

**If we could
end hatred,**



**Imagine
what more
we could do...**

End hatred



The Anti-Defamation League was founded in 1913 "to stop the defamation of the Jewish people and to secure justice and fair treatment to all." Now the nation's premier civil rights/human relations agency fighting anti-Semitism and all forms of bigotry, ADL defends democratic ideals and protects civil rights for all. 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 30 Regional and Satellite Offices in the United States and abroad.

No Place for Hate® is a program that empowers people to challenge anti-Semitism, racism, homophobia, and all forms of bigotry. The program was developed and implemented by ADL. Current partners with ADL are Philadelphia Newspapers, Inc., WPVI-TV, Power 99 and Q102. No Place for Hate® is endorsed by a coalition of 46 organizations representing a wide range of religious, educational, law enforcement, ethnic and community groups and is also endorsed by the Pennsylvania League of Cities and Municipalities and the Philadelphia Commission on Human Relations. Since its inception in 2001, No Place for Hate® has empowered communities across the region to promote respect for individual and group differences and challenge prejudice and bigotry. Now ADL brings this innovative program to schools.



Dear Friends,

Our children will live and work in a world that is much more diverse than when we were young. Preparing them for success requires providing students with an education in which social, ethical, and academic development are inseparable goals. The No Place for Hate® program seeks to provide a model for combating intolerance, bullying and hatred, leading to long-term solutions to these problems in schools. It provides a unique opportunity to incorporate new and existing programs with one consistent message and connects a participating school to a larger initiative taking place in the region and in other cities across the nation.

This Resource Guide is designed to give educators and administrators an understanding of how the program works, and to guide them through the initial stages of participation. It offers creative approaches and ideas on how to create inclusive learning environments where prejudice and hatred are rejected and diversity is respected.

Our goal is to create more harmonious communities, classrooms and workplaces by combating bias and increasing an appreciation for the richness that diversity brings. We hope you will join us in this mission and take the steps outlined in this brochure. Together we can make the places we live, learn and work No Place for Hate®.

Barry Morrison- Regional Director

Michael J. Boni- Board Chair



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How Can My School Become Designated No Place for Hate®?

1. Form a committee to oversee anti-bias activities in your school.

Suggested committee members include: school faculty and staff members, administrators, students, parents, community leaders and youth organization leaders. Committees are often called “Diversity Clubs” and serve as an umbrella organization to promote harmony and respect for differences. Reach out to student groups for ideas and involvement.

2. Sign the “Resolution of Respect” or “No Place for Hate® Promise.”

Organize an official presentation of the Resolution of Respect (for middle and high schools) or No Place for Hate® Promise (for elementary schools) to begin the program. This can be done as part of a larger celebration of diversity, during a school assembly or pep rally or through individual classroom projects. Display the resolution or promise in your school.

Send a photo copy of the resolution or promise and any copies of articles, photos and/or video pertaining to this activity to:

No Place for Hate®
Anti-Defamation League
One Penn Center, Suite 1160
1617 John F. Kennedy Blvd.,
Philadelphia, PA 19103

3. Choose and complete, within the year, three or more activities that celebrate diversity and promote respect.

Projects should expose young people to other cultures, celebrate diversity and promote respect for differences. Ideally, projects will help young people put current events into historical context, challenge them to think critically and evoke a sense of “community.” Projects can be tailored to the specific needs of each school and may include programming by ADL’s award-winning A WORLD OF DIFFERENCE® Institute.

Choose from the projects listed in this guide or be creative and design your own projects consistent with the program’s theme.

Send the Activity Approval Form to the ADL. When a project is complete, collect supplemental materials (press releases, articles, photos, videos, etc.). Send the Activity Fulfillment Form along with the supplemental materials to ADL.

4. CONGRATULATIONS! You have completed all activities and can now officially be designated as a No Place for Hate® school.

You will be contacted by the ADL to officially set up certification as No Place for Hate®. In an assembly or other school function your school will publicly be declared No Place for Hate® and will receive a banner to commemorate this milestone.

You also have the opportunity to complete another three activities the following year for recertification.



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The No Place for Hate® Resolution of Respect

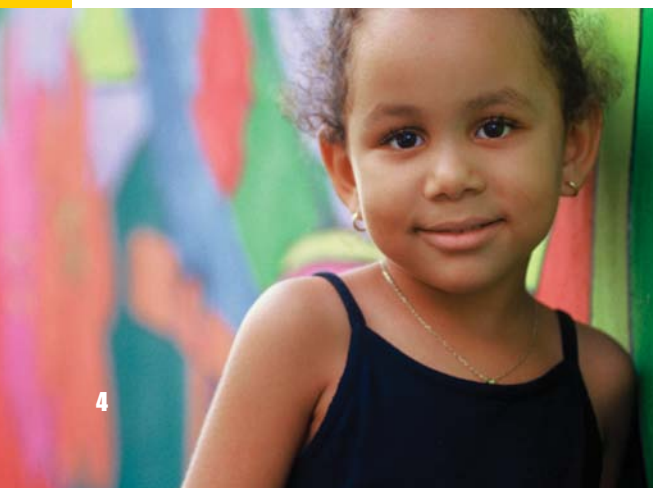
(Middle & High School)

We pledge, from this day forward, to do our best to combat prejudice and to stop those who violate the civil rights of others. We will seek to understand those who are different. We believe that one person can make a difference and that no person should stand by when it comes to opposing hate. We will speak out against prejudice and discrimination. We will reach out to those who are victims of hate. We know that we must all promote harmony, equality and respect. By signing the pledge, we commit ourselves to creating a community that is No Place for Hate®.

The No Place for Hate® Promise

(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.
- Everyone should be able to feel safe and happy at school.
- I want our school to be No Place for Hate®.



Sample No Place for Hate® Projects

Civil Rights Speaker

Invite a recognized civil or human rights leader to address an all-school assembly. Videotape the speech and/or publish an interview with the speaker in the school newspaper.

