Sample No Place for Hate® Projects

Here are a few sample project ideas corresponding to the ideal age for each activity. Please remember that your school is responsible for tailoring each activity to meet the No Place for Hate Activity Guidelines found on page 6, making sure that there is an opportunity for discussion and action. An example of how to expand an idea into an approved No Place for Hate activity can be found on page 10.

A WORLD OF DIFFERENCE® Institute (Staff/Students)
ADL’s anti-bias and bullying prevention programs are ideal activities to earn your school’s No Place for Hate designation. Remember to provide time, resources and support for students to engage in a follow-up activity that broadens the impact to the wider school community. Learn more about ADL’s programs on page 28.

One School, One Book
Choose a book that addresses themes of bullying, bias or cross-cultural understanding and have the whole school (or each grade level) read it and engage in discussion and activities. Consider selections from ADL’s Books Matter, a bibliography of recommended books for youth, and its Book of the Month listing which includes accompanying discussion guides (www.adl.org/education-outreach/books-matter) (Grades K-5)

Thumb Prints
Use 3” x 5” index cards and ink to let students make their thumb prints. Let them examine their own and others’ thumb prints with a magnifying glass. Use this as a catalyst for discussing difference, how everyone is unique and how they are similar. Have students decorate and create a display for the school. (Grades K-5)

“I am unique…”
Have students complete the following statement: “I am unique because…” on construction paper, and post the statements around the school. (Grades K-5)

Hug Our School
Have all students and staff go outside to join hands around your school—figuratively hugging the school—to create a physical sense of community, respect and kindness. Invite adult family members to participate as well. Because it takes many hands joined together to make it around an entire building, creating this human chain around your school is a powerful and highly memorable symbol of kindness, inclusivity and connectedness. Follow this up with a discussion in each class about what respect is and what a respectful school looks like. They can then write one thing they commit to do to making their school a more respectful environment and post those commitments in the classroom. (Grades K-5)

No Place for Hate® Mural
Designate a wall in your school where a mural with a harmonious and unifying message can be created. Have students participate in designing and painting the mural. Invite families to come to a mural unveiling event, and have student representatives speak about what they drew and what it means to be No Place for Hate. (Grades K-12)
No Place for Hate® Pen Pals
Connect with another No Place for Hate school in your own state or somewhere else in the country! Establish an ongoing relationship that enables students to share their backgrounds and their experiences with bias and bullying. Contact your local ADL No Place for Hate office. (Grades K-12)

Curriculum Resources
Integrate anti-bias and social justice themes into your school’s curricula. ADL’s curriculum resources offer a collection of original lesson plans and resources free to K-12 educators. (Grades K-12)
Visit www.adl.org/education-outreach/curriculum-resources.

No Place for Hate® March
Plan a march around your campus or community to declare your commitment to making your school No Place for Hate. Invite students to create their own signs and a song or chant to be sung during the march. This is also an opportunity to invite local leaders and press to experience the work first hand and spread the word. (Grades K-12)

Speakers Bureau
Create a student-run Speakers Bureau where students of different backgrounds speak about their heritage or identity. Identify local community leaders, civil rights veterans, Holocaust survivors and others to partner with students in this effort. Students can share their stories with peers as well as with younger grades and the community. Include a No Place for Hate call-to-action for audience members. (Grades K-12)

Field Trip
Visit important landmarks in your area associated with the struggle for human and civil rights such as museums, public libraries and historical sites. Pick a different trip for each grade level, to impact the whole school, and have students share their experiences. (Grades K-12)

Organize an Ally Campaign
Organize a social media campaign or poster contest that encourages people to act as an ally when confronted with instances of stereotypes, prejudice and bullying. Promote the campaign and examples of ally behavior through school-wide communications. (Grades K-12)

No Place for Hate® Video
Produce a video comprised of interviews with students (and family members) about what it means to be part of a No Place for Hate community. Encourage people to share something about what makes them unique, and include a variety of native languages represented at your school. Share the video at an all-school assembly and allow for a panel with participants. (Grades K-12)

No Place for Hate® Day
Suspend regular classes for a day and invite community leaders to speak about and explore issues of diversity and civil rights with students, and have student organizers present their stories as well. Consult with ADL to plan this program to help students breakdown bias, bullying and bigotry. Invite families to participate in the day, or host a special evening program for the community. (Grades K-12)

