



No Place for Hate as a State Service Project | “Imagine A World Without Hate”

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With public displays of hate on the rise, it is more important than ever for schools to commit to programs that clearly define expectations in behavior for all members of the community. Whether you are a student, educator, or family member, you have a role to play in combating bias and bullying as a means to stop the escalation of hate.

### **What is No Place for Hate®?**

No Place for Hate® is an organizing framework for K-12 schools committed to creating sustainable change that leads to improved school climate. Participating schools are able to incorporate ADL’s anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong. Over 1,700 schools across the country were designated No Place for Hate® in the 2015-2016 school year.

### **What is the goal of No Place for Hate®?**

The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive.

To be designated No Place for Hate, a school must complete the following:

- Needs assessment
- Formation of a No Place for Hate committee  
This student-led coalition is responsible for identifying bias and bullying issues in the school, developing measurable goals to address these issues, and coordinating and overseeing the implementation of anti-bias and diversity activities throughout the year designed to achieve those goals. This coalition should include students, staff, administrators, and family members that reflect the diversity of the school community.
- Signing of the Resolution of Respect
- One A WORLD OF DIFFERENCE® Institute anti-bias or bullying prevention training program (optional in some regions)

- Design and implementation of three school-wide anti-bias or bullying prevention activities

Upon completion of the required program components, schools receive a No Place for Hate banner that can be proudly displayed in the school.



## How did we implement this at our Student Leadership State Conference?

Here is our script:

### Active Learning Script (45 minutes)

#### Outline

- Introduction | Welcome (2 minutes)
- Pyramid Activity (20 minutes)
- "I am Unique..." Activity (20 minutes)
- Closing (3 minutes)

#### Materials

- Posters and Markers
- 4 cards cut out (Stereotyping, Prejudice, Discrimination, and Scapegoating)
- Service Learning t-shirts
- One sharpie for each delegate
- Laptop
- Projector
- White paper backdrop (just in case)
- Prezi

#### Introduction/Welcome (2 minutes):

- *Open Prezi to Slide #1*
- *Distribute 4 Definition Cards to 4 different people as delegates walk in*
- Welcome everybody in and let them sit down. Ask them how they are doing and introduce yourself by saying something along the lines of, "Hello, my name is \_\_\_\_\_, and my name is \_\_\_\_\_. Welcome to the 2015 CASL Service Project!"
- "Throughout the duration of this conference, we have been exposed to the Anti Defamation League and what their "No Place for Hate" campaign represents. This year, we have partnered with them in educating CASL member schools about the No Place for Hate initiative. Through the activities you will see today and during the past few days, we hope that we will inspire change on all our campuses, and implement the actions we've learned at the 2015 CASL State Conference to put an end to hate and bigotry on our campuses."
- "One of the main facets of eliminating hate and bigotry in our campus culture is creating an in-depth understanding of the relationship between bullying on our campuses and how it can progress to crimes stimulated by hate."

#### Pyramid Activity(20 minutes):

- *Refer to pyramid on wall-with four levels WITHOUT EXAMPLES*
- *Flip to Slide #2* "The No Place for Hate Organization has created a pyramid, which is essential to our understanding of hatred. There are four different building blocks of hatred (*point to each one*) stereotyping, prejudice, discrimination, and scapegoating."
- "These types of hatred can be seen everywhere especially on our campuses. Now, can we have the people that were handed index cards, please stand up and come to the front of the group, as we will be defining each step.
- *Flip to Slide #3*, Let's start with the bottom level of the pyramid-- stereotype. *Will the person with the card that says "Stereotype" please read the definition on the card."*