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, featured in your town newspaper and/or highlighted on a local cable program.

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.

Dance for Diversity

Plan a school dance around a theme such as “Celebrating Our Diversity” or “Stomping Out Hate.” Create unifying posters and have a resource table with helpful anti-bias materials.

“Rock Against Racism”

Have a talent contest around the No Place for Hate® theme, where students can showcase their vocal and musical talents.

Orientation

Create a new student orientation program that addresses the needs of students from all backgrounds, so they feel welcome when joining the student body.

Stereotypes

Assign a project to learn about stereotypes and prejudice. Define terms and have students discuss stereotypes they have learned from friends, TV and movies. Students can bring in examples of stereotypes from books, movies, TV or newspapers.

Learn About Key Civil and Human Rights Leaders

Focus course work and/or a class discussion to learning about key people important to human/civil rights throughout history.

A WORLD OF DIFFERENCE® Institute

Provide educators, administrators and staff with ADL’s anti-bias and diversity training programs or anti-bullying programs and/or implement the anti-bias Peer Training Program for students in your school.

School Exchange

Establish an ongoing relationship that connects students from your school with another school to bring together students from different backgrounds.

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Produce a Play

Produce a school play that is sensitive to multiculturalism and incorporate a variety of roles and perspectives representing a diverse cast, audience and story.

Diversity Quilt

Have art classes or all students create a paper patch depicting their individual heritage and combine them all to create a diversity quilt to be displayed in your school.

Web Site or Page

Research pro-diversity Web sites. Then build a Web page for your school and link it to other sites on the Internet. List your school's multicultural events.

Curriculum Connections

Integrate multicultural, anti-bias, and social justice themes into your school's curricula. ADL's *Curriculum Connections* offers a collection of original lesson plans and resources free to K-12 educators.

Visit: www.adl.org/education/curriculum_connections/

Create a Calendar

Create a school calendar with all the holidays and important civil rights dates represented in your school community.

Book Group

Research books representing the experiences of different ethnic groups as well as those that are written by authors of diverse backgrounds. You can initiate a reading program with a local bookstore or library that features these books.

Visit www.adl.org/bibliography/ for a list of recommended books for children.

Film Festival

Start an annual multicultural film festival at your school. Invite community groups and local theaters to be co-sponsors.

Pen Pals

Start a pen pal program. Get students in touch with students in different parts of the community, country or world.

Highlight Music

Work with your school band and choir to ensure that musical selections are culturally and religiously diverse.

Diversity Logo

Hold a flag or poster contest to determine your school's diversity, unity or anti-bullying logo. Put it on posters, t-shirts or bumper stickers and display it at games, assemblies and school events. This can be a fundraising event for anti-bias activities in your school.

No Place for Hate® Day

Suspend regular classes for a day and invite community members and leaders to speak about and to explore issues of diversity and civil rights with students. Consult with the ADL to plan this program.

Career Workshop

Host a career workshop led by local professionals who can discuss diversity in their respective fields.

No Place for Hate® Month

Devote a month to No Place for Hate® and diversity in the school library. Include a display of books about different cultures, faiths and abilities. Offer a suggested book list to students and parents.

English as a Second Language

Sponsor an event for families of ESL & international students.

School Paper

Feature articles that pertain to diversity and human/civil rights in your school newspaper. Devote a section to promoting respect for diversity and publicizing multicultural events.

Echoes and Reflections

Teach students the lessons of the Holocaust. *Echoes and Reflections* - a multimedia curriculum on the Holocaust - was developed by the ADL, the Shoah Foundation and Yad Vashem. Through the study of the Holocaust, the curriculum helps students connect history with contemporary issues and inspires them to confront the racism and discrimination they face in their own lives.

Visit www.echoesandreflections.org

Marathon

Organize a dance-a-thon, walk-a-thon, bike-a-thon, car wash or battle-of-the-bands and donate the proceeds from ticket sales to underwrite diversity training and other programs for the school.

Guest Speaker

Invite your district attorney, police chief, a representative from the attorney general's office or a representative from the ADL to speak to your school about civil rights, hate crimes and other legal aspects of the fight against prejudice.

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, Chamber of Commerce events, and other community group events.

Speakers Bureau

Create a student-run Speakers Bureau where students of different backgrounds speak about their heritage. Identify local community leaders, civil rights veterans, Holocaust survivors and others to partner with students in this effort.

"Cultural Pursuit"

Turn a school assembly into a game show for students of all grades called "Cultural Pursuit." Ask teachers to develop questions covering every discipline and hold "culture bees" in their classrooms to determine assembly contestants.

"Open-Mike Night"

Organize a No-Ethnic-Humor Open-Mike Night featuring stand-up comedy by students.

Cultural Diversity & Media Ethics

Construct a multimedia display that examines how today's media perpetuates stereotypes. Consider current films, television shows, music and advertising campaigns, in addition to newspapers, magazines and books.

Mock Summit

Research peace negotiations going on around the world regarding ethnic or racial conflict. Then stage a mock summit in which students take on the roles of international leaders and try to resolve these crises.

Dramatic Representation

Look for examples of youth who have struggled to overcome oppression throughout history and create an original dramatic performance based on their experiences.



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Internship Fair

Ask your school to host an internship fair for groups such as ADL and other civic organizations that “hire” student interns.

Research Projects

Assign a research project focused on civil and human rights. For example, students can research civil unrest in this country: from rebellions during slavery, to Chicago in the 1960s, to Los Angeles in the 1990s.

Survey Colleges

Survey the colleges in your area about diversity and affinity clubs at their schools. Invite a panel of representatives to speak to the senior class.

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.

Solidarity Day

Organize a Solidarity Day that allows students to hear from presenters who address racial and gender-related issues.

Organize a Campaign

Organize a poster campaign that encourages people to intervene when confronted with instances of prejudice.

“Proud Out Loud”

Produce a “Proud Out Loud” video comprised of interviews with students (and family members) about their ethnic heritage.

