No Place for Hate®
Coordinator Handbook
& Resource Guide

2021–2022

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, building ally behaviors, and challenging injustice. Our work in confronting antisemitism (Words to Action™) empowers middle school, high school and college students with constructive responses to combat antisemitism. Our Echoes & Reflections program helps students explore and critically reflect on the lessons of the Holocaust.

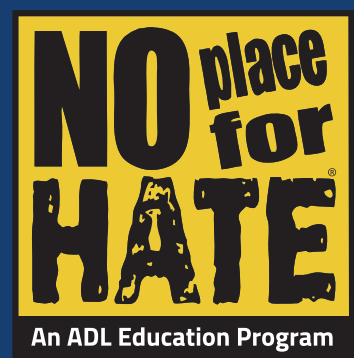# About ADL Education & The No Place for Hate® Initiative

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

No Place for Hate is a collaborative initiative that provides 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 and should be treated equitably.

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! The 2020-2021 school year proved to be highly unpredictable and incredibly challenging for the whole world due to the COVID-19 pandemic. Schools were particularly impacted as students, educators and families had to operate in a new and ever-changing environment, including remote learning, hybrid learning and returning to in-person schools. And yet, our 1,600+ No Place for Hate schools partnered with us to virtually adapt and continue their amazing work! Through student voice and leadership, we have seen schools tackle issues of bias, bullying and injustice in new and interesting 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.

The 2021-2022 school year will bring on a new set of challenges as schools focus on full re-entry and students settle into the "new normal" in their learning communities. With the social isolation, increase in online bias and hate, and lack of equitable access that last year brought, it is extremely important for schools to focus on the learning environment as much as the learning itself. 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. And these conversations will be crucial to a successful transition from remote learning back to in-person learning.

This year's resource guide includes tools to maximize student engagement, virtual adaptations for schools that will continue in a hybrid/remote environment, considerations for successful committee engagement, pledge signing and activity planning, and additional resources and programs to supplement your school's No Place for Hate journey.

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 inclusive school environments where all students can truly thrive.

Angie McAllister, Ph.D.
Vice President of
Education

Caterina Rodriguez
Director of PreK-12
Education Programs

No Place for Hate® Spotlight

Jennifer Grimaldi, Director of District School Counseling
Washington Township Public Schools, Sewell, New Jersey

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

No Place for Hate has been life altering for our stakeholders. After analyzing student data related to discipline and bullying, our district was completely committed to improving school climate and culture. We recognized the challenges and needed to debunk falsehoods related to race, ethnicity, religion, and gender. We focused our efforts in fostering a stronger understanding of others' differences and uniqueness and the need to build healthy relationships, all under the realm of social emotional learning. No Place for Hate was the beginning of our district's school climate and culture overhaul with a team of invested administrators, staff, students, and parents. The No Place for Hate promise is visible along with No Place for Hate signage and pins. This is a constant reminder to be mindful of their mission and what we're trying to accomplish by building better people and creating a common language. Each school has tailored their activities to address current needs anywhere from racial microaggressions to supporting females in leadership roles. They have created classrooms or offices that are safe and courageous spaces to tackle tough and engaging topics.

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

The biggest challenge is that results do not happen as quickly as we want – it is human nature to expect immediate results. No Place for Hate initiatives take time to thoughtfully prepare, implement, assess, and then repeat the process. At times, it could appear arduous until you notice a decrease in the data in comparison to the first implementation of No Place for Hate activities. This takes a village of dedicated educators who care about their students and being change agents.

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

Do not hesitate or question joining – embrace it, believe in it, continue the momentum! ADL's No Place for Hate has been a partnership, even a type of family cohesiveness, that will hopefully become a long-lasting school/district endeavor. No Place for Hate began just as a thought-provoking idea to meet our social awareness needs in my current school district. I was fortunate to have experienced No Place for Hate in a school district where I worked as a school counselor, and when I moved on to another school district as a supervisor, I was able to bring along No Place for Hate. Now three school districts later, No Place for Hate continues to be embedded in my work, life, and certainly in my heart. I feel empowered by ADL and No Place for Hate as a professional educator, and know our district concurs, and hope all will embrace its mission to create a better world.