Essay Contest
Organize an essay contest with a theme that is either a personal experience with prejudice or a success story in the fight against it. Suggest that winning entries be published in your school newspaper or blog, featured in your town newspaper and/or highlighted on a local cable program. (Grades 6-12)

Disrupt Stereotypes
Assign a classroom project to learn about stereotypes and prejudice. Define terms and have students analyze stereotypes they have learned from friends, media and the community. Bring in examples of stereotypes from books, movies, TV, newspapers, etc. Have students work in teams to present their findings along with personal stories about their own culture/heritage, helping to breakdown stereotypes that they see and hear. (Grades 6-12)
“Rock for Respect”
Have a talent contest around the No Place for Hate® theme, where students can showcase their vocal and musical talents or write their own songs centered on the theme. (Grades 6-12)

Poetry Slam
Host a Poetry Slam in which students read aloud original poems and raps that break down stereotypes and promote respect for diversity. Invite participants to present their work at PTA meetings, school board meetings or other school community events. (Grades 6-12)

School Paper or Blog
Feature articles that pertain to bias and bullying in your school newspaper. Devote a section to promoting respect for diversity or bullying prevention. Feature different student voices and experiences throughout the year, to promote understanding. (Grades 6-12)

Listening Journal
Have students keep a listening journal for one week. As they listen to the people in their lives and to the media, they will record in their journal examples of prejudice, as well as positive or courageous responses to it. Have students create a Positive Message Board to share and display messages of inclusion and respect, counteracting messages of hate, bias and bullying that they may hear. (Grades 6-12)

Oral History Interview
Teach students how to conduct an oral history interview. Then have students interview an older adult in their family or in the community to learn about their experience with bigotry, discrimination or injustice. Display the written interviews and publish the best ones in a school or community newspaper. Invite the students and their families to a public program at which some interview reports are read aloud and then discussed. (Grades 6-12)

Civil Rights/Social Science Fair
Have students create projects focused on civil rights that include a visual display (like a science fair). Consider having students identify either a current day hero or someone in history who exhibited great courage and stood up against injustice. This person could be someone in your students’ families, communities or perhaps another young person like them, who has done something important to stop hatred. If students choose a historical figure, ask them to look for some “lesser known” people—the unsung heroes. Consider those who acted as allies—who took risks to support others when it was not required of them. Other students, staff, and family members can tour the exhibit, with student docents. (Grades 6-12)

Develop a Plan and Take Action to Create Change
Have students research an issue of concern, outlining the causes and suggesting a plan to address the issue. Help students identify tangible issues in the community, so that, if possible, students can identify ways other students can get involved in helping to address the issue. Students can do individual projects or work in teams. Set up the exhibits as stations, so that other students, staff, and family members can tour the exhibit, with students explaining their projects. Students could include an “action item” that visitors can do at their station as a part of making your school No Place for Hate (e.g. signing a petition or a pledge). (Grades 6-12)

Be Creative! We encourage schools to develop their own projects as well! Be sure to contact ADL first, to make sure your activity fits into the initiative.
Visit www.adl.org/education-outreach for more resources and activities.
Following the Guidelines

Here is an example of how a sample project can be tailored to fit the guidelines found on page 6.

**Activity Title: Poetry Slam**

**How will the activity utilize discussion?**

Each 9th grade English class will use ADL’s Pyramid of Hate, a graphic that demonstrates how hate can escalate when no one intervenes, to have a discussion about the escalation of hate and what students see happening in their school at the different levels represented in the pyramid. Following this discussion, students will be given the assignment to create a poem or rap that breaks down stereotypes and promotes respect for diversity.

**What will students learn?**

Students will understand how hate can easily escalate when no one intervenes and will learn why it is most effective to respond to bias attitudes and behaviors when they first emerge. They will also increase empathy for the experiences of others and will use artistic expression to share their experiences.

**How will the activity have a school wide impact?**

Once the students have completed their poems, teachers will select a number of them and connect those poets with the video/tech students to create short videos of their piece. The videos will then be aired in all English classes with discussion questions created by the No Place for Hate committee members. A hashtag for the videos will also be created and used to take the conversation online.