

community



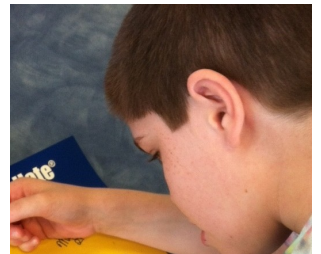
inclusion



SCHOOLS
ARE A
PLACE
FOR ...



diversity



respect



acceptance



Anti-Defamation League's
No Place for Hate Resource Guide



About the ADL

The Anti-Defamation League (ADL) 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 and 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 27 Regional Offices in the United States and abroad.

About ADL’s No Place for Hate® Initiative

ADL’s No Place for Hate initiative provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate. No Place for Hate schools receive their designation by:

- Building inclusive and safe communities in which respect is the goal, and all students can thrive.
- Empowering students, faculty, administration and family members to take a stand against hate and bullying by incorporating new and existing programs under one powerful message.
- Sending a clear, unified message that all students have a place to belong.

The No Place for Hate registered trademark is the sole property of the Anti-Defamation League and at all times must be used only with the permission of ADL and in the manner consistent with the goals of this initiative. Please consult your local ADL before using the logo in your school’s program and materials.

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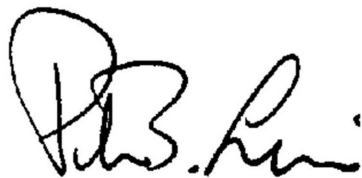
Dear Friends

ADL believes that schools are a place for respect, community, inclusion and acceptance. Unfortunately, the most current numbers show that 22% of students age 12-18 still report being bullied*. The good news: these numbers have inspired all fifty states to enact laws that require schools to address issues of bullying and harassment. The bad news: educators often find themselves scrambling to meet the requirements of legislation that lacks the financial and administrative support to guarantee successful implementation.

For over fifteen years, the Anti-Defamation League's (ADL) No Place for Hate® initiative has been providing that support, challenging individuals to examine their personal biases in an effort to create safer learning environments that promote unity and respect, and reduce bullying, name-calling and other expressions of bias.

This year, our focus will be on creating sustainable change through student engagement and the development of measurable goals. Inside, you will find new resources that offer innovative approaches to inspiring student leadership while building inclusive learning environments.

Join the movement that has inspired over 2,000 schools nationwide to combat bias and increase appreciation for the richness that diversity brings. Together we can make the places in which we live and learn No Place for Hate.



Peter S. Levi
Orange County Regional Director

* www.stopbullying.gov

No Place for Hate® Spotlight

Dobson High School, Mesa

Dobson High School in Mesa is an exemplary partner. Annually, the school trains new students as Peer Leaders, conducts multiple inclusive activities to challenge bias and bullying and hosts *Day of Awareness*, which features local and national speakers promoting peace and justice. Dobson Educator, Kim Klett shares more:

How has No Place for Hate had an impact on you and/or your school?

No Place for Hate has made our students more aware of each other, more ready to accept one another's differences. We have a very diverse school, yet have few problems amongst students of different races, nationalities, religions, etc. Students are proud to be the only school in the Mesa district with this distinction, and want to protect the reputation as a school where students are respectful of each other, get along and feel safe. They are prepared to work together to do so.

What do you think the biggest challenge is in making schools No Place for Hate and how have you overcome that challenge?

One challenge in maintaining the No Place for Hate status is remembering that there is no perfect school. Problems arise and must be dealt with; No Place for Hate gives students and staff the resources to engage in respectful dialogue, work through differences, and find common ground.



One such issue this past year occurred when a student displayed a Confederate flag on his vehicle, dividing students on free speech issues vs. what that flag represents. Our No Place for Hate Coalition brought students together to have a valuable discussion, which ended in the student agreeing not to display the flag on school grounds, while maintaining his freedom to express himself off of school property. The students involved have learned and grown from the experience.

What piece of advice would you give to someone who is considering joining the No Place for Hate movement?

Jump right in! Yes, there is work involved, but it is fun, engaging, and important to our schools and communities. Students gain important tools that will apply throughout their lives: at home, with their peers, in the work force, in any social situations (including social media)--literally everywhere. The atmosphere at your school can only improve with this movement, so don't hesitate or worry. ADL provides lots of support, advice, and ideas to make the program successful in any school.

5 Steps to Becoming No Place for Hate®



The following provides an overview of the steps to becoming a No Place for Hate school. As a participating school, please contact your local ADL No Place for Hate Coordinator for in-depth details and required forms.

1. Contact ADL.

If you are interested in participating in No Place for Hate in the Orange County/Long Beach region, contact ADL at [949-679-3737](tel:949-679-3737) to learn how your school can integrate No Place for Hate into your existing efforts. ADL will work with your school to establish initial goals and a plan to achieve them through select school-wide projects.

2. Form a No Place for Hate Committee.

The No Place for Hate Committee, Club or Coalition can be a newly established group at your school, or can become part of an existing Student/Faculty organizing body. This group will lead your No Place for Hate efforts throughout the year to promote respect, understanding and inclusion for all. Unlike an extracurricular club, this group should be integrated into school-wide planning. Student leadership is a critical part of a successful No Place for Hate initiative, so be sure to reach out to a cross-section of students for ongoing participation and ideas. Other suggested members include: faculty and staff members, administrators, family members and community leaders.

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

The “Resolution” and “Promise” are designed to encourage each member of your school community to do their part to make your school No Place for Hate. Organize an official presentation of the Resolution of Respect (for middle and high schools) or No Place for Hate Promise (for elementary schools) to introduce the initiative at your school. This can be done as part of a school-wide assembly or pep rally or through individual classroom projects. Display the “Resolution” or “Promise” prominently for all to see. Consider sending a copy home to parents and adult family members with an explanation of the initiative and encourage families to sign copies as well!

