

Do More with No Place for Hate

These suggested No Place for Hate® activities are differentiated for elementary, middle and high school students. The activities below can be used as a follow-up to watching the webinar, “[Do More with No Place for Hate](#),” which aired on 10/23/25. To make this a NPFH activity towards designation, [watch the video](#), engage students in a discussion using the discussion questions and do one of the additional activities included below.

Webinar Description

Join author Dana Kramaroff for a live reading from her middle grade novel-in-verse, *The Do More Club*, a compelling story that explores the impact of an antisemitic incident and the importance of “spreading kindness so hate can’t win.” Students and educators will come together with other No Place for Hate committees from across the country to listen to stories, and learn from one another about how to “DO MORE” in creating more inclusive school communities where all students feel seen, valued, and heard.

What’s Included in This Guide

- [Webinar Video Link](#)
- [About Dana Kramaroff](#)
- [Elementary Activities](#)
- [Middle School Activities](#)
- [High School Activities](#)
- [Additional Resources for Educators, Students and Families](#)

Watch the Webinar Video

Watch the video of the webinar by using this link:

[“Do More with No Place for Hate” Webinar On-Demand.](#)

About Dana Kramaroff

Dana Kramaroff is the author of *The Do More Club*, a middle grade novel-in-verse about an antisemitic incident and ‘spreading kindness so hate can’t win.’ It was selected as an NCTE Children’s Literature Assembly best book of 2024 and has been featured in ADL Education resources. Dana is also a mom, an elementary teacher of 25 years, and a fellow of the National Writing Project.

*This resource is offered as general guidance only. Please review the materials and inquire with your own legal counsel as to the appropriateness of a resource, to ensure compliance with state or local laws.

Guidance and Suggestions for Coordinators

Before you view the webinar “Do More with No Place for Hate,” some suggested preparation that educators can use to prepare for activities and questions that may arise are ...

- Read *The Do More Club* by Dana Kramaroff.
- Review ADL’s toolkit: [Address Antisemitism: Teaching and Learning Kit](#)
- Complete ADL’s mini-lesson for educators: [Teaching the Identity Iceberg](#)

Elementary Activities

Discussion Questions after Watching the Webinar (Grades 3-5)

After watching the webinar live (on 10/23/25) or its [video recording](#), engage students in a discussion by asking some or all of the following questions:

- What did you learn from the webinar?
- What thoughts and feelings came to mind as you watched the webinar?
- What did you think about what Dana Kramaroff read and talked about from her book, *The Do More Club*?
- What did you learn about antisemitism?
- What did you learn about what it means to be Jewish?
- How does the book and the themes of *The Do More Club* connect to No Place for Hate?
- Can you use what you learned from the webinar to build a No Place for Hate Activity this year? How so?

Grades 3-5: One Book, One School

Use the [One Book, One School](#) No Place for Hate Activity to read the book *The Do More Club* together as the upper elementary classrooms in the school. Use the “Core Activities” in the NPFH Activity to (1) read the book together as a school, (2) engage students in a discussion about the book, using the discussion templates provided in the guide and (3) engage students in doing one of the extension activities in the discussion guide (reader’s response writing activity, explore hate symbols and/or reflect on antisemitism).

Grades 3-5: Three Things (Adapted from *The Do More Club*)

Provide students with paper to capture their thoughts. Give them about 5 minutes to create a list of three things about them—encourage

students to include in their list at least one thing that someone would not know about them without having a conversation. (*Consider providing an example like: I can include on my list what my eye color is, but you would have to have a conversation with me to learn about my favorite song and why it's my favorite song...*)

Once student lists are complete, break students into small groups of no more than 4 and provide them time for each person to share their list (or as much of it as they feel comfortable).

Bring students back to the full group and ask a few questions to reflect before wrapping up the activity:

- How did it feel to create your list?
- How did it feel to share your list with others? How did it feel to hear your classmates' lists?
- What is something that you learned from participating in this activity that you had not previously thought of?
- How can learning more about someone's interests help you get to know them better or become friends with them? And how would you use this in your day-to-day life?
- How can you use what you learned from this activity to help make your school No Place for Hate?

