regarding transgender and gender non-conforming students, below are practical tips and strategies for showing respect to students.

At the beginning of the school year or new semester, many teachers distribute a "get to know you survey" to learn more about their students: how they best learn, their hobbies/interests outside of school, what they did over the summer, etc. You can add a question about pronouns such as: "What are your gender pronouns?" or "Which pronouns do you use?" You can also ask what name they use. This sends a message that you want to know their accurate name and pronouns, and it gives you the information you need to get it right.

You should also ask whether it's okay or not to use their name and pronoun in communication home to parents/family members and in parent-teacher conferences. Keep in mind that some students may not disclose this information to some or all family members.

If you know students' correct pronouns and names, use them in class and do not rely on "official" or roster information.

You can act as a role model by sharing your pronouns and using them when introducing yourself. Be careful not to make assumptions about someone's pronouns and name and at the same time, be sensitive to students who may not feel ready or comfortable to disclose this information. If you make a mistake in using the wrong name or pronoun, quickly self-correct and move on. Similarly, if another student or adult uses an incorrect name or pronoun, make the correction and continue the conversation. Don't dwell unnecessarily on it, which could inadvertently make the student feel more uneasy.

If you do not address names/pronouns in a survey or another way, students may talk with you individually after class about their name or pronoun. Listen to what they say without judgment, ask clarifying questions and let them know you will correctly use their name or pronoun. As stated above, the best way to ask is: "What are your gender pronouns?" or "Which pronouns do you use?"

There are a few ways to start a discussion about the use of pronouns. Always be mindful not to single anyone out, and don't engage in a class discussion if you feel it would increase the discomfort, rather than minimize it.

One way is to have students read an article about the history of the pronoun "they" such as ["A Brief History of Singular 'They'"](#) or ["Even the staunchest grammarians are now accepting the singular, gender-neutral 'they.'"](#) Or you can have students read something like ["Here's Why Gender Pronouns Are So Important."](#) There are also short videos that can serve as conversation starters about pronouns such as [Why Gender Pronouns Matter](#) or [Why Pronouns Matter For Trans People](#). After you read or watch, ask open-end discussion questions like: What are your thoughts and feelings about what you read/watched? What did you learn that you didn't know before? How are you thinking differently about this now? You could also assign a reflective writing assignment or a "quick write" to have students express their thoughts.

Always be aware that while students may share their pronouns and name with you, this doesn't mean they have shared it with other teachers, students, friends or family members. And don't share this information without express permission from the students themselves.

Below is a list of pronouns. This is not a comprehensive list and other pronouns, or no pronouns at all, might be preferred by some transgender people. The correct pronouns for a person do not necessarily align with the associated gender identity or expression. Be mindful that cisgender as well as transgender, gender non-conforming and non-binary people may use feminine, masculine or gender-neutral pronouns.

Feminine: She, her, hers

Masculine: He, him, his

Gender Neutral: They*, them, their

Gender Neutral: Ze, zir, zirs

Gender Neutral: Ze, hir, hers

* Many dictionaries have recognized "they" as a singular pronoun for years, including Oxford English Dictionary, Merriam-Webster's Dictionary and dictionary.com

Sample Activities

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 towards 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 is pre-approved by 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 project ideas categorized by topic and indicating appropriate grade level, 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 XX. 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.adl.org/bring-no-place-for-hate-to-your-school>.

Identity & Culture

"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:

<https://www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems>

"Humans of ..." Instagram Campaign

Grade level: Middle School/High School

Inspired by the "Humans of New York" campaign, lead a discussion with students about different aspects of identity (e.g., race, religion, language, gender/ gender identity, sexual orientation, etc.). Following this discussion, create a student-led team that will interview students about aspects of their identities and post one of those interviews daily, with an accompanying picture, on your school's Instagram account. Interviewers should encourage people to share an aspect of their identity that makes them unique and include the variety of languages represented at your school, where

appropriate. Be sure to get permission from students to post and monitor the Instagram account to respond to any negative or biased feedback.