No Place for Hate® Infomercial

Have students write essays on what diversity means to them. Videotape students reading excerpts from their essays. This can be the basis for an infomercial for No Place for Hate® to explain the program to students, parents and communities.

Interview a Family Member

Assign the students the task of interviewing their family members to learn more about their family heritage. The students can write essays and/or share their stories with the class.

Film*

Show an age-appropriate film, such as “Behind the Mask,” that will help young people understand prejudice and teach them to appreciate differences.

Thumb Prints*

Use 3” x 5” 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.

Read & Discuss*

Read an age appropriate book or story about bullying. Discuss the book and define terms such as “bullying,” “exclusion” and “gossip.” Let students share their thoughts and experiences.

“No Name Calling Week”*

Organize No Name-Calling Week in your school. Visit www.nonamecallingweek.org

“Mix It Up!”*

Organize a Mix It Up at Lunch Day. Visit www.mixitup.org

“I am unique...”*

Have children complete the following statement: “I am unique because...” on construction paper, and post the statements around the room.

Learning About How Other Children Live*

Devote class time to learning about other countries and cultures. Focus part of the discussion on how children live in these countries

Positive Pin Drive*

Initiate a positive pin drive, in which students bring in pins with positive slogans and tack them in a central gathering area.

Multicultural Games and Activities*

Incorporate children’s games and activities of a variety of cultures during physical education class, recess and regular class times.

Be Creative! We encourage schools to develop their own projects! Visit www.adl.org/education/ for more resources and activities

* Denotes projects specifically for younger students.



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Developing a Common Language

Part I. General Terms

The following are general terms often associated with diversity awareness, anti-bias programs and resources. Specific ways that some of these concepts manifest in society are defined in Part II of this glossary.

Anti-bias

Anti-bias is an active commitment to challenging prejudice, stereotyping and all forms of discrimination.

Bias

Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bigotry

Bigotry is an unreasonable or irrational attachment to negative stereotypes and prejudices.

Culture

Culture is 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, dating rituals and clothing to name a few.

Discrimination

Discrimination is the denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Diversity

Diversity means different or varied. The population of the United States is made up of people from “diverse” “races,” cultures and places.

Multicultural

Multicultural means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

Prejudice

Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

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. Prejudicial thinking and discriminatory acts can lead to scapegoating.

Stereotype

A stereotype is 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.

Part II. Manifestations of Prejudice and Discrimination

The following are specific manifestations of prejudice and discrimination, all of which are based on stereotypes and/or negative attitudes toward members of a particular group. All forms of prejudice can be both personal (an individual act of meanness or exclusion) or institutional (prejudice and discrimination supported and sanctioned by power and authority that benefits some and disadvantages others).

Ableism

Ableism is prejudice and/or discrimination against people with mental and/or physical disabilities.

Ageism

Ageism is prejudice and/or discrimination against people because of their age.

Anti-Semitism

Anti-Semitism is prejudice and discrimination against Jews. Anti-Semitism can be based on hatred against Jews because of their religious beliefs, their group membership (ethnicity) and sometimes on the erroneous belief that Jews are a “race.”

Classism

Classism is prejudice and/or discrimination against people because of their real or perceived economic status.

Heterosexism/Homophobia

Heterosexism is prejudice and/or discrimination against people because of their real or perceived sexual orientation. Homophobia is the irrational fear of people who are believed to be lesbian, gay, or bisexual.

Racism

Racism is prejudice and/or discrimination against people based on the social construction of “race.” Differences in physical characteristics (e.g. skin color, hair texture, eye shape) are used to support a system of inequities.

Religious bigotry

Religious bigotry is prejudice and discrimination against people based on their religious beliefs and/or practices.

Sexism

Sexism is prejudice and/or discrimination based on gender.



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Definitions and Responding to Hate in School

Definitions

Hate Crime

The hate crime law in Pennsylvania is called the Ethnic Intimidation Statute. This statute classifies hate crimes as crimes against people or property that are done with “malicious intention toward the actual or perceived race, color, religion or national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity” of the victim(s). These include but are not limited to harassment, assault, criminal trespass or arson.

A hate crime in Delaware is defined as a crime committed with the purpose of interfering with or because of the free exercise or enjoyment of rights protected by the First Amendment, where the victim was selected because of his or her race, religion, color, disability, national origin or ancestry.

Hate Incident

Hate-motivated incidents are defined as an expression of hostility against a person, persons, or property that was committed because of bias or prejudice against a group identified by race, color, disability, religion, national origin or ancestry, age, gender or sexual orientation.

Hate-motivated incidents include those actions that are motivated by bias, but do not meet the necessary elements required to prove a crime. This may include such behavior as, non-threatening name-calling, using racial slurs or disseminating racist leaflets.



Responses

Plan Ahead

- Work with your school administration to establish a plan for responding promptly to hate incidents and hate crimes.
- Educate school staff on how to recognize hate-motivated incidents and hate crimes.
- Establish procedures for reporting hate-motivated incidents and crimes.
- Establish school policies that clearly indicate that hate-motivated behavior will not be tolerated.

Take Action

- Respond promptly to incidents.
- Conduct a complete investigation of the incident, including the questioning of the victim(s), witness(es) and perpetrator(s). Report hate crimes to law enforcement.
- If there is physical damage (i.e. defacing, spray painting, etc.) take photographs. As soon as law enforcement personnel have viewed the damage and photographs have been taken, have the damage repaired. If hate literature has been distributed, collect the literature for evidence.
- Train school counselors to assist hate crime victims and/or provide referral sources to community agencies. Reassure the victim and his or her family that the incident will be treated seriously.
- Determine proper disciplinary action according to school protocols.
- If your school district has a reporting policy, submit a hate crime/incident report to the appropriate district offices.
- Determine whether or not additional follow-up activities are necessary, (e.g., staff and student awareness activities, responses to the media, etc.).

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What Teachers and Administrators Can Do:

Examine your own cultural biases and assumptions. Explore your perceptions and understanding of situations by developing an awareness of your cultural “filters.”