4. Choose and complete, within the school year, three or more activities that recognize differences and promote respect through active learning.

Projects should enhance students' understanding of diversity, bias and inclusion and foster harmony in your community. Ideally, projects will challenge young people to think critically and evoke a sense of community. Projects should be introduced throughout the year to build momentum, be tailored to the specific needs of your school and have school-wide impact. ADL's award-winning A WORLD OF DIFFERENCE® Institute anti-bias and bullying prevention programs are recommended as ideal projects to support your school's No Place for Hate goals.

Choose from the projects listed in this guide or be creative and contact ADL to discuss designing your own projects consistent with the No Place for Hate themes.

Fill out a **Request for Project Approval Form** before the implementation of each project. ADL staff will review and get back to you promptly. When a project is complete, collect supplemental materials (press releases, articles, photos, videos, etc.). Fill out the **Fulfillment Form** and send it along with the supplemental materials to ADL.

Please see page 12 for No Place for Hate Activity Guidelines.

5. CONGRATULATIONS! Once you have completed all activities, your school can be officially designated as a No Place for Hate® school for the year.

You will be contacted by ADL to set up your designation as No Place for Hate. In an assembly or other school function, your school will publicly be declared No Place for Hate for the year and will be awarded a banner to commemorate this milestone. Banners should be displayed prominently in your school to demonstrate your commitment to being No Place for Hate.

You also have the opportunity to continue the process in the following years for re-designation. Creating more inclusive learning environments is a process over time. As a result, schools earn a designation for one school year at a time and are encouraged to earn the No Place for Hate designation on an annual basis by signing the Resolution of Respect and completing three new projects each year. You must renew your designation on an annual basis to remain a current No Place for Hate school.

All participating No Place for Hate schools are expected to:

- Address bigotry, bullying, hate crimes and civil rights violations, if and when they occur, and work with ADL and other qualified organizations, when appropriate, to promptly address these incidents.
- Keep ADL regularly apprised of the progress of the initiative in your school community so ADL can recognize your work on our social media channels throughout the year.

Pledges

The No Place for Hate® Resolution of Respect

(Middle & High School)

- I will seek to gain understanding of those who are different from me.
- I will speak out against prejudice and discrimination.
- I will reach out to support those who are targets of hate.
- I will promote respect for people and help foster a prejudice-free school.
- I believe that one person can make a difference—no person can be an “innocent” bystander when it comes to opposing hate.
- I recognize that respecting individual dignity and promoting intergroup harmony are the responsibilities of all students.

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.
- I will help others to feel safe and happy at school.
- I will be part of making my school No Place for Hate®.

Assessing Yourself & Your School Checklist

Part I. Assessing Yourself

How effective are you in promoting a bias-free educational environment?	I haven't thought about this.	I need to do this better.	I do this well.
1. Have you recently read any books or articles, or watched any documentaries to increase your understanding of the particular hopes, needs and concerns of students and families from the different cultures that make up your school community and beyond?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you participated in professional development opportunities to enhance your understanding of the complex characteristics of racial, ethnic and cultural groups in the U.S.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you try to listen with an open mind to all students and colleagues, even when you don't understand their perspectives or agree with what they're saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you taken specific actions to dispel misconceptions, stereotypes or prejudices that members of one group have about members of another group at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you strive to avoid actions that might be offensive to members of other groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you discourage patterns of informal discrimination, segregation or exclusion of members of particular groups from school clubs, communities and other school activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do the curricular content and wall displays in your classroom reflect the experiences and perspectives of the cultural groups that make up the school and its surrounding community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you evaluated classroom materials and textbooks to ensure they do not reinforce stereotypes and that they provide fair and appropriate treatment of all groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you use classroom methods, such as cooperative learning, role-playing and small group discussions to meet the needs of students' different learning styles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you use a range of strategies, in addition to traditional testing methods, to assess student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II. Assessing Your School

How effective is your school in promoting a bias-free educational environment?	We haven't thought about this.	We need to do this better.	We do this well.
1. Does the school's mission statement communicate values of respect, equity and inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do students typically interact with one another in positive, respectful ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the racial, ethnic and cultural groups that comprise the surrounding community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do students, families and staff share in the decision-making process for the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Has the school community collaboratively developed written policies and procedures to address harassment and bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are consequences associated with harassment and bullying policy violations enforced equitably and consistently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the instructional materials used in the classroom and available in the school library, including text books, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all gender, ability, and socioeconomic groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity Guidelines

How can we be sure our project is considered a No Place for Hate® activity?

All qualifying activities must be consistent with the No Place for Hate mission by challenging bigotry, bias and bullying; exposing young people to diverse identities, backgrounds and points of view; promoting respect for individual and group differences; and providing opportunities for community-building within the school. Ideally, each project will challenge *all* students to think critically, instill a sense of empathy and empower students to become allies for one another.

Additionally, No Place for Hate activities should:

- Address school-based issues
- Have a school-wide impact
- Take place throughout the school year, with the three or more activities spread out over time
- Focus on inclusivity and community
- Involve students in the planning and implementation
- Involve all students in active learning
- Involve all students in discussion and/or debriefing of activities

No Place for Hate activities should NOT include:

- Signing the Resolution of Respect, which does not count as an activity, as it is a separate step in earning your school's No Place for Hate designation
- Activities done by only one classroom or small group unless that group then does a project impacting the greater school
- Activities that do not incorporate discussion with students
- Activities that do not require ACTION from the students (use only passive learning)
- Activities that all take place in one week

The Need for Discussion

No Place for Hate looks to ensure that members of school communities have a central voice in creating a plan that will lead to lasting change. The foundation for creating that change is a strong coalition of school leaders—students, educators, and family members—who have a stake in the outcomes of that plan.