No Place for Hate Scavenger Hunt

Grade level: Middle School/High School

Lead a discussion with students about what makes people both different and similar. As homework, ask students to write three to five things that make them stand out from others in their school (e.g., large family, famous people they've met, interesting talents, etc.). Collect everyone's lists and create 5-10 different bingo boards that feature one identified student characteristic per square (e.g., "I can juggle five balls," or "I have 42 aunts and uncles"). Hand one bingo board to each student and explain that they will have a certain number of minutes to go around the room and try to find out which unique quality belongs to which student. When they find a match, they should have that student initial that box. After the time is up, have everyone take a seat and see how well everyone did filling out their bingo board. A great follow-up discussion could include things that surprised them and how this activity might change how they interact with others moving forward.

Examining Bias

When I Grow Up

Grade level: Elementary 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, why? Ask students to share a time that they were discouraged from doing something because of an aspect of their identity. Finish the activity by giving each student a piece of paper and ask 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 (PreK-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 experience of immigrants and refugees to the U.S. and new students in their school? What are the similarities? What if those new students are immigrants and refugees? Brainstorm ways to make new students feel welcome and announce that the school will be starting a Welcoming Committee to oversee the implementation of these ideas. Allow students to sign up to join the committee. (Be mindful that you may have students or family members in your school who are documented and/or undocumented immigrants or refugees 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>

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 their 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 Ally Board to share allyship strategies for students and staff 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/slurs-offensive-jokes-and-how-to-respond>

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 and raps that challenge the microaggressions they may have heard in school or while hanging out with friends. Each class can then pick their favorite poem/rap, which will be featured at a schoolwide 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/education/educator-resources/lesson-plans/microaggressions-in-our-lives>

Bullying Awareness & Prevention

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 on a piece of paper one ally behavior they commit to doing more of in the future. Have each student present their drawing to the rest of the class and add it to the other drawings with tape, so students can see the importance of being interconnected with their peers. This 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>

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 XX), then moves into a discussion about the behaviors that people exhibit in bullying incidents with a focus on “bystanding” (see the list of behaviors on page 42). 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>

School Climate

Tree of Respect

Grade level: Elementary School

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

#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/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond>

Intentional Acts of Respect

Grade level: Middle School/High School

Respect can mean many things to many people; the Oxford Dictionary defines it as “the consideration for the feelings, wishes, rights or traditions of others.” Lead a discussion around the topic of respect. What is it? What does it look

like? What does it feel like? Follow this discussion with an opportunity for students to rate how respectful their school is by standing at a point along an imaginary continuum between the words “Disrespectful” and “Respectful.” Have students then share their experiences and explain why they chose to stand where they did. Continue the conversation by asking students to brainstorm ways that people can show respect at their school. As a follow-up, provide notecards to each student and explain that for one week they will have an opportunity to recognize students or faculty members for committing Intentional Acts of Respect by recording the “Who, What, Where, When & How” of the respectful action on a notecard and dropping it in one of the designated boxes throughout the school. Read some of the notecards during morning announcements and post them on a featured wall for all to see.

Social Justice

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 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>

Virtual Activities

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:

<https://www.adl.org/one-book-one-school>

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:

<https://www.adl.org/education/educator-resources/lesson-plans/on-screen-diversity-why-visibility-in-media-matters>

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:

<https://www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems>

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 Stereotypes" 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 pursuing 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:

<https://www.adl.org/education/educator-resources/lesson-plans/mone-davis-and-gender-stereotypes>

"Humans of ..." Instagram Campaign (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 an Ally Board on your distance learning platform to share allyship strategies for students and staff to challenge the biased attitudes and behaviors that impact their school.

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 an Ally Board on your distance learning platform to share allyship strategies for students and staff 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/slurs-offensive-jokes-and-how-to-respond>

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: <https://www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history>

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



The Pyramid of Hate Activity

The Pyramid of Hate is a useful tool to help understand how words, jokes and stereotypes can escalate to more systemic incidents of bias, discrimination and oppression. 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.

