



Daniel Boone Area Middle School

No Place for Hate[®]

Coordinator Planner

Reflections (required for designation)

- 1. Please list your committee members with first name and role at the school (e.g., student, administrator, etc.)? Val Thompson and Melanie Wiest: teachers
Jenny Rexrode and James Towers: Administrators
Mykaliah, Steven, Joey, Eliza, Reina, Abby, Bre, Harrison, Anthony, Max, Blake, Hailey, Lily, Rithu, Owen, Anthony B., and Aiden: Students**
- 2. How often did your committee meet throughout the year? By March 16 we had met 5 times, with more meetings scheduled.**
- 3. On a scale of 1-10, how engaged were your committee members throughout the year? If below a 9, how can you increase this rating next year? 7: We can have more meetings like our last two throughout the year. The last two were more engaging, with students feeling more comfortable with each other and speaking more freely. We also gave the students more voice/choice in the last two, which was good. With them staying together next year, they should continue to be more open to speaking.**
- 4. Were the student committee members the primary drivers of the activities with primary accountability when possible? If not, what changes can you make to allow students to take more ownership of the activities next year? Similar to the last answer, our students were more involved when they were given more opportunity to plan activities. In the beginning the adults primarily planned things and got feedback after the fact. When we switched it, partially because we realized we needed to in order to be a NPFH, they were the only drivers of the activities with our support and guidance when we felt they needed some.**
- 5. Did each committee member have a specific role? If not, how can you divide up the work so everyone has something for which they are responsible next year?**

Students spoke freely in the meetings. There were definitely some who had a greater voice than others, so it was necessary to speak to some by name to get them to share their ideas. I think putting them in smaller groups to talk and have a leader in each group or assign jobs in each small groups (one could record their ideas and one report out) would give them more voice. Then, when we decide on activities, the groups could each take responsibility for an activity.

- 6. What challenges currently exist in maintaining a strong and focused committee?**
There will be changes since the 8th graders will leave us for the 20-21 school year. We will welcome new sixth graders to the group next year, so I would say doing some icebreaker activities to bring them

into the group is important. The other thing is just making sure we are including a diverse group of students. If it's not, then we risk not providing what is needed for our students.

7. What actions can be taken to address these challenges in the future?

Ice-breaker activities, more activities (we are addressing this by adding more time into the schedule for clubs, Olweus, NPFH activities). Also, obtaining more feedback from students as we complete activities, making sure the students are feeling like we are addressing the concerns in the building well.

8. What worked really well that you want to replicate for future No Place for Hate activities/tasks?

Giving the students in the group a voice and giving them "homework" for next time. Using ADL lesson plans as activities was great. We got good feedback from that.

Comments from the ADL:

Signing the No Place for Hate[®] Pledge

Signing the No Place for Hate Pledge is an opportunity for students and staff to express their commitment to creating a school where everyone feels valued and students can thrive academically and socially. This commitment will serve as the foundation for every No Place for Hate meeting and activity throughout the school year, reminding students, staff and family members what their role is in helping to create an inclusive school community. Therefore, we recommend that the Pledge signing happen in the first three months of the school year. Use these questions to help you figure out the most creative and effective way to get the greatest number of signatures possible that can be displayed in a public space.

Building the Pledge Signing Team

1. Who will be responsible for planning and implementing the school-wide Pledge Signing?

Getting Creative

1. What are some creative ways to sign the pledge (e.g., creating a large banner that features the pledge, etc.)?
2. How will you introduce the pledge to students in a way that inspires them to sign the pledge? Staff? Family Members?

Logistics

1. When and where will the pledge-signing take place?

2. What materials do you need to make your pledge signing successful?

Reflections (required for designation)

1. What percentage of the student body signed the pledge? Staff? Family members?

The link to the jamboard is here

https://jamboard.google.com/d/1YqSSxZP5g4RLBxCprbx5br_R4Qci5F7GjSbWC_pK19U/edit?usp=sharing

This worked somewhat; it was difficult to allow all middle school students to be editors with a program we had never used before. Some students' and families' names ended up being removed when new students added theirs. In the first few days, I would say we had around 20% of our student body, along with much of the faculty and a few families who signed. This is a smaller number. So, we then agreed to the pledge in our team meetings, which we had via Zoom meetings on June 1 or 2nd. There was anywhere from 25-75% participation, depending on the number of students who attended the Zoom meeting. We had 100% teacher participation in that method.

2. What worked well with the planning and implementation of the pledge signing event?

The jamboard was nice because kids could be creative and post messages of kindness. The Zoom meeting participation was nice because they could hear it being recited and know exactly what they were agreeing to do. The pledge was originally on page 1 of the Jamboard but it got covered with post-its from students who didn't know how to advance the board to other pages.

3. What challenges, if any, existed when planning and implementing the pledge signing event? Students did not know how to use the Jamboard, so many didn't know that it had multiple pages and they covered each other's signatures on page 1. Once students started to realize that, they put them on other pages, but getting those who had already signed to get back on and do it again was difficult. The Zoom meetings were on the last two days of school, so not all students were able to participate, and some students did not like using Zoom or may not have been able to.