Integrate culturally diverse information and perspectives when working with young people. Relegating equity issues to a special or “multicultural” time sends a message to children that such issues are unimportant relative to other activities in which you and the children are involved. Explore diversity issues and incorporate multiple perspectives on a regular basis.

Allow time for the process to develop. Introduce less complex topics first and create time to establish trust. Develop ground rules for discussion that allow for honest dialogue within a respectful context. Recognize that the long history of mistrust between people in different groups will not dissipate quickly.

Establish an environment that allows for mistakes. Since most of us have unconsciously acquired prejudice and stereotypical thinking, we may not be aware that certain attitudes are harmful to ourselves and to others. Acknowledge that intolerant thinking will surface from time to time in ourselves and in others. Model nondefensive responses when told that something you said or did was offensive to someone. Assume goodwill and make that assumption a common practice within your groups.

Intervene. Be prepared to respond to purposefully directed acts of bias. Children will carefully observe how you intervene when someone is the target of discriminatory and hate-based behavior. Your silence in the face of injustice conveys the message that you condone the behavior or consider it not worthy of attention. Your appropriate and timely intervention is critical in establishing an environment where all children feel valued and respected.

Keep learning. Keep abreast of current issues and discuss them with children. Clip articles from newspapers and magazines and post them in the classroom. Let children know that you consider yourself a learner in these issues.

Avoid preaching to children about how they should behave. Research indicates that exhortation is the least effective method for changing prejudiced attitudes; in fact, it often produces a result opposite from the desired effect. Encourage children to resolve conflicts, solve problems, work in diverse teams, and learn new information about themselves and others through interactive experiences.

Encourage empathy. Encourage children to share life experiences and choose literature that will help them develop empathy. Make your school or center a place where children’s experiences are not marginalized, trivialized, or invalidated. It is not fruitful to engage in a debate over who has suffered the most. Oppression is harmful to all people in all of its forms.

Review resources. Review material so that displays and bulletin boards are inclusive of all people. Ensure that books and videos you use do not reinforce existing stereotypes. When you encounter such examples, point them out to children and encourage a discussion about them.

Make home-school-community connections. Involve parents, caregivers, family members, and other members of the community in the learning process. Understand that families and other community members provide the context in which children learn and are motivated to learn. Examine how you can connect home, school, and community with one another and the larger world.

From *Hate Hurts: How Children Learn and Unlearn Prejudice* by Caryl Stern-LaRosa and Ellen Hofheimer Bettmann, © 2000 Anti-Defamation League. All rights reserved. Reprinted with permission. Published by Scholastic Inc.



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CHECKLIST: Creating an Inclusive Learning Environment

Use this list to identify strengths and areas in need of improvement.

Images...	We do this well	Needs improvement
Does the physical environment contain images of people from diverse backgrounds (for example, diverse cultures and religions, and people of different ages)?		
Does the physical environment include images that counter existing stereotypes (for example, a Mexican physician instead of a Mexican in a sombrero taking a siesta)?		
Does the physical environment include images of diverse people engaged in everyday dress and activities, as opposed to ancient or ceremonial dress (for example, a Native American in Western dress working at a computer, rather than in ceremonial feathers)?		
Does the physical environment include images of people with a range of different abilities and body types engaged in a variety of activities?		
Does the physical environment include images of many different kinds of family compositions and socioeconomic groups?		
Does the physical environment include images that demonstrate the geographic diversity of family dwellings, neighborhoods, and communities (for example, urban, rural, suburban)?		
Does the physical environment include images that counter gender stereotypes (for example women demonstrating physical strength and men performing domestic tasks or caring for children)?		
Does the physical environment include images of people from diverse backgrounds interacting with one another?		

Notes

CHECKLIST: Creating an Inclusive Learning Environment

Use this list to identify strengths and areas in need of improvement.

Experiences...	We do this well	Needs improvement
Do textbooks and other curricular resources include content and illustrations that reflect the experiences of people from diverse backgrounds?		
Does the school provide opportunities for all students and staff to participate in anti-bias education programs that promote awareness of personal biases and provide opportunities to develop skills to challenge bias?		
Does the curriculum promote understanding of diverse perspectives, including the values, attitudes and behaviors that support cultural pluralism?		
Do the teaching strategies reflect a variety of learning styles?		
Does the school staff provide equal opportunities and maintain high expectations for all students?		
Do school policies and procedures foster positive interactions among staff, students and students' families?		
Does the school foster students' learning of other languages, including sign language, as legitimate means of communication?		
Does the curriculum help students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship?		

Notes

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Responding to Bullying in School

What is the definition of bullying?

Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms such as:

Physical bullying, such as hitting or punching;

Verbal bullying, such as teasing or name-calling;

Nonverbal or emotional bullying, such as intimidating someone through gestures or social exclusion; and

Children and youth also may be involved in cyberbullying, which occurs when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- Sending mean text, e-mail, or instant messages;
- Posting nasty pictures or messages about others in blogs or on Web sites;
- Using someone else's user name to spread rumors or lies about someone.

What works in bullying preventions?

There are a number of school-based bullying prevention programs. Although they vary in size and scope, the most promising programs incorporate the following characteristics:

- A focus on creating a school-wide environment, or climate, that discourages bullying;
- Surveys students to assess the nature and extent of bullying behavior and attitudes toward bullying;
- Training to prepare staff to recognize and respond to bullying;
- Development of consistent rules against bullying;
- Review and enhancement of the school's disciplinary code related to bullying behavior;
- Classroom activities to discuss issues related to bullying;
- Integration of bullying prevention themes across the curriculum;
- Individual and/or group work with children who have been bullied;
- Individual work with children who have bullied peers;
- Involvement of parents in bullying prevention and/or intervention activities; and
- Use of teacher or staff groups to increase staff knowledge and motivation related to bullying.