There is no more obvious stakeholder than a student. Too often, adults assume they know what is needed to support youth, but without engaging students in the process, change can be elusive. One way to ensure engagement is through dialogue. That is why it is essential for No Place for Hate Committees to create activities that amplify students' voices and give them an opportunity to participate in active discussion.

Here are a few generic prompts to help start the conversation:

- What is one word to describe how you feel?
- What is one thing you learned today that you didn't know before?
- Do you think students will take what they learned seriously? If not, why?
- What is one thing you will do differently based on what you learned today?
- How will what you learned affect how you treat others moving forward?

Facilitating a dialogue around topics of bias and bullying may seem daunting to some. Just remember, it's okay if you don't have all of the answers. All you need to do is provide a space where students feel their voices are respected and valued. Only then will real change begin to take shape.

For more ways to engage students, please visit www.adl.org/education-outreach.

Sample Activities

Here are a few sample project ideas categorized by recommended grade level. Please remember that your school is responsible for tailoring each activity to meet the **No Place for Hate® Activity Guidelines** found on page 12, making sure that students are able to participate in discussion and active learning around the chosen theme/topic.

Grades K-5

One School, One Book

Choose a theme of bullying, bias or cross-cultural understanding and then select age appropriate books that address these themes so the whole school can engage in discussion and extension activities. Consider selections from ADL's Books Matter, a bibliography of recommended books for youth, and its Book of the Month listing which includes accompanying discussion guides. Visit www.adl.org/education-outreach/books-matter.

Thumb Prints

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

"I am unique..." Updated

Lead a discussion with students about what makes people unique and what makes them the same. Talk about the importance of respecting people's differences. As a follow up to the discussion, give the students a piece of paper and ask them to draw a picture of themselves showing how they are unique and special. All of the self-portraits can then be collected and put

together to make one giant portrait for the hall. This portrait can be a representation of each individual coming together to make something larger.

Hug Our School Updated

Lead a discussion in each class about what respect is and what a respectful school looks like. Students can then write one thing they commit to do to making their school a more respectful environment and post those commitments in the classroom. As a closing piece, have all students and staff go outside to join hands around your school—figuratively hugging the school—to create a physical sense of community, respect and kindness. Invite adult family members to participate as well. Because it takes many hands joined together to make it around an entire building, creating this human chain around your school is a powerful and highly memorable symbol of inclusivity and connectedness.

Ally Puzzle New

Lead a discussion in each class about bullying. Explore what it means to be an ally. What are the challenges? Why might someone not want to be an ally? What are ways in which people can be an ally? As a follow up to this conversation, have each student draw on a piece of paper one thing they commit to doing to be an ally moving forward. Have each student present their drawing to the rest of the class and add it to the other drawings with tape so students can

see the importance of being interconnected with their peers. Then combine each class' puzzle to create one large "Ally Puzzle" that can be featured in a prominent place in the school.

Tree of Respect

New

Lead a discussion around the topic of kindness. What does it mean to be kind? Follow this up with a conversation about respect. What is it? How is it different from kindness? Is it possible to be kind to someone without respecting them? Do you have to like someone to respect them? Once students have a clear sense of the importance of respect, brainstorm ways that people can show respect to one another. Once you have a comprehensive list, give each student a piece of construction paper to trace their hand and cut out the hand outline. Once cut out, have them write one thing they commit to doing to demonstrate respect for others in their school. Collect the "hands" and place them like leaves on a tree in a prominent location in the school. Use the tree as a visual reminder of each student's commitment to respecting others.

Grades 6-12

Poetry Slam

Lead a discussion around the topics of stereotypes and diversity. What are they? How do they impact school culture? Based on that discussion, have every student create original poems and raps that break down stereotypes and promote respect for diversity. Each class can then pick their favorite poem/rap which will be featured at a school wide Poetry Slam. Invite participants to present their work at PTO



meetings, school board meetings or other school community events.

Listening Journal

Updated

Have students keep a listening journal for one week. As they listen to the people in their lives and to the media, they will record in their journal examples of prejudice, bias and bullying. Lead a discussion about their observations and the impact on their school culture. In response, have students create a Positive Message Board to share and display messages of inclusion and respect, counteracting messages of hate, bias and bullying that they witnessed.

Oral History Interview

In each Social Studies class, teach students how to conduct an oral history interview. Then have students interview an older adult in their family or in the community to learn about their experience with bigotry, discrimination or injustice. Display the written interviews and publish the best ones in a school or community newspaper. Invite the students and their families to a public program at which some interview reports are read aloud and then discussed.

Sample Activities (cont.)

“Humans of ...”

Instagram Campaign

New

Inspired by the “Humans of New York” campaign, lead a discussion with students around culture, diversity and inclusion. What is it? What does it look like in their school? Have them reflect on their own culture and think about one thing they are proud of and one thing that is challenging when identifying with that culture. Then, create a student-led team that will interview students about their culture and post one interview, with an accompanying picture, on your school’s Instagram account daily. Interviewers should encourage people to share something about what makes them unique, and include a variety of native languages represented at your school. Be sure to monitor the Instagram account to respond to any negative feedback.

Intentional Acts of Respect

New

Lead a discussion around the topic of respect. What is it? What does it look like? What does it feel like? Follow this discussion with an opportunity for students to rate how respectful their school is by standing on an imaginary continuum between the words “Disrespectful” and “Respectful.” Allow students along the continuum to share their experience and why they chose to stand where they are standing. Continue the conversation by asking students to brainstorm ways that people can show respect at their school. As a follow up piece, provide one card to each student and explain that for one week, they will have an opportunity to recognize one student or faculty member for committing an Intentional Act of Respect. Collect the cards in drop-boxes throughout the school, and post them on a featured wall for all to see.