Requirements

MATERIALS: Pyramid of Hate Handout and Pyramid of Alliance Template (found on pages 26 and 27), one for each person; chart paper and markers, masking tape, scissors, and glue sticks

TIME: 45 minutes

SPACE: Open area with room to gather into small groups

PARTICIPANTS: Middle school and high school students

Part I

Directions:

1. Distribute a copy of the Pyramid of Hate handout to each student. Briefly review the different levels of the diagram and share the following information with participants:

The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level may only negatively impact individuals and groups, as one moves up the Pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted.

2. Divide the students into five small groups and assign each group one level of the Pyramid. Ask groups to discuss some of their experiences with bias at the level they are assigned, whether witnessed, directly involved, heard about or read about. Ask them to consider experiences specific to their school when appropriate and let them know that they will be reporting their ideas to the rest of the class, so someone should take notes. Allow 5-10 minutes for this discussion.
3. Reconvene the class and have each small group share one or two of the examples they discussed, starting with the bottom of the Pyramid. Because of the emotional impact of Level 5 (Genocide) and the feeling of helplessness that can accompany a discussion about genocide, end this portion of the activity by reading and asking for reactions to the following quote:

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

– Edward Everett Hale

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

Discussion Questions

- e. What is the value of the Pyramid of Hate when learning about bias, hate and injustice? and prejudice?
- f. When behaviors on the bottom levels of the Pyramid are not challenged in school, what are the possible consequences for the overall climate of the school?
- g. In reflecting on the escalation of hate when it is unchecked, what would you recommend as the best way and time to challenge biased attitudes and behaviors?
- h. What are some actions you could take every day to interrupt the escalation of hate as it is outlined in the Pyramid of Hate?
- i. What, if any, are the challenges of interrupting the escalation of hate?
- j. In what ways might you think and/or behave differently after going through this activity?

NOTE TO TEACHER: The Pyramid of Hate is not designed to suggest a ranking 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, and in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. A primary function of the Pyramid of Hate is to provide an impetus for challenging all manifestations of bias and discrimination by motivating action in response to behaviors many see as subtle or insignificant.