Art Activity (All Elementary Grades)

Throughout *The Do More Club*, Josh and his friends and club members take steps to spread positive messages around their school community. Invite students to create a poster, drawing, painting, collage, etc. that will spread kindness in their school community. Ask students to write or share the explanation of their artistic choices—how their image will promote kindness throughout their school. Display the artwork on bulletin boards around school and consider organizing a whole-school art exhibition. (For grades 3-5, ask students to integrate aspects of the Identity Iceberg found in the No Place for Hate activity [Identity: What We Can See and Not See](#) into their posters.)

Grades K-2:

For students in grades K-2, be mindful that much of the material covered in the webinar will not be developmentally appropriate for this age group. Instead, you can have students in grades 3-5, after reading the book, partner up with the K-2 classes in the school and read age-appropriate excerpts of the book to them, explaining to the younger students what the book is about and share their experience reading *The Do More Club*, including what they felt, what they learned, etc.

In addition, you can use the elementary No Place for Hate Activity, [Identity: What We Can See and Not See](#), to explore with K-2 students about symbols in general, hate symbols and their impact. Using the

“Notes for Students in Grades K-2” strategies in the Activity, engage K-2 students in the following ways:

1. When viewing the Identity Iceberg mini-lesson, watch screens 1-6 only. The smaller amount of information will allow them to better process new ideas. After each screen/section, discuss what is said and meant from the mini-lesson.
2. Create a class identity iceberg, having students call out parts of their identity that go above the waterline (e.g., white skin, uses a wheelchair, age) and parts that go below the waterline (e.g., ethnicity, family structure, religion, hobbies). The class identity icebergs can be displayed around the school and students can reflect on how much information we cannot tell from just looking at someone.
3. Select and read a few picture books about different identity groups. After reading the book(s), discuss what parts of the characters’ identity is explored in the book and what they learned about that aspect of identity by reading the book. Then explore what parts of the characters’ identity was easy and clear to see and what parts of their identity were not visible or able to see. You can then brainstorm ideas for how to learn more about the characters, to go “beyond the waterline.”

Middle School Activities

Discussion Questions after Watching the Webinar

After watching the webinar live (on 10/23/25) or its [video recording](#), engage students in a discussion by asking some or all of the following questions:

- What thoughts and feelings came to mind as you watched the webinar?
- What did you learn about Dana Kramaroff and her book *The Do More Club* that you didn't know before?
- What did you learn about what it means to be Jewish? What did you learn about antisemitism?
- Has your school or community ever experienced something like what happened to the school and community in *The Do More Club*? What happened? How did you feel? What did you do?
- What's your biggest takeaway from the webinar?
- How do the discussion and readings during the webinar connect to No Place for Hate?
- Is there anything you learned from the webinar and the stories that were shared that can be used to build a NPFH activity this year? Please explain.

One Book, One School

Use the [One Book, One School](#) No Place for Hate Activity to read the book *The Do More Club* together as a middle school. Use the "Core Activities" in the NPFH Activity to (1) read the book together as a school, (2) engage students in a discussion about the book, using the discussion templates provided in the guide and (3) engage students in doing one of the extension activities in the discussion guide (reader's response writing activity, explore hate symbols and/or reflect on antisemitism).

The Identity Iceberg and Me

One of the No Place for Hate activities that Dana Kramaroff references in *The Do More Club* is the identity iceberg! Use the No Place for Hate activity, "[The Identity Iceberg and Me](#)" to have students engage in a similar examination of their own identities. Use the "Core Activity" in the NPFH Activity to (1) explore the Identity Iceberg as a school, (2) discuss aspects of their identity using the Identity Iceberg and (3) complete their own identity iceberg.

Leadership Discussion

The Do More Club features really strong examples of leadership styles. Using the characters as examples, engage students in a conversation about leadership. Often, students think they need to embody Josh—start a club, give a public speech, speak with the principal—to be considered a “leader.” But Josh’s friends are strong indicators that that is not the case. Nat is the friend who empowers Josh to share more about his identity with others; Marcus provides Josh with backup and learning opportunities; etc.