Going Below the Waterline

New

Ask students what they can tell about someone they don’t know just by looking at them (e.g. skin color, physical appearance, some physical disabilities). Chart their responses on the top quarter of a piece of chart paper. Next, ask them what they can *sometimes* tell about someone based on something that person might be wearing (e.g. religion, relationship status, employment). Chart these responses on the top second quarter of the chart paper. Lastly, ask them what they *can’t* tell about someone just by looking at a person (e.g. hobbies, politics, race, socio-economic status, education, ethnicity, sexual orientation, values, personality, immigration status, family history, etc.) Fill in the bottom half of the chart paper with these responses. **Caution: be careful with “gender”, “sexual orientation” and “race.”** **Make sure to challenge the assumption that you can see these aspects of identity just by looking at someone.** Next, draw a large triangle on the paper to represent an iceberg and draw a “waterline” that goes through the second group of words (religion, relationship status, etc.). Make the case that, like an iceberg, we only see about 10% of who someone is, and like the Titanic, relationships sink when we don’t see what is below the waterline. Discuss the benefit of “going below the waterline,” (e.g. challenging stereotypes, finding commonalities, developing deeper relationships). As a final piece, pass out a white index card to each student and have them anonymously write one aspect of their identity that people can’t see by just looking at them. Collect the cards and create one large iceberg with a waterline in a prominent place to reflect the diversity in the school and remind everyone how important it is to “go below the waterline.”

Grades K-12

A WORLD OF DIFFERENCE® Institute (Staff/Students)

ADL's anti-bias and bullying prevention programs are a great way to train a group of educators and/or student leaders to create No Place for Hate activities that impact the wider school community. Learn more about ADL's programs on page 32.

No Place for Hate® Mural Updated

Designate a wall in your school where a mural with a harmonious and unifying message can be created. Engage all students in the selection of a theme that focuses on inclusion and diversity, providing an opportunity for students to be a part of the design and execution of the mural. Invite families to come to a mural unveiling event, and have student representatives speak about what they drew and what it means to be No Place for Hate.

Curriculum Resources

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

No Place for Hate® March Updated

Lead a discussion about bullying, what it looks like at your school, and the impact it has on the school culture. Have students create their own signs that represent ways they can address the issue of bullying and how to be an ally. Plan a march around your campus or community

where students can carry their signs and declare their commitment to making your school No Place for Hate. This is also an opportunity to invite local leaders and press to experience the work first hand and spread the word.

Speakers Bureau

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

Field Trip

Visit important landmarks in your area associated with the struggle for human and civil rights such as museums, public libraries and historical sites. Pick a different trip for each grade level, to impact the whole school, and have each student reflect on their experience through writing, art or video, selections of which can be shared with the school community.

No Place for Hate® Day

Suspend regular classes for a day and invite community leaders to speak about and explore issues of diversity and civil rights with students. Consult with ADL to plan this program to help students breakdown bias, bullying and bigotry. Invite families to participate in the day, or host a special evening program for the community.

Featured Activity

This year's featured activity takes a current event and uses it to engage students in active learning, discussion and action that will directly impact their school. This activity uses an ADL Current Events Classroom found at www.adl.org/lesson-plans.

Activity Title: Welcoming Strangers

How will the activity engage all students in active learning?

Each Social Studies class will use ADL's lesson plan "[Refugee Crisis in Europe: How Should the World Respond?](#)" to explore the issues surrounding the crisis and gain a better understanding of the world's response.

How will students connect what they learn to their school experience?

Once students have had an opportunity to complete the lesson, they should reflect on how what they learned can impact their behavior at their school. Questions could include: What feelings might refugees and new students share (e.g. hope, fear, desire to be accepted, etc.)? Why are some people reluctant to accept strangers? Has there ever been a time when you were a stranger in a new situation? How did you feel? What can you do to ensure that new students feel welcomed at our school?

What action will the students take?

After reflection, students can volunteer to be part of a newly formed, student-led welcoming committee. This committee will be responsible for making sure that each new student feels they are part of their school community.

Be Creative! We encourage schools to develop their own projects as well!
Be sure to contact ADL first, to make sure your activity fits the No Place for Hate guidelines.

Visit www.adl.org/education-outreach for more resources and activities.

Current Events Classroom

ADL's *Current Events Classroom* is a collection of timely and relevant lesson plans that assist K-12 educators in teaching news topics and other issues of the day. The lessons are a perfect fit for No Place for Hate® schools looking to provide discussion opportunities for students that include action items that will impact the whole campus. The following are a few sample lessons. For additional lessons, please visit www.adl.org/current-events-classroom.

Identity-Based Bullying

Bullying is a major problem in our schools. When it targets aspects of a person's identity, it is called identity-based bullying, and may include bias about appearance, race, culture, gender and gender expression, language, religion, socioeconomic status, disability and sexual orientation. This elementary lesson will help students define and understand identity-based bullying, reflect on experiences they have had and analyze scenarios and come up with potential solutions.

Grade Level: grades 2–5

Common Core Anchor Standards: Writing, Speaking and Listening

Learning Objectives:

- Students will identify important aspects of identity.
- Students will be able to define bullying and identity-based bullying.
- Students will understand the connection between identity and bullying.
- Students will share examples of identity-based bullying.
- Students will explore how to deal with identity-based bullying by reading, writing and discussing scenarios.

Vocabulary: Aggressor, Identity, Religion, Ally, Name-calling, Stereotype, Bullying, Nationality, Target, Bystander, Prejudice, Gender, Race

For the full lesson, please visit www.adl.org/identity-based-bullying.

Current Events Classroom (cont.)

Stereotypes of Girls and Women in the Media

Images of girls and women in the media are filled with stereotypes about who women are and what their roles should be in society. These stereotypes can be negative, limiting and degrading and impact both how women perceive themselves and how others see them as well.

This lesson provides an opportunity for students to critically examine certain media forms and their portrayals of women and girls. Students will consider how media shapes public perception and can perpetuate bias. This is a two-part lesson that requires the students to conduct investigative work in between the two sessions.