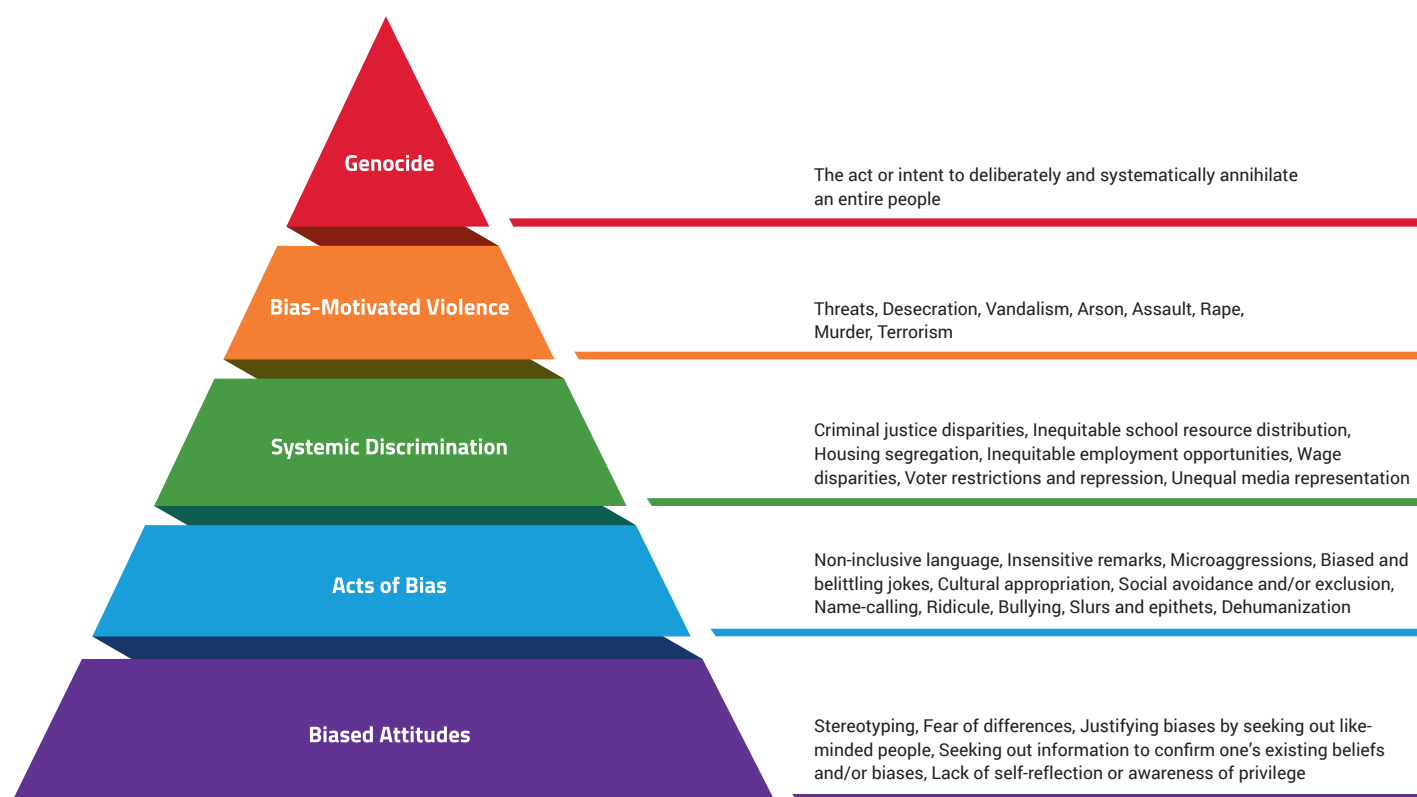


The Pyramid of Hate

Stop It Where It Starts

*To download the Pyramid of Hate image in English or Spanish, go to www.adl.org/education/resources/tools-and-strategies/pyramid-of-hate-en-espanol

The **Pyramid of Hate** illustrates the prevalence of bias, hate and oppression in our society. It is organized in escalating levels of attitudes and behavior that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels. Bias at each level negatively impacts individuals, institutions and society and it becomes increasingly difficult to challenge and dismantle as behaviors escalate. When bias goes unchecked, it becomes “normalized” and contributes to a pattern of accepting discrimination, hate and injustice in society. While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the Pyramid. When we challenge those biased attitudes and behaviors in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.