Engage students in a conversation about leadership:

- What did you learn about leadership from hearing about The Do More Club? What different types of leadership did you hear about?
- Thinking about the different characters and different leadership styles, what kind of leader are you?
- How can you bring your personal leadership skills to help make your school No Place for Hate this year?
- How can you uplift the leadership skills of others in your school?
- What leadership styles would benefit your committee and broader school community?

Kindness Art Activity

The Do More Club provides a lot of strong examples for ways students can spread kindness around their school. Allow students to select one kindness, art-based activity that they can do to make their school feel more welcoming and inclusive for all students:

- Positive Post-Its—use post-it notes to spread positive messages around the school!
- Kindness Rocks—have students paint rocks with positive messages to leave around the grounds of the school.
- Smile Cards—students can write cards to one another with kind and uplifting messages here.
 - A logistical note for educators: it is important to ensure that every student receives a card!

High School Activities

Discussion Questions after Watching the Webinar

After watching the webinar live (on 10/23/25) or its [video recording](#), engage students in a discussion by asking some or all of the following questions:

- What thoughts and feelings came to mind as you watched the webinar?
- What did you learn about Dana Kramaroff and her book *The Do More Club* that you didn't know before?
- What did you learn about what it means to be Jewish? What did you learn about antisemitism?
- Has your school or community ever experienced something like what happened to the school and community in *The Do More Club*? What happened? How did you feel? What did you do?
- What's your biggest takeaway from the webinar?
- How do the discussion and readings during the webinar connect to No Place for Hate?
- How can you help make your school No Place for Hate this year?

Invite students to use one of these questions as a writing/journal prompt and have them write a short essay that responds to one of the questions. Then display the essays around school or have students record themselves reading their essays and share with the whole school.

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Leadership and Art

While Dana Kramaroff's *The Do More Club* is a middle-grades novel, there are strong messages within this book for students and learners of all ages. Break students into small groups and provide each group with a copy of *The Do More Club*. Ask students to create a picture book or graphic novel depicting key themes and messages from the novel to share with an elementary school audience. If possible, have students share their books with elementary classes—they can read the books or send them to a local elementary school. Ask students to reflect upon the experience—how did they pick key parts of the novel to share with

younger students? How were they able to communicate key themes and messages? What was the biggest takeaway from acting as a mentor to younger students?

Reflection on Leadership

While this novel is focused on the experience of a middle school student and written for that age group, it depicts hatred perpetrated by high schoolers. Engage students in a conversation where they reflect upon their role as leaders within their wider school community. Questions may include: What role do you have as leaders in your broader school community? How can you leverage this leadership role into making your community “No Place for Hate”? What steps can you take to be an example for younger students?

Additional Resources for Educators, Students and Families

- [No Place for Hate Activity Library](#) (Collection of NPFH activities that qualify towards designation)
- [Address Antisemitism: Teaching and Learning Kit](#) (for educators)
- Identity Iceberg Activities:
 - [Teaching the Identity Iceberg](#) (for educators)
 - [Identity: What We Can See and Not See](#) (No Place for Hate lesson for elementary school using the Identity Iceberg)
 - [Identity Iceberg and Me](#) (No Place for Hate lesson for middle and high school using the Identity Iceberg)
 - [Identity Iceberg Student Mini-Lesson](#) (for middle and high school students)
- [6 Ways to Be An Ally](#) (for educators, parents, families and caregivers, and students)
- [Swastikas and Other Hate Symbols](#) (HS Lesson Plan)
- [When Hateful Symbols Cause Hurt and Harm](#) (ES/MS Lesson Plan)
- [Awareness to Action](#) (Digital Course on Challenging Antisemitism for MS/HS Students)
- [Hate Symbols](#) (Table Talk Parent/Family Discussion Guide)
- [Resources to Address and Challenge Antisemitism](#) (Collection Page of resources)