Grade Level: grades 6–12

Common Core Anchor Standards: Reading, Writing, Speaking and Listening

Learning Objectives:

- Students will deepen their understanding of stereotypes in general and about girls and women in particular.
- Students will examine different forms of media in order to analyze stereotypes of girls and women.
- Students will reflect on the impact gender stereotypes have on individuals and society.
- Students will identify actions they can take to effect change in the gender stereotyping that occurs in the media.

Vocabulary: Audience, Depiction, Appealing, Gender, Narrowcasting, Stereotypes, Marketing, Misleading, Sexism, Perpetuate, Subconsciously, Bias, Media, Portray, Visual

For the full lesson, please visit www.adl.org/stereotypes-of-girls-and-women-in-the-media.

What is Weight Bias?

Bias, discrimination, harassment and bullying based on weight and size are prevalent in our schools, yet rarely discussed. According to the Centers for Disease Control, approximately one in three overweight females and one in four overweight males report being teased by peers at school, and peers regard obese children as undesirable playmates who are “lazy, stupid, ugly, mean and unhappy.” Studies also show that a young person’s appearance, including weight bias, is the number one identity category for bullying.

This lesson will provide an opportunity for students to discuss and define weight bias, identify stereotypes about overweight and obese people and explore what can be done about weight bias in their classroom, school and society at large.

Grade Level: grades 6-8

Common Core Anchor Standards: Reading, Speaking and Listening

Learning Objectives:

- Students will be able to define stereotype, bias and discrimination and understand the distinction between them.
- Students will identify stereotypes about overweight and obese people that they see in society, including media stereotypes.
- Students will define weight bias and discuss where they have observed it in their lives.
- Students will explore some of the myths and facts related to obesity and weight bias.
- Students will reflect on what can be done about weight bias as individuals, in their classroom, school and society at large.

Vocabulary: Bias, Intolerance, Prejudice, Target, Befriend, Media, Self-Esteem, Teasing, Bullying, Myth, Stereotype, Torment, Harassment, Obesity, Stigma

For the full lesson, please visit www.adl.org/what-is-weight-bias.

The Pyramid of Hate Activity

The *Pyramid of Hate* is a useful tool to help understand how words, jokes and stereotypes can escalate to hate and how prejudice and hate can escalate when no one speaks up or takes a stand. This activity provides an opportunity for students to reflect on personal biases and how they can step up to interrupt the escalation of hate in their school and community.

Requirements

Materials: *Pyramid of Hate* Handout (found on page 24), one for each per person; chart paper and markers; masking tape

Time: 30 minutes

Space: open area with room to move into small groups

Participants: middle school to high school students

Directions

1. Distribute a copy of the *Pyramid of Hate* handout to each person. Briefly review the different levels of bias in this diagram and share the following information with participants:

The *Pyramid* shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the *Pyramid*, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted.

2. Divide the group into five groups and assign each group one level of the pyramid. Ask groups to discuss some of their experiences with prejudice at the level they are assigned, whether witnessed, directly involved, heard about or read about. Ask them to consider experiences specific to their school where appropriate and let them know that they will be reporting out to the rest of the groups. Allow 5–10 minutes for this discussion.

3. Reconvene the whole group and have each group share one or two of the examples they discussed in their small group, starting with the bottom of the pyramid. Because of the emotional impact of the level 5: Genocide, end this portion of the activity by reading the following quote:

“I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.” - Edward Everett Hale

4. Lead a brief discussion, using some or all of the following discussion questions.



Discussion Questions

- What is the value of the *Pyramid of Hate* when learning about bias and prejudice?
- When behaviors on the bottom levels of the *Pyramid* are unchecked, what are the possible consequences to the overall climate of the school?
- In reflecting on the escalation of hate when it is unchecked, what would you recommend as the best time to challenge biased attitudes and behaviors?
- What, if any, are the challenges of being an ally?
- What are some actions you could take every day to interrupt the escalation of hate outlined in the *Pyramid of Hate*?
- In what ways might you behave differently after going through this activity?