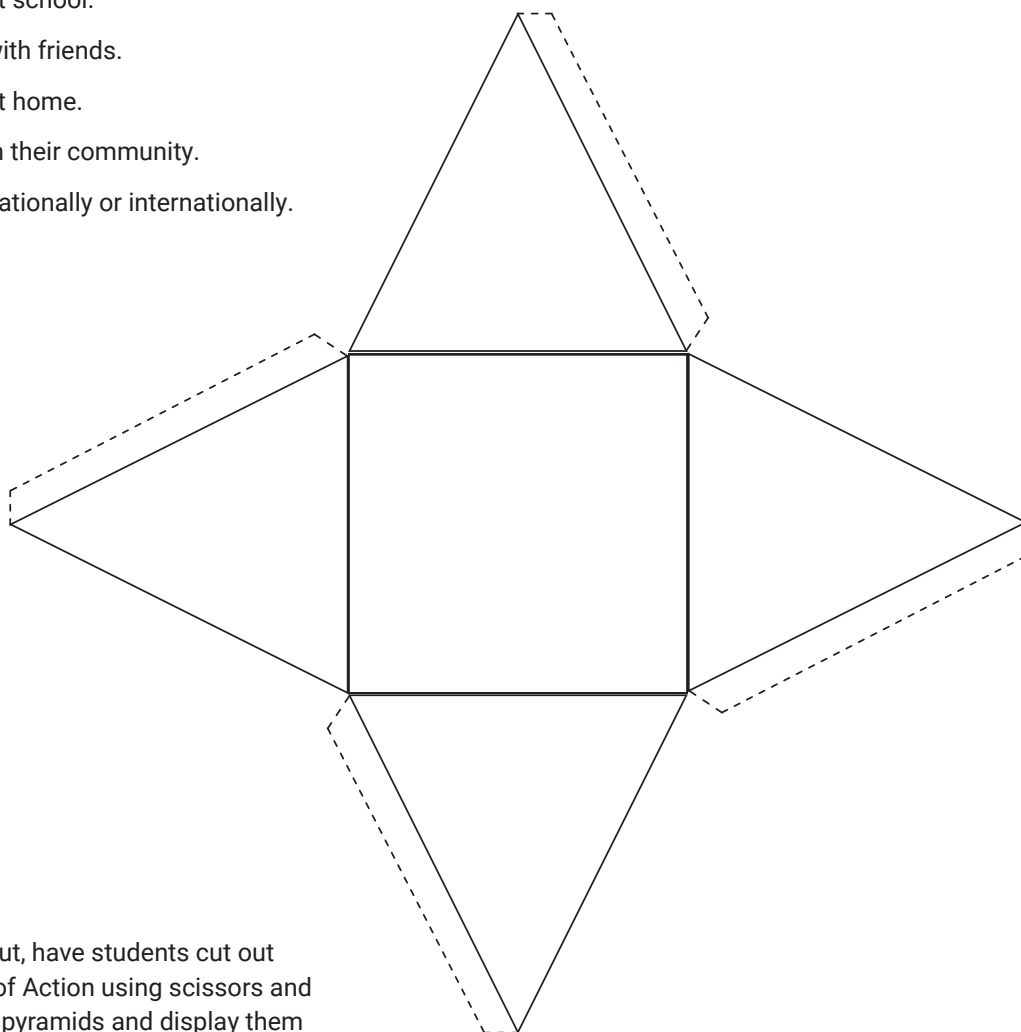


Pyramid of Hate © 2019 Anti-Defamation League

Part II: The Pyramid of Alliance

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

1. Actions they can take at school.
2. Actions they can take with friends.
3. Actions they can take at home.
4. Actions they can take in their community.
5. Actions they can take nationally or internationally.



After the template is filled out, have students cut out and assemble the Pyramid of Action using scissors and glue. Collect the completed pyramids and display them in prominent locations throughout the school, such as art display cases or library shelves.



Policy Expectations

Creating a Safe, Inclusive and Equitable School Climate Policy

Although the No Place for Hate® pledge serves as a declaration of each school member's commitment to fostering a positive school climate, it is important that the school have a clear policy that defines what an equitable school climate is and what the expectations are to help reach that goal. Below is a sample policy that will guide you in developing a policy that is specific to the needs of your school community. Feel free to modify any part of this sample.

Sample Positive School Climate Policy

Research indicates that 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, 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 harassment, discrimination, bullying or intimidation that would interfere with a respectful, inclusive and equitable school climate. If such an incident does take place, the school will address the issue with the individual(s) and will use the moment to educate the school community.



Part I. Assessing Yourself

HOW EFFECTIVE ARE YOU IN PROMOTING 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 documentaries, to increase your understanding of the particular hopes, needs and concerns of students and families from the different cultures of people that make up your school community and beyond?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you participated in professional development opportunities to enhance your understanding of the complex characteristics of racial, ethnic and cultural groups in the U.S.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you try to listen with an open mind to all students and colleagues, even when you don't understand their perspectives or agree with what they're saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you taken specific actions to dispel misconceptions, stereotypes or prejudices that members of one group have about members of another group at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you strive to avoid actions that might be offensive to members of other groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you discourage patterns of informal or unconscious discrimination, segregation or exclusion of members of particular groups from school clubs, communities and other school activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do the curricular content and wall displays in your classroom reflect the experiences and perspectives of the cultural groups that make up the school and its surrounding community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you evaluated classroom materials and textbooks to assess them for bias stereotypes and evaluate that they provide equitable and appropriate treatment of all groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you use classroom methods such as cooperative learning, role-playing and small group discussions to meet the needs of students' different learning styles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you use a range of strategies to assess student learning in addition to traditional testing methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do students typically interact with one another in positive, respectful ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the school's symbols, signs, mascots and insignias reflect diversity and inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the diversity of the school, community and society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do students, families and staff have input into important decisions made in the life of the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Has the school community collaboratively developed written policies and procedures to address bias, bullying and harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the consequences associated with bias, harassment and bullying policy violations enforced equitably and consistently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the instructional materials used in the classroom and available in the school library, including textbooks, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all backgrounds and identities??	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ADDITIONAL ADL EDUCATION RESOURCES