From *Take a Stand, Lend a Hand, Stop Bullying Now!* a project of the Health, Resources and Services Administration of the U.S. Department of Health and Human Services at <http://www.stopbullyingnow.org> and reprinted with permission.



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How to Intervene to Stop Bullying: Tips for On-the-Spot Intervention at School

As adults, we may feel uncertain about how to handle bullying when we see or hear it happening. Or, we may respond in ways that don't make the best use of the opportunity to teach a young person the difference between appropriate and inappropriate behavior. If the situation is not handled appropriately, we could end up inadvertently promoting, rather than reducing bullying. Here are some tips to help respond more effectively on-the-spot and make the best use of the "teachable moment" with all students at school.

When you see or hear bullying:

Immediately stop the bullying. Stand between the child(ren) who bullied and those who were bullied, preferably blocking eye contact between them. Don't send any students away - especially bystander(s). Don't immediately ask about or discuss the reason for the bullying or try to sort out the facts.

Refer to the bullying behavior and to the relevant school rules against bullying. Use a matter-of-fact tone of voice to state what behaviors you saw/heard. Let students know that bullying is unacceptable and against school rules (e.g. "Calling someone names is bullying and is against our school rules," or "That was bullying. I won't allow students to push or hurt each other that way").

Support the bullied child in a way that allows him/her to regain self-control, to "save face," and to feel supported and safe from retaliation. Make a point to see the child later in private if she/he is upset, but don't ask what happened at the time of the incident. It can be very uncomfortable to be questioned in front of other students. Let his/her teacher(s) know what happened to provide additional support and protection. Increase supervision to assure the bullying is not repeated and does not escalate.

Include the bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time. Don't put bystanders on-the-spot to explain publicly what they observed. Use a calm, matter-of-fact, supportive tone of voice to let them know that you noticed their inaction or that you are pleased with the way they tried to help - even if they weren't successful. If they did not act, or if they responded in aggressive ways, encourage them to take a more active or prosocial role next time (e.g. "Maybe you weren't sure what to do. Next time, please tell the person to stop or get an adult to help if you feel you can't work together to handle the situation").

If appropriate, impose immediate consequences for students who bully others. Do not require students to apologize or make amends during the heat-of-the moment (everyone should have time to cool off). All consequences should be logical - and connected to the offense. As a first step, you might take away social opportunities (e.g. recess, lunch in the cafeteria). Let students who bully know you will be watching them and their friends closely to be sure there is no retaliation. Notify colleagues.

Do not require the students to meet and "work things out." Unlike conflicts, bullying involves a power imbalance which means this strategy will now work. Trying to find a way to "work things out" can re-traumatize the student who was bullied and does not generally improve relationships between the parties. Instead, encourage the student who bullied to make amends in a way (after follow-up with an adult) that would be meaningful for the child who was bullied.

Individual follow-up and support:

Even if you make good use of the "teachable moment" when bullying occurs, you will still encounter situations where staff members will need to provide follow-up interventions. Follow-up is time-consuming and may not be appropriate in every case of bullying. In addition, staff-members providing follow-up are likely to need specialized skills or training- as well as enough time to investigate problems, to administer out appropriate discipline, or to provide support or therapeutic intervention.

- Provide follow-up interventions, as needed, for the students who were bullied and for those who bullied. Determine what type of situations and level of severity of bullying incidents require follow-up intervention from adults and designate who should intervene in various circumstances.
- Notify parents of children who are involved, as appropriate.
- Bullied students need to process the circumstances of the bullying, vent their feelings about it, and get support. Some may need assistance reading or interpreting social signals, practicing assertive behavior, building self-esteem, or identifying friends and classmates who can give them support.
- Students who bully may need help recognizing their behavior, taking responsibility for their behavior, developing empathy and perspective-taking abilities, and finding ways to make amends. They also may need help to learn how to use power in socially appropriate ways (e.g., focusing their energy on causes they care about).
- When there are suspicions of bullying, gather more information by talking with bystanders privately. Intensify observation and supervision and offer incentives or positive consequences to active, helpful bystanders to increase involvement by students. Bystanders need opportunities to discuss and practice responses outside of the heat of the moment in order to be successful. The more options they have, the more successful they will be.

From *Take a Stand, Lend a Hand, Stop Bullying Now!* a project of the Health, Resources and Services Administration of the U.S. Department of Health and Human Services at <http://www.stopbullyingnow.org> and reprinted with permission.



End hatred

Responding to Hate on the Internet

“Using simple search tools, young Internet users can easily find hate propaganda if they are looking for it. They may also stumble upon such propaganda inadvertently. Searching for activity pages suitable for kids might land a child at a white supremacist site devoted to children, complete with coloring pages and a crossword puzzle. Misleading extremist Web sites that may lure unsuspecting children are on the rise. One site, created by a member of the neo-Nazi National Alliance, hides its racism behind “A Historical Examination” of Dr. Martin Luther King Jr.’s life. An informative and factual Web site concerned with the Holocaust, such as the site prepared by the United States Holocaust Memorial Museum, may be listed in Web directories alongside dozens of sites prepared by Holocaust deniers, who use the Internet to post thousands of pages of lies and distortions.”

– from A Parents Guide to Hate on the Internet, Anti-Defamation League

Helping Children Navigate the Internet Safely

There are few simple answers to the problems and challenges created by the presence of hate on the Internet. Because of the probability that children may at some time encounter such material, children need opportunities to develop skills that include the following:

- ability to think critically, in order to discern fact, opinion, and misinformation
- ability and tools to assess the reliability and credibility of online sources of information
- response strategies to use if they encounter individuals or groups online that promote hate

The development of these skills requires an ongoing process that includes open discussions of concerns and opportunities to develop and practice skills.