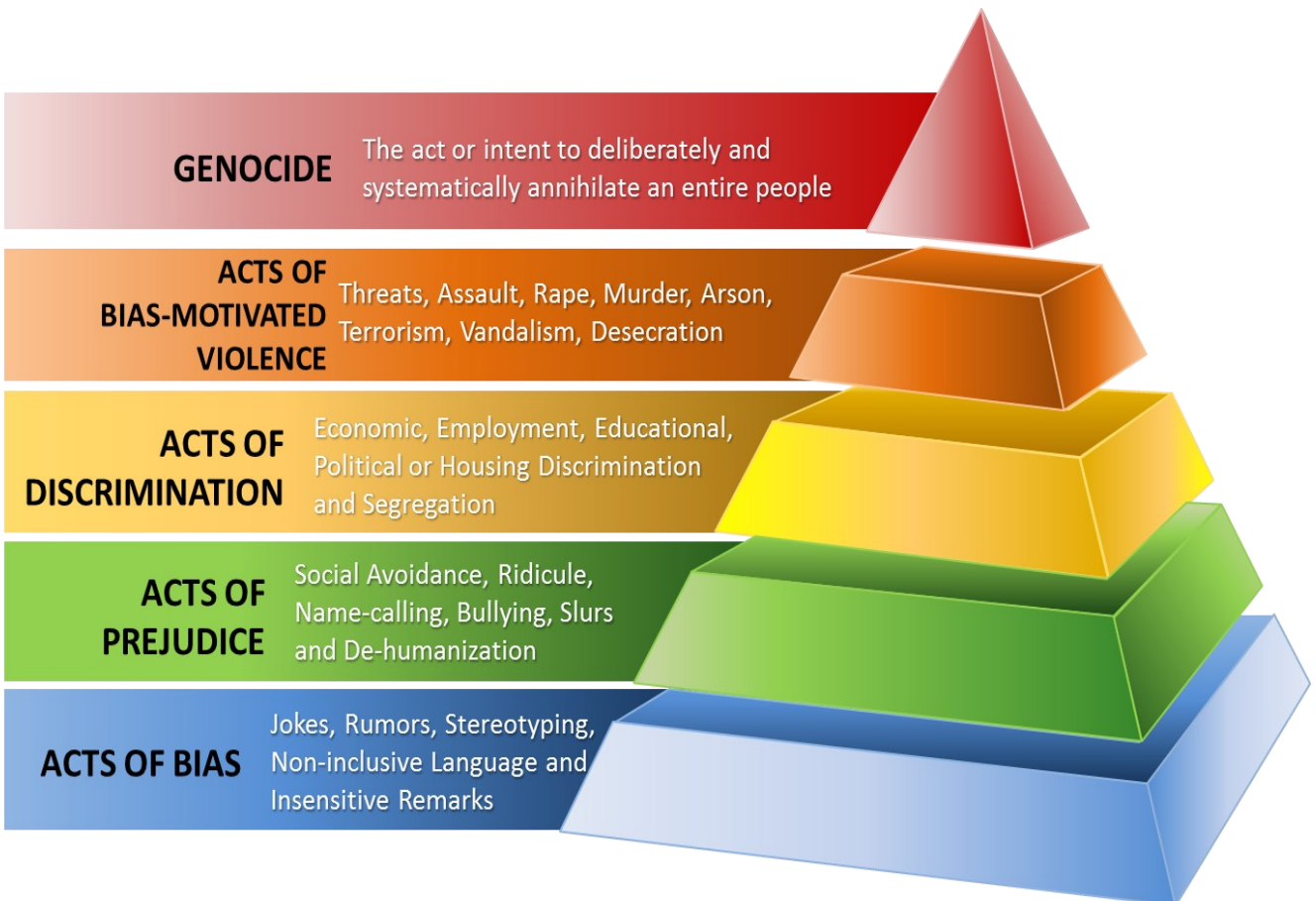
Caution: The *Pyramid of Hate* is not designed to suggest a ranking in terms of how serious each level of thinking and/or behavior is. Rather, it demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the level above as being “normal.” This normalization process has the potential to continue up the pyramid, and in fact, the most violent and horrific manifestations of prejudice at the top of the pyramid had their beginnings in the thinking described at the lower levels. A primary function of the *Pyramid of Hate* is to provide impetus for challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.

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The Pyramid of Hate Activity

Stop It Where It Starts

The *Pyramid of Hate* demonstrates the way that hateful attitudes and behaviors can escalate if they are unchecked. Many people describe the behaviors at the bottom level of the pyramid as “no big deal.” Like a pyramid, however, the top levels build on the levels below. If people or institutions treat behaviors on the lower level as acceptable or “normal,” it may not be long before the behaviors at the next level are more accepted. The *Pyramid of Hate* is a useful tool to help understand how words, jokes and stereotypes can escalate to hate.



Books Matter

Books have the potential to create lasting impressions.

When books describe experiences and include characters to which children can relate, they foster children's positive self-concept and respect for diversity.

For No Place for Hate® Committees looking to engage students in grades K-5, reading books from ADL's **Books Matter** resource is an excellent way to talk about concepts of bias, bullying, respect for diversity, and social action.

To help you expand upon children's learning from books and meet the needs of the No Place for Hate Activity Guidelines, **Books Matter** features a Book of the Month with a *Book Discussion Guide* which includes key vocabulary, discussion questions, three extension activities and links to additional ADL resources.

The recommended book below is only one of many selections to choose from the **Books Matter** collection. Visit www.adl.org/books-matter for more titles.

Title: Confessions of a Former Bully

Author: Trudy Ludwig

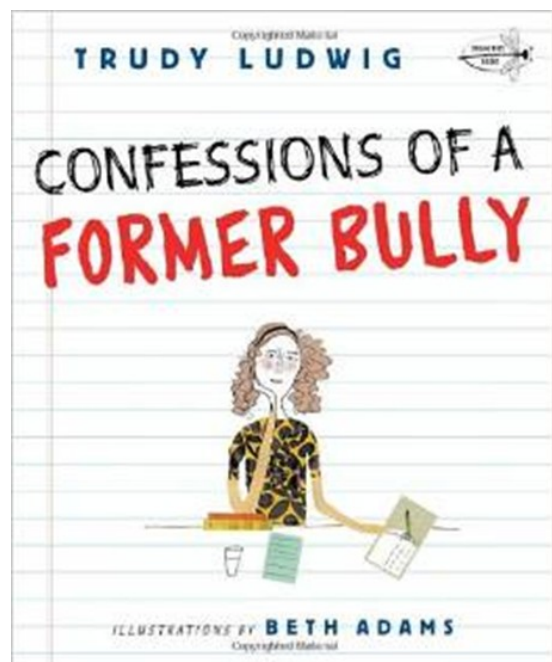
Illustrator: Beth Adams

Age Group: 8-12

Publisher: Dragonfly Books

Publication Date: 2012

After Katie gets caught teasing a schoolmate, she's told to meet with Mrs. Petrowski, the school counselor, so she can make right her wrong and learn to be a better friend. Bothered at first, it doesn't take long before Katie realizes that bullying has hurt not only the people around her, but her as well. Told from the unusual point of view of the child engaging in the bullying rather than the target, the book provides children with real life tools they can use to understand, identify and do something about bullying.



For access to the discussion guide for this book, please visit:

www.adl.org/education-outreach/books-matter/books/confessions-of-a-former-bully.html

Developing a Common Language

(Appropriate for Middle & High School)



Part I. General Terms

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 racial and cultural groups.