Expanding Your Impact

ADL Education Training Programs

ADL Education provides high-quality educational programs and curriculum resources to assist school communities in combating bias, bullying and bigotry. Please contact noplaceforhate@adl.org to learn more about how the following training programs for educators, administrators, students and family members can supplement your No Place for Hate® goals.

■ **No Place for Hate Committee Training**

This training provides an opportunity for committee members to discuss and explore issues of name-calling, bullying and bias in their school and to develop a plan to address those issues through the No Place for Hate activities that will take place throughout the year.

■ **Anti-Bias Training**

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

■ **Anti-Bias Curriculum Based 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 the concept in the classroom. The training includes curriculum guides that provide standards-aligned lesson plans that follow a scope and sequence throughout the school year.

■ **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 against name-calling, bullying and cyberbullying as part of a broader strategy to create safe and equitable schools for all students.

■ **Peer Training/Peer Leadership**

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

Anti-Bias Curriculum

<https://www.adl.org/education/resources/tools-and-strategies/anti-bias-curriculum-guides>

ADL has created anti-bias curriculum guides that provide sequential lessons to help youth in grades K–12 build a strong foundation for analyzing and confronting bias. The print book curricula are designed to assist educators and students explore ways to ensure that the principles of respect for diversity, freedom and equity become realities.



ADL Education's Incident Response

ADL Education Direct Impact Programming

If your school experiences an incident of bias, hatred or bigotry, please use the following link to complete the Incident Response Form. We will do our best to investigate your situation and respond to you quickly.

<https://www.adl.org/reportincident>

When an incident like this takes place, we are available to help you address the issue and provide ongoing education and assistance to help prevent future incidents. On the following page is a structure and approach to assist your preparation in responding to bias incidents in their immediate aftermath and to promote inclusive school climates with education.

Responding to Incidents of Hate and Bias: Best Practices for School Administrators

Over time, 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 prevention, interventions and consequences and 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. Ensure that those who report incidents don't experience retaliation or unnecessary interaction with law enforcement by enacting policies that address protection for those who report. Be aware of possible false reports and consider what to do if that occurs.
- 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 which reassures the school community and conveys a message that the behavior is unacceptable.

- Utilize a standardized bias-incident response form to guide and document information-gathering after the occurrence of an incident.
- 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 towards the bigger picture at the school. Ask students whether other similar incidents have happened and 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 and social service providers and other victim resources should be consulted.

COMMUNICATE

Ensure that all members of the school community and stakeholders 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 to 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, including aggressors or perpetrators, who were involved in the incident. 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 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/education/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-in-challenging>

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/education/resources/tools-and-strategies/anti-bias-tools-strategies>

Bullying and Cyberbullying Prevention Resources

Collection of expert advice about bullying and cyberbullying for educators, administrators, students, parents and families.

<https://www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies>

Books Matter (Book of the Month)

A collection of 800+ children's and young adult literature on bias, bullying, diversity and social justice. Each month, our featured Book of the Month includes two discussion guides: one for teachers and one for families.

<https://www.adl.org/books-matter>

Calendar of Observances

A tool to increase awareness and sensitivity about religious holidays, 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/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate-en>

Lesson Plans

A collection of K–12 timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through a lens of diversity, bias and social justice.

<https://www.adl.org/lesson-plans>

Rosalind's Classroom Conversations

Written by best-selling author and bullying prevention specialist Rosalind Wiseman, these essays explore bullying, current events and the social and emotional development of children.