- *Flip to Slide #4, They read, card says: A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences.*
- *Flip to Slide #5, An example of a stereotyping is the belief that ALL people who have tattoos are uncivilized.*
- *Flip to Slide #6, “After stereotyping, the Pyramid of Hate then progresses to the next level. Can the person who has the “Prejudice” card, please read the definition aloud.”*
- *Flip to Slide #7, They read, card says: Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge.*
- *Flip to Slide #8, “An example of prejudice is having hatred toward tattooed people because of the belief that they’re all uncivilized.”*
- *Flip to Slide #9, “Discrimination then occurs once one is affected by Prejudice. Can the person who has the “Discrimination” card, please read the definition aloud.”*
- *Flip to Slide #10, They read, card says: Discrimination is denying justice and fair treatment to an individual or group of people.*
- *Flip to Slide #11, “An example of discrimination is not hiring people because they have tattoos.”*
- *Flip to Slide #12, “The final level on the pyramid represents the possible pinnacle of hate on a campus -- scapegoating. Can the person who has the “Scapegoating” card, please read the definition aloud.”*
- *Flip to Slide #13, They read, card says: Scapegoating is blaming an individual or group for something based on that person or group's identity, when in reality, the person or group is not responsible.*
- *Flip to Slide #14, “An example of scapegoating is blaming an employee with tattoos for the “slow business”.”*
- *“Let’s give a huge hand to all our volunteers (insert validation). Thank you so much for helping us better understand the levels of the Pyramid of Hate.”*
- *“At this time, please make a circle with the delegation from your school.” Split up delegates into groups separating them by schools. Handout paper (pyramid and statement sheet) and markers.*
- *Grab attention, “\_\_\_\_\_ will be handing out a blank pyramid which we will be using to relate the steps of hatred back to our own campuses. Use it to fill in a scenario that has occurred on your campus within your campus culture and environment. Take one scenario and place it into the four pyramid steps to display how an event progressed through the levels on the Pyramid of Hate. Use the pyramid that is being projected as a guide. Does anyone have any questions before we get started?” Play music, give about 6-7 minutes for the activity, make sure to do time marks, 5 minutes left, etc.*
- *Grab attention “Are there any schools that wish to present their pyramid?” Make sure to ask for name and school before they share their poster, ask for 4-5 volunteer. Give a quick validation after the groups present.*
- *“Awesome job on the pyramids! They definitely display the steps of hatred effectively.*  
*As the progression of hatred is displayed in our pyramids, we are able to establish a better understanding of what forms of hatred exist on our campuses. It is apparent that now is the time to end it and prevent future actions of hatred and bigotry from evolving.”*

### **“I am Unique...” Activity (20 minutes):**

- *“Now that we are aware of how hatred can progress from something as seemingly innocent as a stereotype, we can further discuss the basis of where and what hatred stems from on our campuses.”*
- *“Hatred lies in the separation of people and groups based on differences. However, if we learned to accept someone for what makes them unique rather than create prejudice around it, hatred would no longer be present.”*
- *Flip to Slide #15, “As we can see in this next video, some of the images that may seem shocking to us may be completely normal and even sacred to the particular country’s beliefs.” Run video clip.*
- *“It is incredible to see how the social norm changes from place to place. We may think that some of the actions and looks portrayed in the video are strange, but it is a part of their culture. Instead of viewing the*

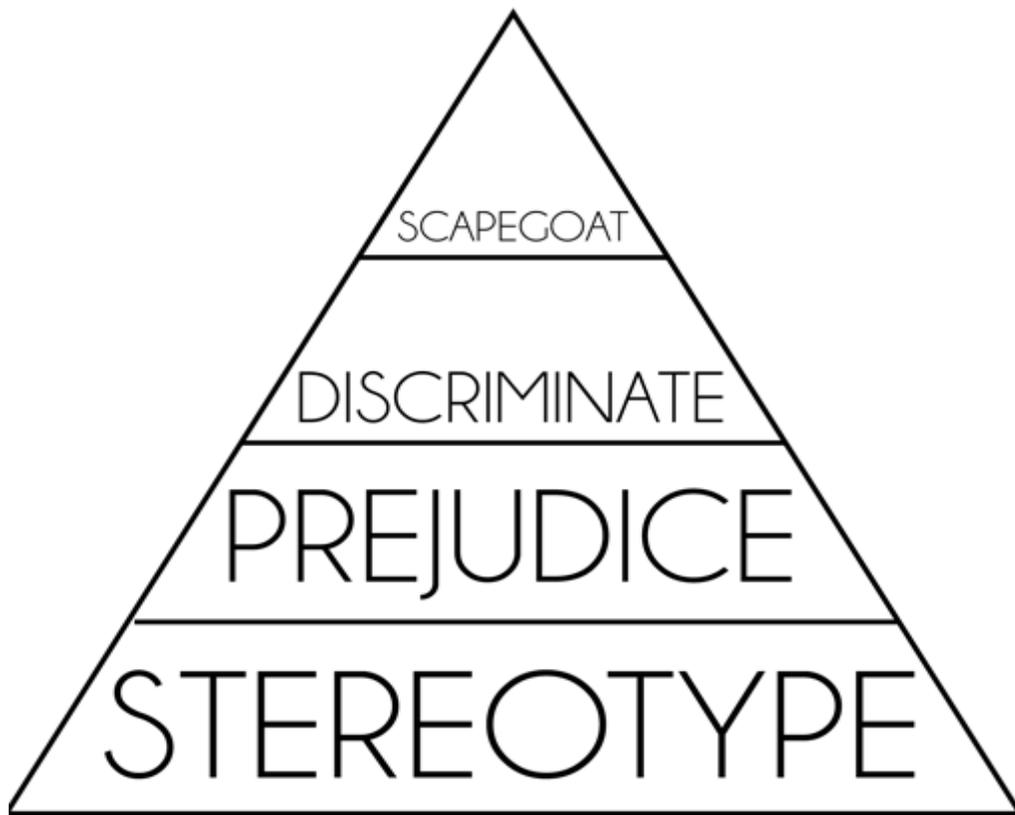
activities we saw with judgment, we have to make sure to view them as something that is special to someone else. That way, their beliefs and rituals are being accepted with tolerance and appreciation. Imagine a campus where there was no status quo, and instead of ostracizing someone for being different, we would celebrate their individuality.”