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 discrimination can be both personal (an individual act of meanness or exclusion) or institutional (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 real or perceived age. Although ageism is often assumed to be bias against older people, members of other groups, such as teens, are also targets of prejudice and/or discrimination based on their age.

Anti-Semitism

Anti-Semitism is prejudice and/or discrimination that is directed towards Jews. Anti-Semitism is based on stereotypes and myths that target Jews as a people, their religious practices and beliefs and the Jewish State of Israel.

Classism

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

Heterosexism

Based on the thinking that all people are straight (that all boys date only girls, and all girls date only boys).

Homophobia

Homophobia is an irrational fear of or aversion to lesbian, gay, and bisexual people.

Islamophobia

Islamophobia is prejudice and/or discrimination against people who are or who are perceived to

be Muslim or of Arab descent, and a fear or dislike of Islamic culture.

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 against people based on their real or perceived sex. Sexism is based on belief (conscious or unconscious) that there is a natural order based on sex.

Transphobia

Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment and discrimination.

Weightism

Weightism is prejudice and/or discrimination against overweight and obese people.

Xenophobia

Xenophobia is prejudice and/or discrimination against anyone or anything that is perceived to be foreign or outside one’s own group, nation or culture. Xenophobia is commonly used to describe negative attitudes toward foreigners and immigrants.

Part III: Terms Specific to Name-Calling and Bullying

Bullying

Intentional repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm.

Behavior is *not* considered bullying if it occurs once with no intention of gaining power (e.g. bumping into someone, telling a joke once, not playing with someone, etc.) With that said, it is important that all mean behavior is addressed in a timely and appropriate way.

Cyberbullying

The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices.

Name-calling

The use of language to defame, demean or degrade individuals or groups.

Part IV: Focusing on Behavior, Not Individuals

Bullying is a behavior. Because of this, ADL encourages educators to use language that describes students' *behavior* rather than the student themselves (e.g. "the student who bullied," rather than "the bully," or "the student who was bullied" rather than "the victim"). By focusing on behavior, we avoid sending the message that a student's behavior cannot change; we acknowledge that one person can exhibit multiple behaviors in different bullying situations; and we are able to acknowledge factors like peer influence and school climate when addressing particular incidents of bullying. Below are the behaviors individuals may exhibit in incidents of bullying.

Bullying

Bullying can be verbal, physical or social and can be done in person or online.

Instigating

Instigating is the act of creating drama or chaos in hopes that others will engage in mean and abusive behavior.

Collaborating

Collaborating gives the person who is bullying an audience, often through laughter and other forms of support. This collaboration reinforces the bullying behavior.

Passively Observing

Many students passively observe bullying behavior out of fear of being bullied themselves or not knowing how to support the one who is being bullied.

Confronting

People who confront speak out when an incident of bias or bullying takes place. The person who is being bullied or someone outside of the incident can confront.

Supporting

To support someone who is bullied, a student can choose not to participate in the behavior; they can tell the one who is bullying to stop; they can tell a trusted adult; or they can ask the one who was bullied if they are okay.

Bias & Bullying Prevention and Intervention Tips



Prevention

Assess Bias & Bullying at Your Institution

Administer anonymous surveys among youth, families and staff/faculty in order to gather information about the nature and extent of bias & bullying in your community as well as perceptions about climate and safety. Use this information to inform your No Place for Hate® goals and activities, focusing your intervention strategies and measuring progress over time.

Use Your No Place for Hate Committee

Charge your committee with oversight of bias & bullying related matters. The committee should keep informed about current policies, practices and trends; implement surveys and evaluations; help to establish and educate staff about protocols for responding to reports of bias & bullying; plan three school-wide events; and build relationships with local law enforcement and other key community members who may need to be involved in response to serious incidents.

Educate the Community

Provide ongoing professional development and family education for adults on bullying prevention and anti-bias education. Implement curricula and programming that address social and emotional learning, including ethical standards for on and offline communication and interpersonal behavior. Teach youth that all forms of bias & bullying are unacceptable and help them identify strategies for responding to social aggression and acting as allies to targets.

Establish Policies

Have your committee evaluate your school's anti-bullying, harassment and non-discrimination policies to make sure they are current, reflect district and state guidelines and include clear definitions and consequences. Establish technology use guidelines and have students/families sign acceptable use agreements along with the Resolution of Respect/Promise. Publicize policies and guidelines in multiple ways.



Monitor “Hot Spots”

Ensure that typically unsupervised/unstructured areas (e.g. cafeteria, hallways, locker room, bus, school yard, etc.) are adequately monitored and that students are aware of behavioral expectations in these locations. Provide training to aides and support staff who oversee these areas so that they can respond effectively when bias & bullying occur.

Promote Online Safety

Increase awareness of Internet safety strategies among youth and their families by sending home resources and sponsoring community programs that provide practical information about how to respond to cyberbullying. Institute supervision and monitoring practices that keep relevant staff up-to-date and utilize appropriate blocking and filtering software.

Encourage Reporting

Establish safe and confidential reporting mechanisms for bias & bullying incidents and clear procedures for investigation and response. Make youth aware of these procedures and encourage them to tell a trusted adult about

threatening or harassing behavior that they experience or observe. Reinforce the difference between “tattling” and responsible reporting, and impress upon youth the destructive consequences of keeping silent about bias & bullying.

Set an Example

Model appropriate conduct on and offline by treating all people with respect; engaging in culturally responsive behavior; avoiding disciplinary responses that humiliate or denigrate youth; using technology in safe and appropriate ways; and intervening in incidents of name-calling and bullying consistently.

Be Vigilant

Look for warning signs that a young person in your care might be the aggressor or target of bullying. If you observe social withdrawal, truancy, depression, obsessive technology use, fear or avoidance of technology or other behaviors that concern you, talk with your supervisor or a mental health expert at your institution about how to intervene.