<https://www.adl.org/rosalinds-classroom-conversations>

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/table-talk>

What We're Reading This Week

ADL Education recommends weekly articles and blogs that highlight stories about anti-bias topics, social justice and general education.

<https://www.adl.org/education/resources/tools-and-strategies/what-were-reading-this-week>

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 and marginalized.

<https://www.adl.org/education/resources/tools-and-strategies/winter-holidays>

You can also follow us on:



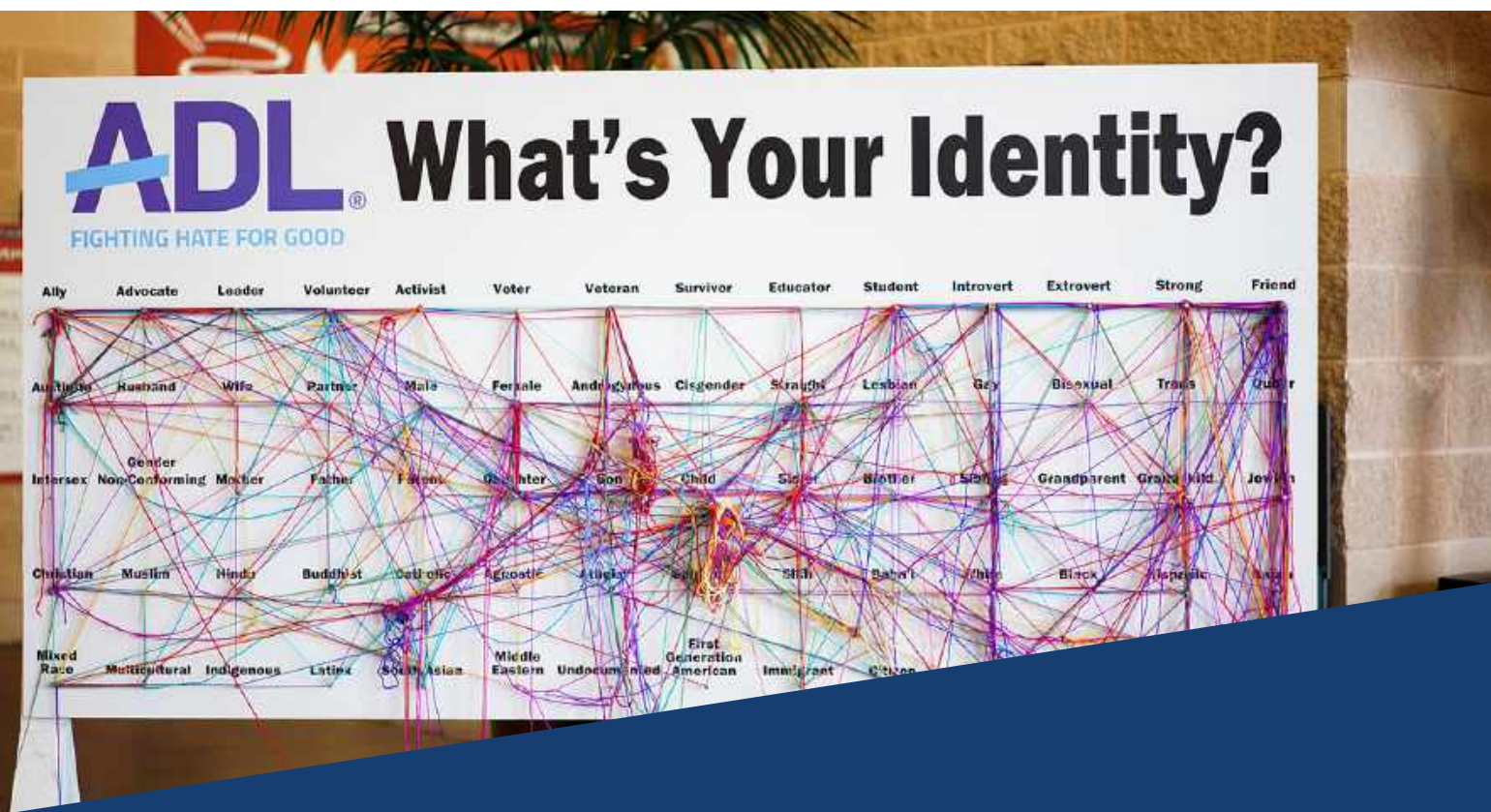
@ADL_Education



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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.