- “Now to get started on our final activity, will each school please send up one representative to grab their paper bag (in the front of the room). Please open the bag and distribute the shirts to each member of your delegation. Everybody will have a shirt with the size they ordered.” *Pass out 1 colored Sharpie to each delegate.*
- “Even though we are all students in high/middle school and are involved in our school’s leadership program, we are all one of a kind and truly unique. Think about how others may perceive you versus how you truly perceive yourself. Now YOU have the opportunity to share that with everyone.” *Refer to your shirt or your partners to use as reference.*
- “Please use the colored marker given to you to fill in the blank, white space on your shirt. Fill it with words and images that represent who you are and why YOU are unique. It is entirely your decision to choose what you want to put in the empty space. We have 10 minutes, so be creative! Try to utilize all the space given to you. For reference, feel free to look at the blank space that a CASL Board Member has already filled that will be projected .” *Flip to Slide #16, play some quiet music and remember to check in periodically.*
- “Time’s up! Now that we have our wonderful self-representations on our shirts, share with the members of your school the words and images YOU chose to represent yourself!” *Give schools about 7 minutes and sit in with some groups and listen.*
- “We arrived at the CASLab with other members of our school, meaning we know the people who we’re sitting with, in at least a surface-level way. However, by viewing what each of our fellow delegates wrote on their shirts, we gained a deeper understanding of what matters to them.”
- “We are all individuals, and should be celebrated for it. Nobody is the same, and what is important to some may not be so important to others. Each student on our campus would write something different if they had the chance to complete a shirt. What we, the student leaders on our campuses, must remember is the importance of recognizing every individual and creating an environment of acceptance for them.”

### **Closing (3 minutes):**

- *Flip to Slide #17*, “Throughout this past hour, we have explored the progression of hatred on our campuses and learned how to prevent it. By learning to accept and celebrate each other’s individuality rather than exploiting it, our campuses can be hate-free.”
- “That’s exactly the goal of the ADL, to create learning environments free of bigotry and prejudice through the No Place For Hate program. This shirt is a symbol of your pledge against hate and serves as a constant reminder to bring “No Place for Hate” back to our schools. The program’s impactful message creates substantial change on our campus culture!”
- “Thank you all for joining us today to help make CASL and our member schools knowledgeable about the No Place for Hate initiative. I can’t wait to see you rocking your NP4H8 shirts on your campuses. Dont forget to #CASLab and @CASLfan! If you have any questions about the organization, feel free to talk to us after! Now you’re off to workshop 5!”

Examples:



## Stereotyping

*"A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences"*

## Prejudice

*"Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge"*

## Discrimination

*"Discrimination is denying justice and fair treatment to an individual or group of people"*

## Scapegoating

*"Scapegoating is blaming an individual or group for something based on that person or group's identity, when in reality, the person or group is not responsible"*