Internet Guidelines for Parents & Families, Educators, and Librarians

1. Locate computers in open areas shared by family. Position computers so that adults can easily view what is on the screen. When supervising children’s computer use, establish a consistent, helpful presence that discourages the perception that adults are violating children’s privacy.
2. Post, discuss, and reinforce with children the Internet Tips for Kids. http://www.partnersagainsthate.org/publications/hoi_practical_tools.pdf
3. Spend time visiting Internet sites with children. Use these opportunities to demonstrate and model practical application of a critical thinking approach to assessing content and accuracy. Encourage questions about material children do not understand.
4. Be aware of online activities of children. Initiate discussion about children’s online experiences.
5. Discuss with children the dangers of sharing personal information with others online and continually reinforce the importance of this guideline. Clarify the kinds of information that should never be shared (names, addresses, phone numbers, names of schools and grade levels). This is a critical safety rule for people of all ages.
6. Provide children with opportunities for skill development and the necessary tools and resources to assess accuracy of Web site content. Provide supervised opportunities for children to practice these skills online.
7. Instruct children to immediately notify the appropriate authorities (parent or other adult family member, teacher or other school personnel, librarian, etc.) when they encounter hate online.
8. Discuss and provide opportunities for children to practice strategies for responding to individuals and groups encountered online that promote intolerance and hate. Distinguish between immediate strategies (logging out of a chat room) and long-term strategies (writing a letter to the local Anti-Defamation League office or police department to provide information about the Web site).
9. Explore and utilize services and resources provided by your Internet Service Provider (ISP) to protect children from encountering hate online, such as built-in filters. If your current ISP does not offer family-oriented services, explore other local options for this Internet access.
10. Restrict time children spend online, and provide guidance for structuring online time. Limit unstructured random surfing, and consistently supervise children’s online activities.
11. Model safe use of the Internet, avoiding potentially dangerous situations, including online romance and gambling. Children are keen observers of adult behavior and will emulate it, despite warnings to the contrary.
12. Stress personal responsibility in children. Knowledge and education are key weapons against hate and intolerance. Establish an environment of open communication to build awareness of children’s online activities and to take necessary steps to protect children from online encounters with people who promulgate hatred and bigotry.
13. Talk frequently with children about what sites they are visiting, and what they are seeing and hearing online. Use these opportunities to teach and reinforce skills to assess online content and safety.

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Holiday Activities Guidelines

Every December, public school students, parents, teachers and administrators face the difficult task of acknowledging the various religious and secular holiday traditions celebrated during that time of year. Teachers, administrators and parents should try to promote greater understanding and tolerance among students of different traditions by taking care to adhere to the requirements of the First Amendment.

– From *The December Dilemma: Guidelines for Public Schools During the December Holidays*.
For more information, visit www.adl.org/issue_education/december_dilemma_2004

Be Accurate and Sensitive

Religious holidays offer excellent opportunities throughout the year for teaching about religion and its historical importance. However, in order to avoid student embarrassment, don't ask children to explain their own religious practices or observances or to bring religious objects to class as a basis of discussion. Be aware that some religions teach that celebrating holidays — or birthdays — is wrong. Children should always be permitted not to participate and should have the opportunity to engage in optional, enjoyable activities. Remember that writing a letter to Santa may be uncomfortable for the non-Christian child who is "not on his list." An option that is true to the spirit of the winter holidays might be encouraging children to write to merchants, or other children, seeking donations for children who lack any toys.



Avoid Stereotyping

Not all members of the same religious group observe a holiday in the same way. Make sure that you do not treat some holidays as regular and neither others as "exotic," nor that you introduce an ethnic group only in terms of its holiday observances. Multicultural activities that focus only on foods and holidays have been justifiably labeled the "tourist approach." * Better to share the holiday's name, when it occurs, who participates and how this holiday reveals the historical experiences and culture of its followers. Because some holiday customs incorporate stereotypes, help children, for example, to identify stereotypes of Native Americans on Thanksgiving cards and decorations, and to understand why Thanksgiving can be a reminder of promises broken and dispossession for some while it represents togetherness and thanks for others. Spend time creating new cards and decorations that celebrate the holiday with respect for all.

Be Constitutionally Appropriate

Holiday observances, if held under public school auspices, violate the First Amendment's separation-of-church-and-state mandate. Joint celebrations (Christmas-Chanukah, for example) do not solve the problem, as they only serve to introduce religious observances into the schools. They also tend to pit holidays in competition, with each other and distort the significance of each. While recognizing a diverse group of holidays validates children and their families, bringing religious leaders into a public setting is not appropriate. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, the Buddha, among others, that are part of a religious tradition is permitted as a teaching aid, provided such symbols are displayed only as an educational example of the culture and religious heritage of the holiday and are temporary in nature. They may not be used as decorations.

Use holiday activities as a way of enhancing respect for religions and traditions different from one's own, but stress common themes, as well. Many religions focus on festivals of light, including Christmas, Chanukah, Kwanzaa, Santa Lucia Day and Diwali. Liberation is the theme of such holidays as the Fourth of July, Passover, Cinco de Mayo, Juneteenth and Martin Luther King Jr.'s Birthday.** By connecting holiday themes, you communicate that holidays are a valid expression of cultural and religious pride. You also convey that it's okay to be different.

* Derman-Sparks Louise. *Anti-Bias Curriculum: Tools For Empowering Young Children*. Washington, DC, NAEYC, 1989.

** Bisson, Julie. *Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs*. St. Paul, MN. Readleaf Press, 1997.

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what more we could do...

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GLOSSARY OF OBSERVANCES

Some dates are not specified because they are determined by the lunar calendar. Jewish, Baha'i and Islamic holidays begin at sunset the previous day. The dates for certain Hindu holidays, which are calculated on a lunar calendar and are approximate.

ALL SAINTS' DAY – November 1. Commemorates all the saints.

AMERICAN EDUCATION WEEK – Third week in November. To honor the public schools of America.

ANNE FRANK DAY – June 12. Birthday of young Jewish girl whose diary describes her family's hiding from Nazis through assistance of gentile friends.

SUSAN B. ANTHONY'S BIRTHDAY – Susan B. Anthony, born February 15, 1820, was a pioneer in the women's movement.