Intervention

Investigate and Respond

Interview the individuals involved in the incident as well as bystanders who may be able to provide information regarding the history and context related to the negative behavior. If the incident involves electronic communication, gather relevant evidence, including emails, texts, screen shots and images (but do not take possession of sexually explicit photos or videos). Determine appropriate consequences for the aggressors in accordance with your institution's policies and the seriousness of the infraction. If relevant, work with Internet service providers to remove offensive content.

Consult Law Enforcement

If the incident involves harassment, stalking, physical or sexual assault, threats of violence, distribution of pornography or other behaviors that may amount to a criminal offense, contact your district counsel, school resource officer and/or local law enforcement liaison. If the incident took place away from school grounds, check with legal counsel regarding permissible disciplinary interventions.

Follow Up with the Aggressor's Family

Discuss the incident with the aggressor's parents or guardians to establish ongoing communication and consistent expectations between home and your institution. Provide information and education as appropriate so that the aggressor's family understands how best to address the negative behavior and monitor their child's conduct moving forward.

Provide Support

Assist the target and the target's family in coping with the impact of the bullying and building skills for dealing with such problems in the future. Make sure not to inadvertently make the target feel responsible for the bullying in any way, or to unintentionally punish the target by limiting access to activities or technology. If necessary, protect targets from further online victimization by helping them to block offenders, change phone numbers/email addresses/screen names, and file complaints with social networking/media sites and service providers. Visit ADL's online [Cyber-safety Action Guide](#) for links to these platforms.

Educate

Discuss strategies for responding to bias & bullying and being an ally with all youth. Social cruelty and aggression affect the entire community, not just those who are directly involved in an incident. Broad-based education about responsible behavior and technology use can contribute to a climate that is welcoming and inclusive for all members of your institution.

Reach Out

Work with local schools, youth groups and community organizations to share information about ongoing problems with bias & bullying (making sure to maintain confidentiality where necessary). Communicating with the different youth-oriented institutions can help to establish consistency with regard to the messages, support and consequences they receive.

Expanding the Impact



ADL provides high-quality educational programs and resources to assist school communities in combating bias, bullying and bigotry. Using its expertise in anti-bias education and civil rights, ADL offers training programs and classroom resources for educators, administrators, students and family members that can expand schools' efforts to create learning environments that are No Place for Hate®.

A WORLD OF DIFFERENCE® Institute

Provides K-12 educators, students and family members with the skills, knowledge and resources to create safe, respectful and inclusive school environments through the following anti-bias training programs. Please contact Peter Levi at plevi@adl.org to schedule any of the following programs:

General Anti-Bias Programs address name-calling and other bias-motivated behaviors and inspire personal action to respond effectively and appropriately to these incidents.

Bullying/Cyberbullying prevention programs provide innovative skills and strategies to help schools prevent and intervene against name-calling, bullying and cyberbullying as part of a broader strategy to create safe schools for all students.

Peer Education Programs equip students to become leaders and change agents in their schools and communities.

Student Assembly Programs help schools develop a comprehensive approach to preventing and intervening against name-calling, bullying and cyberbullying as part of a broader strategy to create safe schools for all students.

Words to Action

Helps Jewish youth to develop the essential skills needed to confront anti-Semitic comments and behaviors. Visit www.adl.org/education-outreach/confronting-anti-semitism/.

Echoes and Reflections

A multimedia program that provides secondary educators with professional development and print and online resources to teach about the Holocaust in the classroom.

Visit www.echoesandreflections.org.

Creating a Bias Free Learning Environment

Talking with students about diversity and bias

It is important for teachers to think about how they can most effectively raise the complex issues of hate, bias, scapegoating and exclusion with their students. To prepare for successfully raising issues of diversity and bias in the classroom, teachers should attempt to integrate the following practices into their classroom curricula.

Self-Exploration: Provide students with opportunities for the examination of personal cultural biases and assumptions.

Comprehensive Integration: Integrate culturally diverse information/perspectives into all aspects of teaching.

Time and Maturation: Allow time for a process to develop. Introduce less complex topics at first, and create time to establish trust.

Accepting Environment: Establish an environment that allows for mistakes. Assume good will and make that assumption a common practice in the classroom.

Intervention: Be prepared to respond to intentional acts of bias. Silence in the face of injustice conveys the impression that prejudicial behavior is condoned or not worthy of attention.

Life-long Learning: Keep abreast of current anti-bias education issues and discuss them with students.

Discovery Learning: Avoid “preaching” to students about how they should behave. Provide opportunities for students to resolve conflicts, solve problems, work in diverse teams and think critically about information.

Life Experiences: Provide opportunities for students to share life experiences; choose literature that will help students develop empathy.

Resources Review: Review materials so that classroom displays and bulletin boards are inclusive of all people.

Home-School-Community Connection: Involve parents, other family members and other community members in the learning process.

Examine the Classroom Environment: What is present and absent in the school classroom provides children with important information about who and what is important.

Holiday Activity Guidelines

Every December, and throughout the year, public school students, families, teachers and administrators face the difficult task of acknowledging the various religious and secular holiday traditions celebrated at various times of the year. These guidelines are designed to inform members of the public school community about the current state of the law regarding constitutionally permissible religious holiday observance in the public schools.

While there are appropriate educational benefits to teaching about the diverse religious traditions and cultures of our country, school officials must be sure they do not give students the impression that one set of holidays or beliefs is more important or more acceptable than others.

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 children whose families do not recognize or observe the Christmas holiday. 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.

Plan Ahead: Be Inclusive

ADL offers an online Calendar & Glossary of Observances at www.adl.org/calendar-of-observances. As you are planning your school calendar and No Place for Hate® activities for the year, consult this calendar in order to be as sensitive as possible to students' observances. This tool is also useful for learning about various practices and holidays.

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 others as "exotic," or 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

Religious 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.

Calendar of Observances

www.adl.org/calendar-of-observances

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