4. What might you do differently the next time you plan a pledge signing event?

It will definitely be in person! It will be more of a ceremonial event tied to an activity we are doing as a school. I thought the idea of doing it later in the year after educating our students and doing activities and facilitating discussion all year was a good one, except for the pandemic! We may try to do it earlier on, just in case!

Activity Development and Implementation

No Place for Hate activities are the drivers of change. Whether you choose to use activities that your school has implemented in the past or decide to create new activities, the whole school should be

impacted and have an opportunity to engage in discussion around the topic(s) covered by the activity. See page 9 of the Handbook for a complete list of activity guidelines.

Below is a series of questions to help guide you through the activity development and implementation process. Please refer to page 11-17 of the No Place for Hate® Coordinator Handbook and Resource Guide for some considerations when developing your school's No Place for Hate activities. You will also find sample activities beginning on page 18 of the handbook.

Activity 1

Team

1. Who on your committee is responsible for planning and implementing Activity 1?

Description

1. What is the name of the activity?
2. When will you implement the activity?
3. What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?
4. How will you achieve these learning objectives?
5. Will the activity (check all that apply):
 - Address school-based issues?
 - Have a school-wide impact?
 - Focus on inclusivity and community?
 - Promote respect for individual and group differences?
 - Involve students in the planning and implementation?
 - Involve active learning?
 - Involve student discussion?
6. How can you turn any unchecked box in question five to a checked box?

Logistics

1. **What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?**
2. **What are the specific tasks that need to be completed in order to implement this activity?**
3. **What is the timeline for completing these tasks?**
4. **What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?**

Reflections (required for designation)

1. **What is the name of the activity?**
Physical Bullying poster
2. **When was the activity implemented?**
Beginning of March, beginning March 10
3. **What were the goals/learning objectives of this activity?**
Students identified that people making fun of others based on their looks and clothes was a big problem. This was to bring awareness to that and incorporate something they enjoy and a contest element into it, which the student group wanted.
4. **Did this activity meet the learning objectives? Why or why not?**

Yes. Students were creating posters and displaying them around the building. They also began the activity by watching two videos about some boys who donated clothes to another boy and then were honored by Will Smith. They like when we incorporate a video into their activity.

5. **Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):**

Address school-based issues? yes

Have a school-wide impact? yes

Focus on inclusivity and community? yes

Promote respect for individual and group differences? yes

Involve students in the planning and implementation? yes

Involve active learning? yes

Involve student discussion? yes

6. **Would you do this activity again? Why or why not?**

Yes, I think this is valuable for any topic that students share is a concern. It allows students to work together and share their talents.

7. What changes would you make to this activity in the future, if any?

I would possibly change the concern they are addressing, based on feedback

Activity 2

Team

1. Who on your committee is responsible for planning and implementing Activity 2?

Description

1. What is the name of the activity?
2. When will you implement the activity?
3. What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?
4. How will you achieve these learning objectives?
5. Will the activity (check all that apply):
 - Address school-based issues?
 - Have a school-wide impact?
 - Focus on inclusivity and community?
 - Promote respect for individual and group differences?
 - Involve students in the planning and implementation?
 - Involve active learning?
 - Involve student discussion?
6. How can you turn any unchecked box in question five to a checked box?

Logistics

1. What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?
2. What are the specific tasks that need to be completed in order to implement this activity?

3. **What is the timeline for completing these tasks?**
4. **What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?**

Reflections (required for designation)

1. **What is the name of the activity?**
Understanding Differences
2. **When was the activity implemented?**
In January, through a team meeting format
3. **What were the goals/learning objectives of this activity?**
Students learned about things that made them different-they all have differences. Autism, allergies, physical disabilities, anxiety, and some other concerns.
4. **Did this activity meet the learning objectives? Why or why not?**

Yes, students were educated on what these things mean and how we can support each other. Students were able to ask questions and discuss.

5. **Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):**

Address school-based issues? Yes

Have a school-wide impact?yes

Focus on inclusivity and community? yes

Promote respect for individual and group differences?yes

Involve students in the planning and implementation? yes

Involve active learning?yes

Involve student discussion?yes

6. **Would you do this activity again? Why or why not?**

Yes. It is important that students understand that we all have challenges and we need to accept everyone.

7. **What changes would you make to this activity in the future, if any?**

We would do a bigger follow-up than what we did. Students discussed in their homerooms after the team meeting with me. I think an activity or video to follow would have been more effective.

Activity 3 Please complete the Team, Description and Logistics section for designation if the activity will be held after April 1. PLEASE NOTE: Please complete the Reflections section after the activity is implemented as proof of completion. ADL reserves the right to revoke No Place for Hate designation status if you do not complete this section.

Team

1. Who on your committee is responsible for planning and implementing Activity 3?

Student group and Mrs. Rexrode

Description

1. What is the name of the activity?

Best Buddies

2. When will you implement the activity?

2020-21 school year. It may be mid-year because the Best Buddies group will be different and will need time to organize and be prepared for this activity.