ARMENIAN MARTYRS' DAY – April 24. Commemorates the extermination of 1.5 million Armenians in Turkey in the years 1915-1923.

ASCENSION DAY – The 40th day after Easter. Commemorates the ascension of Jesus into Heaven.

ASCENSION OF BAHÁ'U'LLAH (Baha'i) – May 29. Observance of the anniversary of the death in exile of Baha'u'llah.

ASH WEDNESDAY – The first day of Lent, a 40-day season of spiritual preparation for Easter.

BAHA'I NEW YEAR'S DAY – March 21. Astronomically fixed to commence the year. Known as Naw Rúz. Also the beginning of the Iranian New Year.

BAHA'U'LLAH BIRTHDAY (Baha'i) – November 12. Commemorates birth of the founder of Baha'i faith in 1817.

BAISAKHI – April 13. Sikh observance of rejection of Indian caste system and formation of Khalsa (Sikh Brotherhood).

BILL OF RIGHTS DAY – On December 15, 1791, the United States Constitution became effective.

BIRTH OF THE BAB (Baha'i) – October 20. Observance of the anniversary of the birth of Siyyid Ali Muhammad, known as "the Bab."

BLACK HISTORY MONTH – Celebrated in February to commemorate leading events in African-American history.

BODHI DAY – Buddhist celebration of the Enlightenment of founder Shakyamuni Buddha, ca. 596 B.C.E.

BON (Mahayana Buddhism) – July 15. Occasion for rejoicing in the enlightenment offered by the Buddha. Day of remembrance of all those who have passed away. Also known as Obon-e.

BROTHERHOOD/SISTERHOOD WEEK – Designated in February by the National Conference of Christians and Jews to emphasize the importance of brotherhood and sisterhood.

BUDDHA DAY (Mahayana Buddhism) – April 8. Commemorates the birth of Gautama, the Buddha of Infinite Wisdom and Compassion. Also known as Hanamatsuri.

CHANUKAH FESTIVAL OF DEDICATION (Festival of Lights) – Eight-day festival celebrating the rededication of the Temple to the service of God (165 B.C.E.). Commemorates the Maccabean victory over Antiochus who sought to suppress freedom of worship.

CHINESE NEW YEAR – A festive holiday celebrated for about two weeks. Each year is symbolized by a different animal.

CHRISTMAS – December 25. Commemorates the birth of Jesus.

CINCO DE MAYO – May 5 (in Spanish). This date marks the victory in 1862 of a small Mexican force that routed a French army three times its size.

CITIZENSHIP DAY/CONSTITUTION DAY – On this day, which marks the anniversary of the signing of the United States Constitution (September 17, 1787), the importance of citizenship is dramatized by many naturalization ceremonies.

COLUMBUS DAY – Columbus landed at San Salvador, October 12, 1492. Now celebrated on the second Monday in October.

DAY OF OUR LADY OF GUADALUPE – December 12. Fiestas commemorate the day in 1531 when the Blessed Virgin Mary appeared before the Indian Juan Diego.

THE DECLARATION OF THE BAB (Baha'i) – May 23. Day when Baha'u'llah revealed His mission to his disciples.

DEEPAVALI (Hindu) – Festival of Lights.

DUSSEHRA (Hindu) – Worship of War Goddess, Durga.

EASTER SUNDAY – Celebrates the resurrection of Jesus.

ELECTION DAY – The first Tuesday following the first Monday in November.

FATHER'S DAY – The third Sunday in June.

FEAST OF THE ASSUMPTION – August 15. Commemorates the taking of the Virgin Mary into Heaven.

FEAST OF THE EPIPHANY – January 6. The revealing of Jesus as the Christ to the gentiles in the persons of the Magi at Bethlehem.

FEAST OF THE IMMACULATE CONCEPTION – December 8. Observance commemorating the doctrine that Mary, from the moment of her conception, was free from the stain of Original Sin.

FESTIVAL OF RIDVAN (Baha'i) – April 21. Beginning of the most important festival period, the 12 days which Baha'u'llah spent in the garden of Ridvan, before his exile to Constantinople.

FIRST SUNDAY IN ADVENT – Begins four weeks of spiritual preparation in observance of the birth of Jesus.

FLAG DAY – The anniversary of the adoption of our national flag by Congress, June 14, 1777.

GOOD FRIDAY – Commemorates the Crucifixion of Jesus. Two days before Easter.

HALLOWEEN – October 31. The eve of All Saints' Day.

HANAMATSURI – April 8. Celebrates the birth of the founder of Buddhism, ca. 560 B.C.E.

HOLY THURSDAY (Maundy Thursday) – Commemorates the Last Supper, at which Jesus and the Disciples were together for the last time before the Crucifixion, and the sacrament of the Eucharist was instituted.

HUMAN RIGHTS DAY – Celebrates the proclamation of the Universal Declaration of Human Rights by the United Nations General Assembly on December 10, 1948.

IDUL-ADHA (Islamic) – Commemorates the Feast of Sacrifice. (Falls on the 10th day of Zulhijjah.)

IDUL-FITR (Islamic) – End of the month of Ramadan, daily fasting from sunrise to sunset. (Falls on the first day of Shawwal.)

INDEPENDENCE DAY – The Declaration of Independence was proclaimed on July 4, 1776.

KANNAME FESTIVAL (Shinto) – October 17. Celebration of the autumn harvest.

DR. MARTIN LUTHER KING, JR.'S BIRTHDAY – Dr. Martin Luther King, Jr.'s birthday is celebrated on the third Monday in January.

KRISTALLNACHT – November 9-10. Dates of 1938 Nazi riots against Jews in which many people were killed, hundreds of synagogues burned, and thousands of Jewish-owned businesses destroyed.

KWANZAA – Dec. 26-Jan. 1. A seven-day celebration of African-American values & traditions and their continued vitality. "Kwanzaa," in Kiswahili, means "first fruits of the harvest."

LABOR DAY – Celebrated the first Monday in September, in recognition of American workers.