GETTING STARTED

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 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 (see page 16) that confirms their commitment to participate in making 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 27 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 forms, lesson plans, photos, videos, etc.) for approval. Reach out to your local ADL Education team for more information about submission requirements throughout the year.

Celebrate your Designation.

Congratulations! Once ADL reviews your paperwork and confirms that you have completed these steps, your school will be 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. **Be sure to mark your calendar for No Place for Hate Day on May 13th, 2022, to join No Place for Hate schools across the nation in sharing your incredible efforts on social media using #noplaceforhate.**

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* Research includes:

1. Cohen, J., Espelage, D., Twemlow, S.W, Berkowitz, M.W. & Comer, J.P. (2015). Rethinking Effective Bully and Violence Prevention Efforts: 9 Promoting Healthy School Climates, Positive Youth Development, and Preventing Bully-Victim-Bystander Behavior. *International Journal of Violence and Schools (15). Bordeaux:* International observatory on violence in school.

2. Weissbourd, R.; Bouffard, S.M.; Jones, S.M. (2013). *School Climate and Moral and Social Development.* New York City: National School Climate Center.

3. Hart, R. (1992). Children's Participation from Tokenism to Citizenship. *Papers inness92/6, Innocenti Essay.* Florence: UNICEF Innocenti Research Centre.

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

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.

Take the No Place for Hate online coordinator course.

In order to support your journey, ADL offers Making Your School No Place for Hate - an online, self-paced, 45-minute course for coordinators and administrators. This course provides helpful implementation tips, pitfalls to avoid, best practices, and additional implementation resources for every step along the pathway to designation. To go through the course, please visit https://adl.org/education/NPFHCoordinatorCourse

Additional Support

When any incident of bias, bullying, discrimination or harassment occurs (p. 42), schools are welcomed to reach out to ADL for additional support in addressing them. ADL reserves the right to revoke the No Place for Hate status of any school that fails to address incidents of bias and bullying that may arise.

Schools should keep ADL regularly informed 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 different demographic groups across the school on the committee, when and where the committee will meet, how often 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 recommends that you have at least two No Place for Hate coordinators, one administrator, one additional school staff member, one family members and several students on your No Place for Hate committee. 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 in several ways (regular mail, 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, the goals and role the committee, 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, 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):

3. **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.

4. **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, whose mission is to connect u0nder-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., schoolwide pledge signing, optional cultural assessment, and activity development). 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 subcommittees, 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.

Sample Agendas

Laying a good foundation at the start of the year helps set up your committee for success. It can be challenging to know how to engage a committee at the start, especially for coordinators or schools that are new to No Place for Hate. Below are some sample agendas (30-45 minute) that you can use to help kickstart the process.

First meeting:

- What is No Place for Hate?
  - Explore the No Place for Hate website at https://noplaceforhate.org
  - Watch the promo video at https://youtu.be/MgzZmG4Na-c
- Why are we here?
  - Ask each member of the committee to briefly share why they want to help lead this work.
- Review the No Place for Hate pledge.
  - What does each line mean to our committee?
- What do bias and allyship mean?
  - Ask for examples that committee members have observed at school.
- Action items for next meeting.
  - Review the glossary at the end of this guide (p. 46) to understand different manifestations of bias.
  - Brainstorm which kinds of biases are most prevalent at your school that you would like to address through No Place for Hate efforts this year. You may use the self-assessment surveys in this guide (p. 38) to help guide your brainstorm.

Second meeting:

- Discuss action items.
  - Are there any questions about the definitions in the ADL Education glossary?
  - Share our brainstormed examples about bias-related issues that are prevalent at the school.
- What issues in our school environment should we prioritize for our three activities?
  - Discuss the possibility of instituting a climate survey to learn what is most important to students.
  - If not a climate survey, prioritize the issues that were brainstormed as a committee. Be sure that all committee stakeholders' voices are heard in this process.
- Plan the No Place for Hate pledge signing.
  - How will we roll out the pledge?
  - Which stakeholders do we need to partner with for our roll out plan?
  - How will we get buy-in from the students?