3. What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?

To increase awareness around students with disabilities

4. How will you achieve these learning objectives?

Students who are part of the Best Buddies club will speak about their club and what they do. We will also include a short video to address the need to provide support and kindness. Students will then complete an art project in their homerooms to promote inclusivity.

5. Will the activity (check all that apply):

- Address school-based issues?yes
- Have a school-wide impact?yes
- Focus on inclusivity and community? yes
- Promote respect for individual and group differences?yes
- Involve students in the planning and implementation?yes
- Involve active learning?yes
- Involve student discussion?yes

6. How can you turn any unchecked box in question five to a checked box?

Logistics

1. What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?

Video, posterboard and other art supplies, depending on student group ideas.

2. What are the specific tasks that need to be completed in order to implement this activity?

Small assemblies with our Best Buddies group, Gather art supplies after homerooms decide on their project, speaking to Best Buddies group to develop their presentation. Hanging/displaying art work after creation.

3. What is the timeline for completing these tasks?

This will take about a month from start to finish

4. What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?

Mrs. Bentz (club advisor) needs to support the activity, and the school needs to support the time out of class to attend the small assemblies and to have time to complete in 8th period/club time.

Reflections (required for designation if activity is completed before April 1st)

1. What is the name of the activity?

DBAMS celebrates inclusivity

2. When was the activity implemented?

3. What were the goals/learning objectives of this activity?

4. Did this activity meet the learning objectives? Why or why not?

5. Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):

Address school-based issues?

Have a school-wide impact?

Focus on inclusivity and community?

Promote respect for individual and group differences?

Involve students in the planning and implementation?

Involve active learning?

Involve student discussion?

6. Would you do this activity again? Why or why not?

7. What changes would you make to this activity in the future, if any?

Additional Activities (optional)

Team

1. Who on your committee is responsible for planning and implementing this activity?

Description

1. What is the name of the activity?
2. When will you implement the activity?
3. What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?
4. How will you achieve these learning objectives?
5. Will the activity (check all that apply):
 - Address school-based issues?
 - Have a school-wide impact?
 - Focus on inclusivity and community?
 - Promote respect for individual and group differences?
 - Involve students in the planning and implementation?
 - Involve active learning?
 - Involve student discussion?
6. How can you turn any unchecked box in question five to a checked box?

Logistics

1. What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?
2. What are the specific tasks that need to be completed in order to implement this activity?
3. What is the timeline for completing these tasks?
4. What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?

Reflections

1. **What is the name of the activity?**

We used two ADL lesson plans this year to address racism and discrimination.

2. **When was the activity implemented?**

In the fall and winter

3. **What were the goals/learning objectives of this activity?**

We wanted to address concerns that our students were being insensitive to others

4. **Did this activity meet the learning objectives? Why or why not?**

Yes. We got a lot of positive feedback that students learned a lot about students from other cultures

5. **Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):**

Address school-based issues? yes

Have a school-wide impact?yes

Focus on inclusivity and community? yes

Promote respect for individual and group differences?yes

Involve students in the planning and implementation?no (this is why I listed as additional-there were individuals who expressed wanting this, but not the particular group)

Involve active learning?yes

Involve student discussion?yes

6. **Would you do this activity again? Why or why not?**

Yes, the lesson plans are excellent. They make addressing difficult issues much easier.

7. **What changes would you make to this activity in the future, if any?**

Our students will have gone through this one this past year, so I would probably put it off for a few years or review this with them and create an extension activity.

Assessments

School Climate Survey

Use the questions below to help you analyze your school climate data for inspiration to develop and implement your No Place for Hate activities.

1. **What surprised you the most when going through the school climate data?**

2. **What priorities, if any, became apparent after reading the results of the school climate survey?**

3. **What are some initial ideas on how to address the pressing issues identified in the climate survey results?**
4. **How will you turn these ideas into reality? What support and resources do you need?**

Assessing Yourself and Your School

In addition to forming a committee, signing the pledge and completing at least three activities that impact the entire student body, ADL recommends that you and members of your staff/administration complete the assessment found on pages 30 and 31 of the Coordinator Handbook and Resource Guide. This assessment will help you identify personal areas of growth as well as any schoolwide systems that may be contributing to a less inclusive learning environment. Once you complete the assessment, use the questions below to help you identify one or two things that you and your school can focus on to create a more inclusive space for learning.

Personal Assessment

1. **What are some personal areas of growth, if any, that were identified after completing the assessment?**
2. **What is one goal you would like to focus on based on the results of the assessment?**
3. **What action(s) will you commit to in order to achieve this goal?**
4. **How will you define and measure “success” related to this goal?**
5. **What is the timeline in achieving this goal?**
6. **How will you hold yourself accountable to this goal?**
7. **What support/resources do you need to achieve this goal?**

School Assessment

1. **What are some areas of growth, if any, that were identified after completing the assessment?**

2. **What is one goal you would like your school to focus on based on the results of the assessment?**
3. **What action(s) do you want your school to commit to in order to achieve this goal?**
4. **How will you define and measure “success” related to this goal?**
5. **What is the timeline to achieving this goal?**
6. **How will your school be held accountable to this goal?**
7. **What support/resources does your school need to achieve this goal?**

Meeting Notes/Thoughts/Reflections