LAG B'OMER – (The 33rd day of the counting of the Omer, from the second day of Pesach until Shavuot.) According to the Talmud, 24,000 disciples of the Jewish scholar, Rabbi Akiva (ca. 50-132 C.E.), died of a plague during the period between Pesach and Shavuot because they did not sufficiently honor one another. The plague ceased on Lag B'Omer which, consequently, became a Jewish festival.

MARTYRDOM OF THE BAB (Baha'i) – July 9. Observance of the anniversary of the execution of the Bab in 1850.

MAULUD-UN-NABI (Islamic) – Birthday of the Prophet. (Falls on the 12th day of the month of Rabi'l.)

MEMORIAL DAY – Initiated originally to honor the dead of the Civil War, this observance now pays homage to the dead of all wars. Now celebrated on the last Monday in May.

MOTHER'S DAY – The second Sunday in May.

MUHARRAM – The first month of the Islamic new year.

NATIONAL HISPANIC HERITAGE MONTH – Sept. 15- Oct. 15. Honors the Hispanic culture, history and contributions to American life.

NATIVE AMERICAN DAY – Several states now celebrate this day on the fourth Friday in September. Legislation now before Congress would make it a national observance.

NIINAME FESTIVAL (Shinto) – November 23. National holiday for labor in Japan. It originated as thanksgiving to the Gods of Heaven and Earth.

NIRVANA DAY (Mahayana Buddhism) – February 15. Observes the passing of Shakyamuni into Nirvana, when he obtained enlightenment and became a Buddha. Also known as Nehan-e.

End hatred

PATRIOT DAY – A day to remember and honor those who perished in the terrorist attacks of September 11, 2001.

PENTECOST – Commemorates the descent of the Holy Spirit upon the Apostles, 50 days after Easter Sunday. Marks the beginning of the Christian Church.

PESACH (PASSOVER) – Celebrates Israel's deliverance from Egyptian bondage. During this 8-day Spring festival, matzoh (unleavened bread) is eaten.

PRESIDENTS' BIRTHDAY – Celebrated the third Monday in February.

PURIM (FESTIVAL OF LOTS) – Marks the salvation of the Jews of ancient Persia from Haman's plot to exterminate them, through the intervention of Queen Esther.

RACE RELATIONS SUNDAY – Designated by the National Council of Churches in recognition of the importance of interracial relations. Observed on the second Sunday in February.

RAMADAN – The ninth month in the Islamic calendar; 30 days of strict fasting from sunrise to sundown in honor of the first revelations to the Prophet Muhammed.

RAMANAVAMI – Anniversary of the birth of Rama, incarnation of Vishnu (the Preserver) in Hinduism.

RATHA-YATRA – Hindu new year beginning summer; Lord Vishnu changes from winter to summer home.

REFORMATION DAY – October 31. Commemorates the beginning of the Protestant Reformation.

RELIGIOUS LIBERTY DAY – November 25. Anniversary of 1981 United Nations declaration on religious liberty as a fundamental human right.

ROSH HASHANAH (JEWISH NEW YEAR) – The first of the High Holy Days, which marks the beginning of a 10-day period of penitence and spiritual renewal.

ST. PATRICK'S DAY – March 17. Feast day of the patron saint of Ireland.

SHABBAT – Each week the seventh day, Saturday, is observed by Jews as a day of holiness, rest, and rejoicing. (The Christian Sabbath is observed on Sunday.)

SHAVUOT (FEAST OF WEEKS) – Celebrates the covenant established at Sinai between God and Israel, and the revelation of the Ten Commandments.

SHEMINI ATZERET (EIGHTH DAY OF SOLEMN ASSEMBLY) – A part of the Sukkot festival.

SIMCHAT TORAH (THE REJOICING IN THE TORAH) – Celebrates the conclusion of the public reading of the Pentateuch (Torah) and its beginning anew, thus affirming that the study of God's word is an unending process. Concludes the Sukkot festival.

SUKKOT (FEAST OF BOOTHS) (Tabernacles) – Commemorates the 40-year wandering of Israelites in the desert on the way to the Promised Land; expresses thanksgiving for the fall harvest.

TEACHER'S DAY (Confucianism) – September 28. Commemorates the birth of Confucius, and honors the teaching profession.

THANKSGIVING DAY – The fourth Thursday in November. Commemorates the Pilgrims' observance of the harvest and is a time for giving thanks to God for blessings bestowed during the year.

TISHA B'AV (THE NINTH OF AV)— Fast day mourning the destruction of the First and Second Temples in Jerusalem on the 9th day of the Hebrew month of Av, in 586 B.C.E. and 70 C.E.

TU B'SHVAT (FIFTEENTH DAY OF SHVAT)—Named for the festival of the New Year of Trees. In certain communities, it is customary to eat 15 different kinds of fruit on this day with special preference given to the kinds of fruits grown in the land of Israel.

UNITED NATIONS DAY – The United Nations Charter was put into effect October 24, 1945. A commemoration of the founding of the world organization.

VETERANS DAY – November 11. Honors the United States Armed Services and commemorates the war dead.

WOMEN'S HISTORY MONTH – Designated by Congress in March as a time to remember and salute women as significant agents of historical change.

YOM HAATZMA'UT, (ISRAEL INDEPENDENCE DAY) – The establishment of the State of Israel on the fifth day of the Hebrew month of Iyar (May 14, 1948.) Preceded the day before by Yom Hazikaron, Israel's memorial day for fallen soldiers.

YOM HASHOAH (HOLOCAUST DAY) – Memorializes the heroic martyrdom of the six million Jews who perished in the Nazi Holocaust.

YOM KIPPUR (DAY OF ATONEMENT) – This most holy day in the Jewish year is marked by fasting and prayer.

YOM YERUSHALAYIM (JERUSALEM DAY) – Commemorates Israel's reunification of Jerusalem, its capital city, following Israel's victory in the 1967 Arab-Israeli war.

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