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.
- Have NPFH Committee members present the pledge, classroom by classroom over a period of time.

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.

What is a good ally?

dependable
supportive
stands up
protective
on your side
brave
loyal
understanding
caring
helpful
encourages
role model
mentor

good listener
has your back
influence
good friend
family
genuine desire to help
trustworthy
courageous
non-judgemental
honest
respectful
empowering

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 20 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 common prompts to help start the conversation during or after an activity:

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

Facilitating a dialogue around topics of bias and bullying may seem daunting to some. 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 and additional resources, visit www.adl.org/education.

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

Each year, ADL receives activities from participating No Place for Hate® schools that focus on kindness. Although learning how to demonstrate kindness is an important part of a child's social and emotional development, ADL highly encourages schools, in designing their activities, 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: 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-ended 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

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

SAMPLE ACTIVITIES

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 19. Make sure that students are able to participate in discussion and active learning around the chosen theme or topic. If you have any questions, please contact your local ADL Education staff if you have already registered. For registration inquiries, please fill out our online form at 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: 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: Elementary 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: 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: 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: 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: www.adl.org/education/educator-resources/lesson-plans/microaggressions-in-our-lives

PYRAMID OF HATE
Grade level: Middle School/High School

The Pyramid of Hate is a useful tool to help students understand the prevalence of bias and how incidents of bias, discrimination and oppression work together to create and perpetuate systems of hate and injustice. Have students go through ADL's online Pyramid of Hate mini-lesson in preparation for discussions about how bias and hate can intensify when they are accepted and "normalized" instead of challenged and interrupted. Facilitate conversations with students to reflect on individuals' biases and on how they can address and interrupt the escalation of bias and hate in their school, community and society. You can then have students create visual pyramids of allyship to explore strategies that, at each level, they can use to address and challenge bias and hate.

Supporting ADL Resource/Lesson Plan: www.adl.org/education/mini-lesson/student-pyramid-of-hate

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: 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 50), 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: 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 20 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:
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: www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history

SHORT FILMS ABOUT IDENTITY, DIVERSITY, BIAS AND SOCIAL JUSTICE
Grade level: All Grade Levels

Use these short films (10 minutes or less) to engage the whole school in conversations about identity, diversity, bias and social justice. Select one or more of the films and view them in class, as a whole school or individually if in remote learning situations. After watching, ask students the following questions (and add more to be more specific) including: *What were your thoughts and feelings while watching the film? What is the message of the film? How did the film challenge your thinking? What did you learn about identity, bias, diversity or social justice?* You can also engage students in one of these follow up activities: have them write a reflection on the film, make a video recording with their thoughts and reflections, create their own short film on a related topic, or create comic strips based on memorable or impactful scenes. Another idea is to have a schoolwide mini-films festival and watch several films and then compare and contrast them.

Suggested films: *Float*, *In a Heartbeat*, *The Present*, *Wind*, *Hair Love*, *Have You Ever Had a Lunchbox Moment?*, *Rising* (Ad Council), *Love Has No Labels: Skeletons*, *Different* and *Burger King Bullying Jr.*

"WALK AGAINST HATE" SOCIAL ACTION CAMPAIGN
Grade level: Middle School/High School

In anticipation of ADL's Walk Against Hate on October 10th, 2021, choose an issue that is important to your school community that will be the focus of your social action campaign. Prior to the Walk, create some discussion questions around that issue to discuss and raise awareness about the issue in every class. Ask students to volunteer to create a short video about how to speak up against this issue and showcase it to your school as a way to lead up to the Walk Against Hate. Gather a group of students to join the Walk either virtually or locally in-person. Be sure to share the social action video online during the Walk using #WalkAgainstHate. Tune into www.adl.org/events as the date gets closer for more information.

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: 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: 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: 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: 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

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

LISTENING JOURNAL (VIRTUAL ADAPTATION)
Grade level: Middle School/High School

Have students keep a listening journal for one week. As they listen to the people in their lives and to messages in the media (including social media), have them record examples of stereotypes, bias and discrimination that they experience, see and hear about throughout the week. Over video chat, lead a discussion about their observations and the impact on their school (or online or community) culture. In response, have students create 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: 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: www.adl.orgeducation/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.

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 an inclusive and equitable school climate, it is important that the school have a clear policy that defines what an equitable school climate is and what the expectations are to help reach that goal. 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 curriculum and classroom resources 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, respecting other students and staff, and challenging bias.

[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.

Self-Assessment Surveys Part I. Assessing Yourself

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

Self-Assessment Surveys Part II. Assessing Your School

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

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

These programs provide workshops that facilitate the exploration of personal identity in students, educators and/or family members and 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's anti-bias curriculum guides for educators provide standards-aligned sequential lessons to help students in grades K–12 build a strong foundation for analyzing and confronting bias. The curriculum guides are designed to help educators and students explore ways to ensure that the principles of respect for diversity, freedom and equity become realities.

ADL Education's Incident Response

If your school experiences an incident of bias, hatred or injustice, 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

To find additional information and download Responding to Bias Incidents in Middle and High Schools: Resources and Best Practices for School Administrators & Educators, visit https://www.adl.org/education/resources/tools-and-strategies/a-guide-for-responding-to-school-based-bias-incidents

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 that 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 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.
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.
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.
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.
www.adl.org/books-matter

Calendar of Observances
A tool to increase awareness and sensitivity about religious holidays and observances as well as ethnic and cultural festivities that may affect students, colleagues and neighbors in your community.
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.
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 anti-bias, diversity, and social justice.
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.
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.
www.adl.org/table-talk

What Do Safe, Respectful and Inclusive Virtual Classrooms Look Like?
A guide for fostering safe, respectful and inclusive classrooms in virtual and hybrid learning environments.

www.adl.org/education/resources/tools-and-strategies/what-do-safe-respectful-and-inclusive-virtual-classrooms

You can also follow us on:

www.facebook.com/anti.defamation.league

twitter.com/ADL

www.instagram.com/ADL_Education

Definitions Related to Bias and Bullying

Elementary School

ALLYSHIP

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

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 (e.g., race, religion, gender, etc.).

STEREOTYPE

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

TEASING

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

Middle & High School

PART I. GENERAL TERMS

Find a full list of terms at ADL's Education Glossary Terms:
www.adl.org/education/resources/glossary-terms/education-glossary-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's 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.

SYSTEMIC RACISM

A combination of systems, institutions and factors that advantage white people, and for people of color, cause widespread harm and disadvantages in access and opportunity. One person or even one group of people did not create systemic racism, rather it: (1) is grounded in the history of our laws and institutions which were created on a foundation of white supremacy; (2) exists in the institutions and policies that advantage white people and disadvantage people of color; and (3) takes places in interpersonal communication and behavior (e.g., slurs, bullying, offensive language) that maintains and supports systemic inequities and systemic racism.

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 of 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" or "the victim"). By focusing on behavior, we avoid sending the message that a student's behavior cannot change, and we acknowledge that one person can exhibit multiple behaviors in different bullying situations. Below are the behaviors individuals may exhibit in incidents of bullying.

ALLYSHIP

A behavior where someone speaks out on behalf of someone else or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

BULLYING

Intentional repeated actions or threats of action that are designed to cause fear, distress or harm, directed toward a person by one or more people who have (or are perceived to have) more power or status than their target. Behavior is not considered bullying if it occurs once with no intention of gaining power (e.g., bumping into someone, telling a joke once, not playing with someone, etc.); still, it is important that all mean behavior be addressed in a timely and appropriate way.

BYSTANDING

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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