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, music, clothing and more that a group of people share.

DISCRIMINATION

Unfair treatment of one person or group of people because of the person's or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

INEQUALITY

An 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 someone or a group.

NONVERBAL COMMUNICATION

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

PREJUDICE

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

STEREOTYPE

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

TEASING

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

Developing a Common Language

Middle & High School

Part I. General Terms

Find a full list of terms at ADL's Glossary of Education

Terms: <https://www.adl.org/sites/default/files/documents/glossary-of-education-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, clothing, etc.

DISCRIMINATION

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

DIVERSITY

Means 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

Means 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. SYSTEMS OF BIAS

The specific, pervasive systems of oppression and marginalization described below are upheld by institutionalized, cultural and historical ideologies and discrimination. These systems exist simultaneously, compounding the harm to individuals with multiple marginalized identities. Individual acts of prejudice and discrimination are informed by and perpetuate these systems, which exist regardless of individual prejudices and interpersonal acts of bias.

ABLEISM

The marginalization and/or oppression of people who have disabilities, including temporary, developmental, physical, psychiatric and/or intellectual disabilities.

AGEISM

The marginalization and/or oppression of older people based on the belief that older people are inferior, incapable or irrelevant. Ageism also describes the marginalization and/or oppression of people who are too young to have social independence.

ANTI-IMMIGRANT BIAS

The marginalization and/or oppression of people who are of immigrant origin, transnational or outside the dominant national identity or culture.

Other related terms include xenophobia to describe a fear to anyone or anything that is perceived to be foreign or strange.

ANTI-MUSLIM BIAS

The marginalization and/or oppression of people who are Muslim based on the belief in stereotypes and myths about Muslim people, Islam and countries with predominantly Muslim populations.

ANTISEMITISM

The marginalization and/or oppression of people who are Jewish based on the belief in stereotypes and myths about Jewish people, Judaism and Israel.

ANTI-TRANS BIAS

The marginalization and/or oppression of people who are transgender and/or non-binary (identifying as neither a man nor a woman) based on the belief that cisgender (gender identity that corresponds with the sex one was assigned at birth) is the norm.

CLASSISM

The marginalization and/or oppression of people who are from low-income or working-class households based on a social hierarchy in which people are ranked according to socioeconomic status.

HETEROSEXISM

The marginalization and/or oppression of people who are lesbian, gay, bisexual, queer and/or asexual, based on the belief that heterosexuality is the norm.

RACISM

The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.

RELIGIOUS BIGOTRY

The marginalization and/or oppression of people who belong to one or more religious groups or no religious group based on the belief in a correct or sanctioned faith system.

SEXISM

The marginalization and/or oppression of women based on the belief in a natural order based on sex that privileges men.

WEIGHTISM

The marginalization and/or oppression of people who are larger than the socially constructed norm for body size.

Part III. 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 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

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

CYBERBULLYING

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 hate, bias, scapegoating and exclusion with their students. To prepare to raise issues of diversity and bias in the classroom, teachers should attempt to integrate the following practices into their classroom curricula.

SELF-EXPLORATION

Provide students with opportunities for the examination of personal cultural biases and assumptions.

COMPREHENSIVE INTEGRATION

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

TIME AND MATURATION

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

ACCEPTING ENVIRONMENT

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

INTERVENTION

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

LIFELONG LEARNING

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

DISCOVERY LEARNING

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

LIFE EXPERIENCES

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



RESOURCES REVIEW

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

HOME-SCHOOL-COMMUNITY CONNECTION

Involve parents, other family members and other community members in the learning process.

EXAMINE THE CLASSROOM ENVIRONMENT

What is present and absent in the school classroom provides children with important information about who and what is important.

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No Place for Hate® is made possible by generous support from:

