

R E S O U R C E G U I D E

If we could end hatred,

Imagine

what more we could do...



ADL
Anti-Defamation League®



A Guide for Implementing ADL's
No Place for Hate® Initiative



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/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 28 Regional and Satellite 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.

Dear Friends,

For millions of students, bias, bullying, cyberbullying and name-calling can damage their self-esteem and ability to learn. No student should ever feel isolated because of his or her ethnicity, race, religion, sexual orientation or physical appearance. The No Place for Hate® initiative seeks to provide a model for combating intolerance, bullying and hatred, leading to long-term solutions to these issues 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, administrators and student leaders an understanding of how the initiative works, and to guide them through the initial stages of participation. It offers innovative 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 inclusive 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 guide. Together we can make the places we live, learn and work No Place for Hate®.

A handwritten signature in black ink, reading "Cyndi Silverman".

Cyndi Silverman, Regional Director

A handwritten signature in black ink, reading "Eric Berg".

Eric Berg, Regional Board Chair



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

1. Contact ADL.

If you are interested in participating in No Place for Hate in the Santa Barbara/Tri-Counties region, contact ADL at 805-564-6670 to learn how this initiative can fit into your school.

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

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

3. 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 initiative. This can be done as part of a school assembly or pep rally or through individual classroom projects. Display the resolution or promise in your school. Consider sending a copy home to parents with an explanation of the project!





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

Projects should enhance the understanding of diversity, bias and inclusion and foster harmony in your community. 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 contact ADL to discuss designing your own projects consistent with the initiative's theme.

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

5. 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 designation 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 in the following years for re-designation.

The No Place for Hate® Resolution of Respect

(Middle & High School)

I pledge from this day forward to do my best to combat prejudice and to stop those who, because of hate or ignorance, would hurt people or violate their civil rights. I will try at all times to be aware of my own biases and seek to gain understanding of those I perceive as being different from myself. I will speak out against all forms of prejudice and discrimination. I will reach out to support those who are targets of hate. I will think about specific ways my community members can promote respect for people and create a prejudice free zone. I firmly believe that one person can make a difference and that no person can be an “innocent” bystander when it comes to opposing hate. I recognize that respecting individual dignity, achieving equality and promoting intergroup harmony are the responsibilities of all people. By signing this pledge, I commit myself 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 or blog, 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 "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 or write their own songs centered around the theme.

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.

Disrupt Stereotypes

Assign a project to learn about stereotypes and prejudice. Define terms and have students analyze stereotypes they have learned from friends, media and the community. Bring in examples of stereotypes from books, movies, TV, newspapers, etc.

Learn About Key Civil and Human Rights Leaders

Focus course work and/or a class discussion on 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 implement the anti-bias and anti-bullying training 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.

No Place for Hate Web Page

Research Web sites that support diversity and inclusion. Then build a Web Page for your school and link it to other sites on the Internet.

Curriculum Connections

Integrate 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-outreach/curriculum-resources

Create a Calendar

Create a school calendar with all the holidays, significant religious observances, and important civil rights dates represented in your school community. See Glossary of Observances on page 20 to get started.

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.

Pen Pals

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

Diversity Logo

Hold a contest to create 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 what equity and inclusiveness look like 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, abilities and other identity groups. Offer a suggested book list to students and family members.

School Paper or Blog

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

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 anti-bias 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 or identity. Identify local community leaders, civil rights veterans, Holocaust survivors and others to partner with students in this effort.

Media Literacy

Construct a multimedia display that examines how today's media perpetuates stereotypes and bias. 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.

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 whole school.

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.

Organize an Ally Campaign

Organize a poster campaign that encourages people to act as an ally when confronted with instances of stereotypes, prejudice and bullying.

"Proud Out Loud"

Produce a "Proud Out Loud" video comprised of interviews with students (and family members) about their identity group membership.

No Place for Hate® Infomercial

Have students write essays on what being a No Place for Hate school 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 initiative to students, family members and communities.

Film*

Show an age-appropriate film 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.

Becoming an Ally, Upper Elementary

Contact ADL to schedule a program for 4th and 5th grade leaders to build their skills and empower them to act as allies.

"No Name-Calling Week"

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

"I am unique..."*

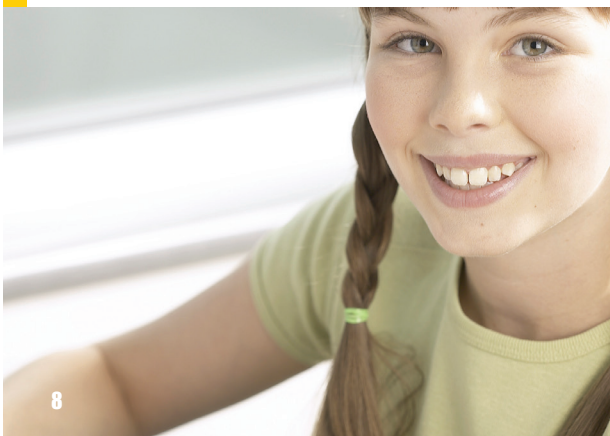
Have children complete the following statement: "I am unique because..." on construction paper, and post the statements around the school.

Listening Journal

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, as well as positive or courageous responses to it.

Oral History Interview

Teach students how to conduct an oral history interview. Then have students interview an older adult in their family to learn about their relative's 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.



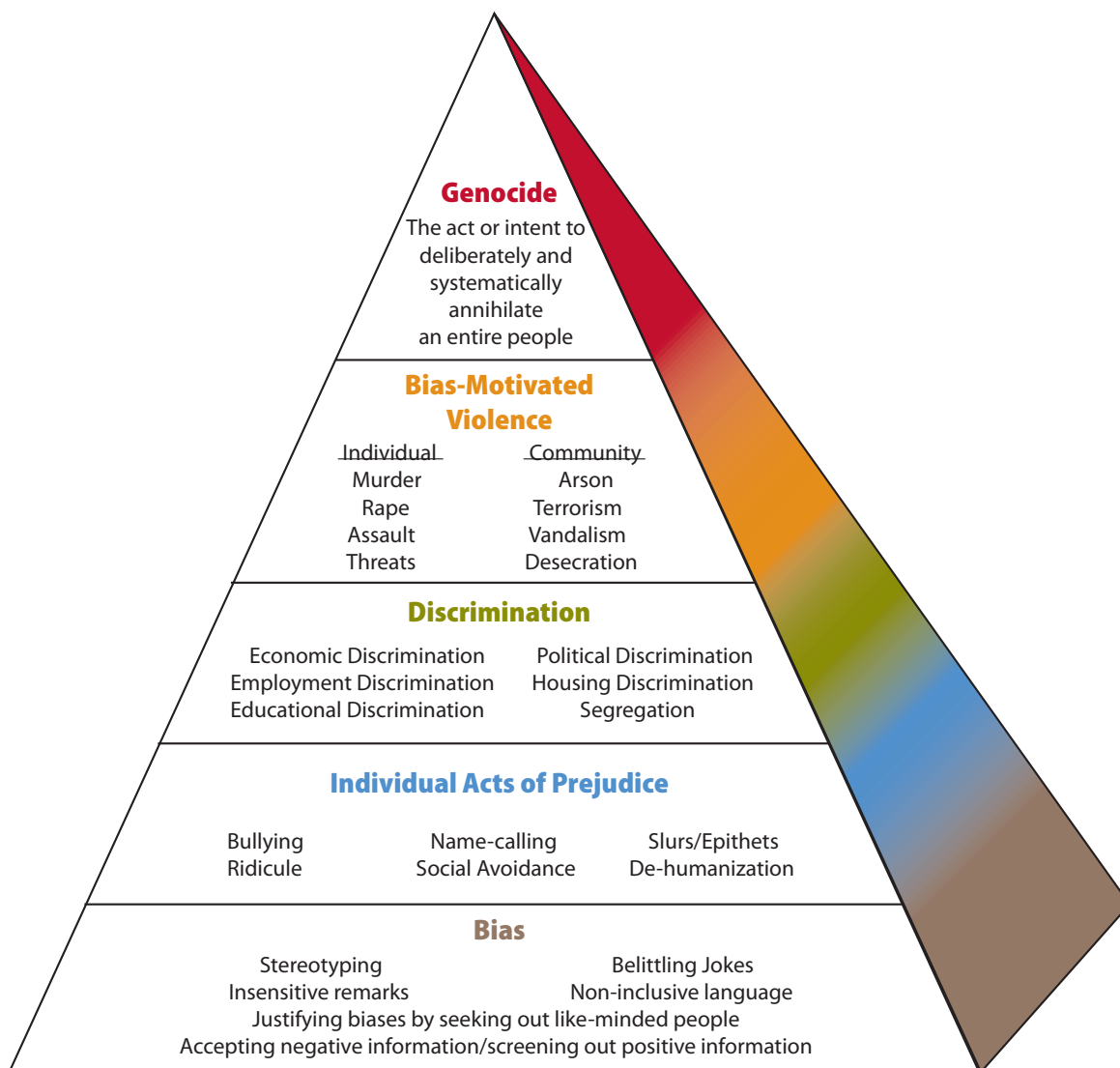
Be Creative! We encourage schools to develop their own projects! Be sure to contact ADL first, to make sure your activity fits into the initiative!

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

* Denotes projects specifically for younger students

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 students understand how words, jokes, and stereotypes can escalate to hate.



Developing a Common Language

Part I. General Terms

The following are general terms often used in programs and resources that explore differences. 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 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 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 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/Homophobia

Heterosexism/Homophobia is prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, bisexual or transgender (LGBT). While homophobia is usually used to describe a blatant fear or hatred of LGBT people, heterosexism is a broader term used to describe attitudes and behaviors based on the belief that heterosexuality is the norm and/or that homosexuality is wrong.

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.

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.

10 Ways to Respond to Bullying

If you've experienced bullying, you're not alone. There are people who can help and actions you can take to make things better.

Bullying is when a person or a group makes someone feel hurt, afraid or embarrassed on purpose and repeatedly. Whether it's physical, verbal or emotional, bullying hurts. If you've experienced bullying, it's not your fault. So don't go it alone—reach out and try taking these steps to improve the situation.

In the Moment...

1. **Walk Away:** If possible, remove yourself from the situation immediately.
2. **Say "Stop":** If it feels safe, tell the aggressor to stop in a firm but calm way. If you feel confident to do so, use humor or a clever response to weaken the effect of the mean behavior.
3. **Keep Cool:** Try to control your emotions in the moment. Showing fear or anger may egg on the aggressor.
4. **Don't Fight:** Try not to fight or bully back in response—this may just continue the cycle of bad behavior.

After the Incident...

5. **Tell a Friend:** Don't keep the bullying a secret. Tell a friend and ask for support. You will feel better, and your friend can help you decide what to do next and go with you to get assistance.
6. **Report to an Adult:** Tell a trusted adult what has happened. Remaining silent will not make things better and may worsen the situation. Reporting a serious problem is not the same as "tattling." Adults need to know about bullying behavior so they can support you and take action to stop it.

Over Time...

7. **Find Safe Spaces:** Try to avoid "danger zones" where bullying is likely to take place and where there are few adults who can help. Try to surround yourself with supportive friends or classmates whenever you can.
8. **Practice Responding:** Reflect on how you might react to bullying in the future and rehearse those responses with a trusted friend or adult. Think about what strategies have worked or fallen short, and don't give up if your first response is not successful.
9. **Express Your Feelings:** Keep a diary or journal—written, electronic or video—where you can record your private thoughts and feelings. It is important to express yourself, especially when you are going through a tough time.
10. **Reach Out:** Find new friends, hobbies or interests that occupy your time in positive ways and make you feel good about yourself. Avoid spending too much time on your own.

Bullying can also happen online or electronically.

If you are the target of **cyberbullying**:

- **Save Evidence:** Keep copies or take screen shots of bullying texts, emails and other communications.
- **Don't Respond:** Do not communicate with aggressors. If necessary, an adult can reply with a strongly worded message warning them to stop.
- **Report:** Tell an adult about the incident and, if necessary, contact the Web site, Internet service provider and/or law enforcement officials.
- **Block:** Guard against future bullying by blocking aggressors from your social networking pages and email, and by changing your email address, screen name, phone number and passwords as needed.
- **Find Supportive Groups:** Find new online groups and games in which the people are friendly, positive and supportive; quit groups in which mean or aggressive behavior occurs often.

Name-Calling, Bullying and Bias Terms

bullying

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.

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.

ally

Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

bystander

Someone who sees something happening and does not say or do anything.

confronter

Someone who speaks out when an incident of bias takes place. The role of confronter can be filled by other people (allies) or by targets themselves.

aggressor

Someone who says or does something harmful or malicious to another person intentionally and unprovoked.

target

Someone against whom mistreatment is directed.

Creating an Anti-Bias 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.

Educators should keep in mind that conversations about understanding and respect should not be limited to a commemorative event, or other special programs, holidays or activities but instead, should be a part of everyday business in the classroom. Creating inclusive, respectful classrooms is an ongoing effort, and working for social justice is a life-long endeavor.

To prepare for successfully raising issues of diversity and bias in the classroom, teachers should attempt to make the following practices an integral part of their daily practice:

- 1. Self-Exploration:** Examine personal cultural biases and assumptions. Explore personal perceptions and understanding of situations by developing an awareness of personal cultural "filters."
- 2. Comprehensive Integration:** Integrate culturally diverse information/perspectives into all aspects of teaching. Consider moving beyond the constraints of a cultural history month by incorporating multiple perspectives into all aspects of the curriculum.
- 3. Time and Maturation:** Allow time for a process to develop. Introduce less complex topics at first, and create time to establish trust. Begin discussions by developing ground rules that allow for honest discussion within a respectful context. Recognize that the long history of mistrust between people in different groups will influence classroom discussions.
- 4. Accepting Environment:** Establish an environment that allows for mistakes. Since most people have been unconsciously acculturated into prejudicial and stereotypical thinking, individuals may not be aware that certain attitudes are hurtful to others. Acknowledge that intolerant thinking will surface from time to time in others and ourselves. Educators should model non-defensive responses when told that something they said or did was offensive to someone. Assume good will and make that assumption a common practice in the classroom.





5. Intervention: Be prepared to respond to purposely-directed acts of bias. Students will carefully observe how educators intervene when someone is the target of discriminatory or hate-based behavior. Silence in the face of injustice conveys the impression that prejudicial behavior is condoned or not worthy of attention. Make it clear to students and their families that name-calling will not be allowed in the classroom. Appropriate and timely intervention is critical in establishing a safe classroom environment where all students can succeed.

6. Life-long Learning: Keep abreast of current anti-bias education issues and discuss them with students. Clip articles from newspapers and magazines and post them in the classroom. Educators should let students know that they consider themselves learners, and that they see themselves as part of the learning process.

7. Discovery Learning: Avoid “preaching” to students about how they should behave. Research indicates that exhortation is the least effective methodology for changing prejudiced attitudes; in fact, it often produces a result opposite from the desired effect. Provide opportunities for students to resolve conflicts, solve problems, work in diverse teams and think critically about information.

8. Life Experiences: Provide opportunities for students to share life experiences; choose literature that will help students develop empathy. Make the classroom a place where students’ experiences are not marginalized, trivialized or invalidated. Prejudice and discrimination have a unique impact on each individual. Students and their families develop a variety of coping strategies based

upon the type and frequency of discrimination they have experienced. It is never fruitful to engage in a debate over who has suffered the most. Oppression is harmful to all people in all of its forms.

9. Resources Review: Review materials so that classroom displays and bulletin boards are inclusive of all people. Insure that supplemental books and videos do not reinforce existing societal stereotypes. When such examples in textbooks are observed, point them out to students and encourage students to think about them critically and to challenge them.

10. Home-School-Community Connection: Involve parents, other family members and other community members in the learning process. Understand that families and others in the community provide the context in which students are motivated to learn. It is important not to view the school and the home or school and the community as isolated from one another; but rather to examine how they interconnect with each other and with the world.

11. Examine the Classroom Environment: What is present and absent in the school classroom provides children with important information about who and what is important. Every effort should be made to create a setting that is rich in possibilities for exploring cultural diversity. Such an environment assists children in developing their ideas about themselves and others, creates the conditions under which children initiate conversations about differences and provides teachers with a setting for introducing activities about diversity. It also fosters children’s positive self-concept and attitudes.

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"/>

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. 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.

www.adl.org/assets/pdf/civil-rights/religiousfreedom/rips/RIPS-Ch6DecDil.pdf

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 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

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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GLOSSARY OF OBSERVANCES

The increasingly pluralistic population of the United States creates diverse communities, student bodies and employees. To enhance mutual understanding and respect among the various religious, ethnic and cultural groups, the Anti-Defamation League website lists a yearly Calendar of Observances (www.adl.org/education/calendar_of_observances.asp) as a tool to increase awareness and sensitivity about religious obligations as well as ethnic and cultural festivities that may affect students, colleagues and neighbors.

The multi-faith calendar includes significant religious observances of the major faiths represented in the United States. Thus, it can be used as a resource when planning school exam timetables and school activities. In addition, the calendar notes U.S. holidays that are either legal holidays or observed in various states and communities throughout the country. A third component is the inclusion of important national and international observances that may be commemorated in the U.S.

The dates of secular holidays are based on the Gregorian calendar, which is commonly used for civil dating purposes. Many religions and cultures follow various traditional calendar systems that are often based on the phases of the moon with occasional adjustments for the solar cycle. Therefore, specific dates may vary by geographical location and according to different sects within a given religion.

ADA (Americans With Disabilities Act) DAY

Commemorates the 1990 signing of the Americans with Disabilities Act, which guarantees equal opportunity for people with disabilities.

ADVENT • Christian

Advent is a season of spiritual preparation in observance of the birth of Jesus. In Western Christianity, it starts on the fourth Sunday before Christmas. In Eastern Christianity, the season is longer and begins in the middle of November.

ANNE FRANK DAY

Birthday of young Jewish girl whose diary describes her family's experiences hiding from the Nazis through assistance of gentile friends.

ALL SAINTS' DAY • Eastern Christian

In Orthodox churches observed on the first Sunday after Pentecost, it commemorates all known and unknown Christian saints.

ALL SAINTS' DAY • Western Christian

Commemorates all known and unknown Christian saints. Eastern Christianity observes it on the first Sunday after Pentecost.

ALL SOULS' DAY • Christian

Commemoration of all faithful Christians who are now dead. In Mexican tradition it is celebrated as *Día de Los Muertos* between October 31 and November 2, and is an occasion to remember dead ancestors and celebrate the continuity of life.

AMERICAN EDUCATION WEEK

Celebrates public education and honors individuals who are making a difference in ensuring every child in the U.S. receives a quality education.

ARMENIAN MARTYRS' DAY

Memorializes the extermination of some 1.5 million Armenians between 1915 and 1923 in Turkey.

ASCENSION DAY • Eastern Christian

Celebrated 40 days after Pascha, it commemorates the ascension of Jesus into Heaven.

ASCENSION DAY • Western Christian

Celebrated 40 days after Easter, it commemorates the ascension of Jesus into Heaven.

ASCENSION OF BAHÁ'U'LLÁH • Bahá'í

Observance of the anniversary of the death in exile of Bahá'u'lláh, the prophet-founder of the Bahá'í Faith.

ASH WEDNESDAY • Western Christian

The first day of Lent for Western Christian churches, a 40-day period of spiritual preparation for Easter, not counting Sundays.

ASHURA • Islamic

A day of fasting observed on the 10th day of the month of Muharram to celebrate Moses' exodus from Egypt. For Shi'a Muslims, it also marks the climax of the ten-day Remembrance of Muharram, which mourns the martyrdom of Hussein at the Battle of Kerbala in 680 CE. On Ashura, Shi'ites mourn the martyrdom of Hussein, the son of Ali and grandson of Muhammad, at the Battle of Kerbala in 680 CE.

ASIAN PACIFIC AMERICAN HERITAGE MONTH

Recognizes the contributions and celebrates the culture of Asians and Pacific Islanders in the United States.

AUTUMNAL EQUINOX

The date when night and day are nearly of the same length. It marks the first day of fall.

AYYÁM-I-HA OR INTERCALARY DAYS • Bahá'í

The Ayyám-i-ha, or "Days of Ha" are devoted to spiritual preparation for the fast, celebrating, hospitality, charity and gift giving. They are celebrated the four days, five in leap year, before the last month of the Bahá'í year.

BILL OF RIGHTS DAY

Commemorates the signing into law of the ten original amendments of the United States Constitution in 1791.

BIRTH OF BAHÁ'U'LLÁH • Bahá'í

Observance of the anniversary of the birth in 1817 of Bahá'u'lláh, prophet-founder of the Baha'í Faith, in Núr, Persia.

BIRTH OF THE BÁB • Bahá'í

Bahá'í observance of the anniversary of the birth in 1819 of Siyyid, "the Báb," the prophet-herald of the Bahá'í Faith, in Shiráz, Persia.

BLACK HISTORY MONTH

Celebrates Black History and African American culture in the United States.

BODHI DAY • Buddhist

Also known as *Rohatsu*, it observes the spiritual awakening (bodhi) of founder Siddharta Gautama, the Buddha, ca. 596 BCE. Celebrated on the eighth day either of December or the 12th month of the lunar calendar.



BROTHERHOOD/SISTERHOOD WEEK

Designated by the National Conference of Community and Justice to emphasize the importance of brotherhood and sisterhood.

BUDDHA DAY • Buddhist

Also known as *Vesak* or *Visakha Puja*, it marks the occasion of the birth, spiritual awakening and death of the historical Buddha.

CESAR CHAVEZ DAY

Honors Mexican American farm worker, labor leader and activist Cesar Chavez (1927–1993) who was a nationally respected voice for social justice.

CHANUKAH • Jewish

Eight-day "Festival of Lights," celebrating the rededication of the Temple to the service of God in 164 BCE. Commemorates the victory of the Maccabees over the Greek King, Antiochus, who sought to suppress freedom of worship.

CHRISTMAS • Armenian Orthodox Christian

Armenian Christians celebrate the birth of Jesus on Epiphany, except for Armenians living in Israel, who celebrate Christmas on January 19th.

CHRISTMAS • Eastern Christian

Most Orthodox churches celebrate Christmas 13 days later than other Christian churches based on their use of the Julian rather than the Gregorian version of the Western calendar.

CHRISTMAS • Western Christian

Commemorates the birth of Jesus.

CINCO DE MAYO

In 1862 Mexican forces defeated French occupational forces in the Battle of Puebla.

CLEAN MONDAY • Eastern Christian

The beginning of *Great Lent* for Eastern Christian churches, which starts 40 days before Orthodox Easter (*Pascha*), counting Sundays.

COLUMBUS DAY

Marks Christopher Columbus's landing at San Salvador on October 12, 1492. Known as *Día de la Raza*, "Day of the Race," in Spanish-speaking countries and communities.

COMING OUT DAY

Encourages honesty and openness about being lesbian, gay, bisexual or transgender. Commemorates October 11, 1987, when 500,000 people marched on Washington, DC, for gay and lesbian equality.

CONSTITUTION DAY AND CITIZENSHIP DAY

Commemorates the ratification of the United States Constitution in 1787. Also honors all who have become U.S. citizens.

DASSERA • Hindu

Anniversary of the day when Rama killed the evil demon Ravana. Also known as *Durga Puja*, which celebrates the goddess Durga.

DAY OF THE COVENANT • Bahá'í

Day of the Covenant is a festival observed to commemorate Bahá'u'lláh's appointment of His son, Abdu'l-Baha, as His successor.

DAY OF SILENCE

Students take a day-long vow of silence to protest the actual silencing of lesbian, gay, bisexual and transgender (LGBT) students and their straight allies due to bias and harassment.

DECLARATION OF THE BAB • Bahá'í

Commemoration of May 23, 1844, when the Báb, the prophet-herald of the Bahá'í Faith, announced in Shiráz, Persia, that he was the herald of a new messenger of God.

DHARMA DAY • Buddhist

Also known as *Asala Puja*, it commemorates the historical Buddha's first discourse following his spiritual awakening.

DIWALI • Hindu

Also called *Deepavali*, "Festival of Lights," it celebrates the victory of good over evil, light over darkness, and knowledge over ignorance.

DR. MARTIN LUTHER KING JR.'S BIRTHDAY

The birthday of civil rights activist Dr. Martin Luther King Jr. is celebrated on the third Monday in January.

EASTER • Western Christian

Celebrates the resurrection of Jesus. Known as *Pascha* in Eastern Christianity.

EID AL-ADHA • Islamic

The "Feast of Sacrifice" concludes the Hajj (pilgrimage to Mecca), and is a three-day festival recalling Ibrahim's willingness to sacrifice his son in obedience to God.

EID AL-FITR • Islamic

The "Feast of the Breaking of the Fast" marks the end of the Ramadan, the holy month of fasting from dawn until dusk.

ELECTION DAY

A day set by U.S. law for the election of public officials.

EPHANY • Christian

Known as *Theophany* in Eastern Christianity, it celebrates the manifestation of Jesus as Christ. In addition, the Western Church associates Epiphany with the journey of the Magi to the infant Jesus, and the Eastern Church with the baptism of Jesus by John.

FATHER'S DAY

Children of all ages show appreciation for their fathers.

FESTIVAL OF RIDVAN • Bahá'í

Annual festival commemorating the 12 days when Bahá'u'lláh, the prophet-founder of the Bahá'í Faith, resided in a garden called Ridván (Paradise) and publicly proclaimed His mission as God's messenger for this age. The first (April 21), ninth (April 29), and twelfth (May 2) days are celebrated as holy days when Baha'is suspend work.

FLAG DAY

Anniversary of the adoption of the United States flag by Congress in 1777.

GANESH CHATURTHI • Hindu

Celebrates the birthday of Ganesha, the elephant-deity.

GOOD FRIDAY • Western Christian

Observed the Friday before Easter, it commemorates the Crucifixion of Jesus. Known as *Holy Friday* in Eastern Christianity.

HALLOWEEN

The eve of All Saints' Day.

Please visit www.adl.org/education-outreach/anti-bias-education/c/calendar-of-observances.html for a yearly Calendar of Observances.

HOLI • Hindu

Also called *Holaka* or *Phagwa*, this festival celebrates spring and commemorates various events in Hindu mythology.

HOLY FRIDAY • Eastern Christian

Observed the Friday before Pascha, it commemorates the Crucifixion of Jesus. Known as *Good Friday* in Western Christianity.

HOLY THURSDAY • Eastern Christian

Celebrated on the Thursday before Pascha commemorating the Last Supper, at which Jesus and the Apostles were together for the last time before the Crucifixion.

HOLY THURSDAY • Western Christian

Also known as *Mundy Thursday*, it is celebrated on the Thursday before Easter commemorating the Last Supper, at which Jesus and the Apostles were together for the last time before the Crucifixion.

HUMAN RIGHTS DAY

On this day in 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights.

INDEPENDENCE DAY

Anniversary of the United States Declaration of Independence in 1776.

INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION

Call to action to eliminate all forms of racial discrimination worldwide.

INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY

Call to action for the eradication of poverty and destitution worldwide.

INTERNATIONAL DAY FOR THE REMEMBRANCE OF THE SLAVE TRADE AND ITS ABOLITION

Memorializes the tragedy of the transatlantic slave trade, coinciding with the anniversary of the uprising in Santo Domingo (today Haiti and the Dominican Republic) that initiated its abolition.

INTERNATIONAL DAY FOR TOLERANCE

Emphasizes the dangers of intolerance and is a call to action for the advancement of human welfare, freedom and progress everywhere, as well as a day to encourage tolerance, respect, dialogue and cooperation among different cultures and peoples.

INTERNATIONAL DAY OF DISABLED PERSONS

Raises awareness about persons with disabilities in order to improve their lives and provide them with equal opportunity.

INTERNATIONAL DAY OF THE WORLD'S INDIGENOUS PEOPLES

Celebrates the richness of indigenous cultures and recognizes the challenges indigenous peoples face today, ranging from poverty and disease to dispossession, discrimination and denial of basic human rights.

INTERNATIONAL LITERACY DAY

Call to action for universal literacy.

INTERNATIONAL WOMEN'S DAY

Celebration of the economic, political and social achievements of women worldwide.

INTERNATIONAL WORKER'S DAY

Also known as *May Day*, it celebrates the social and economic achievements of workers worldwide. The day commemorates the Haymarket Riot of 1886 in Chicago, in which police and protesters clashed following a workers' strike for an eight-hour work day.

INTERNATIONAL YOUTH DAY

Celebrates young people and the integral role they play in helping to create a world fit for children.

JUNETEENTH

Originally commemorating the announcement of the abolition of slavery in Texas in 1865, it is now celebrated throughout the U.S. to honor African-American freedom and achievement.

KRISHNA JAYANTI • Hindu

Celebrates Krishna's birthday, Vishnu's eighth incarnation on earth.

KRISTALLNACHT

Commemorates the 1938 pogrom against Jews throughout Germany and Vienna.

KWANZAA

A seven-day celebration honoring African American heritage and its continued vitality. "Kwanzaa" means "first fruits (of the harvest)" in Swahili.

LABOR DAY

Celebrated the first Monday in September in recognition of U.S. workers.

LAG B'OMER • Jewish

Celebrates the end of a divine-sent plague and/or Roman occupation during Rabbi Akiva's lifetime (died c. 135 CE).

LAILAT AL-QADR • Islamic

"The Night of Power" marks the night in which God first revealed the Qur'an to the Prophet Muhammad. Often fixed as the 27th day of the Islamic month of Ramadan, Sunnis may also observe it on the 21st, 23rd, 25th or 29th. Shi'a observe it on the 19th, 21st or 23rd of Ramadan.

LGBT HISTORY MONTH

Marks and celebrates the lives and achievements of lesbian, gay, bisexual and transgender people in the United States.

LGBT PRIDE MONTH

Commemorates the anniversary of the June 28, 1969 Stonewall riot in New York City, the incident that initiated the modern gay rights movement in the United States. *LGBT* (lesbian, gay, bisexual and transgender) *Pride Day* is the last Sunday in June.

LOVING DAY

Observes the anniversary of the 1967 United States Supreme Court decision *Loving v. Virginia* which struck down the miscegenation laws remaining in 16 states barring interracial marriage.

LUNAR NEW YEAR

On this day Chinese, Korean and Vietnamese New Year are celebrated.

MAGHA PUJA • Buddhist

Also known as *Sangha Day*, it commemorates the spontaneous assembly of 1,250 arahants, completely enlightened monks, in the historical Buddha's presence.

MAHA SHIVARATRI • Hindu

Also called *Shiva Ratri*, it is the Great Festival of *Shiva*.

MAHAYANA NEW YEAR • Buddhist

In Mahayana countries, the New Year starts on the first full moon day in January.

MAKAR SANKRANTI • Hindu

Seasonal celebration recognizing the increasing length of days.



MARTYRDOM OF THE BÁB • Bahá'í

Observance of the anniversary of the execution by a firing squad in Tabriz, Persia, of the 30-year-old Siyyid 'Alí-Muhammad, the Báb, the prophet-herald of the Bahá'í Faith.

MEMORIAL DAY

Initiated originally to honor the dead of the Civil War, this observance now pays homage to the dead of all U.S. wars.

MILAD AL-NABI • Islamic

Celebrates the birthday of the Prophet Muhammad. Shi'a Muslims celebrate it five days later than Sunni Muslims.

MOTHERS DAY

Children of all ages show appreciation for their mothers.

MUHARRAM • Islamic

The month of Muharram marks the beginning of the Islamic liturgical year. The first day of the month, al-Hijra, remembers the migration of Muhammad and his followers from Mecca to Medina in 622 CE. It also marks the beginning of the ten-day Shi'a Remembrance of Muharram, a period of intense grief and mourning of the martyrdom of Hussein, the son of Ali and grandson of Muhammad.

NATIONAL AMERICAN INDIAN HERITAGE MONTH

Celebrates and honors the history and culture of Native Americans in the United States.

NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH

Recognizes the contributions of workers with disabilities.

NATIONAL FREEDOM DAY

Commemorates the signing of the 13th Amendment, which abolished slavery in 1865.

NATIONAL HISPANIC HERITAGE MONTH

Celebrates the contributions, heritage and culture of Hispanic and Latino Americans.

NATIONAL WOMEN'S HISTORY MONTH

Honors women as significant agents of historical change.

NATIVE AMERICAN DAY

Celebrates Native American history and culture.

NAVARATRI • Hindu

Nine-day festival celebrating the triumph of good over evil. It worships God in the form of the universal mother commonly referred to as Durga, Devi or Shakti, and marks the start of fall.

NAW-RÚZ • Bahá'í

New Year's Day, astronomically fixed to commence the year on the spring equinox.

NEW YEAR'S DAY

The first day of the year in the Gregorian calendar, commonly used for civil dating purposes.

NINETEEN-DAY FAST • Bahá'í

Bahá'ís between 15 and 70 years of age do not eat or drink from sunrise to sunset and set aside time for prayer and meditation. Exemptions from the Fast occur for illness, pregnancy, nursing mothers, extended travel and arduous physical labor.

NIRVANA DAY • Buddhist

Celebrates the day when the historical Buddha achieved Parinirvana, or compete Nirvana, upon the death of his physical body. Sometimes celebrated on February 8.

NISF SHABAAN • Islamic

"Night of Repentance" in preparation for the fast of Ramadan. Fixed as the 15th day or middle (nisf) of the eighth month of Shabaan in the Islamic calendar.

NO NAME-CALLING WEEK

Annual week of educational activities aimed at ending name-calling and bullying of all kinds.

OUR LADY OF GUADALUPE • Christian

Celebrates the apparition of the Blessed Virgin Mary (by her title, Our Lady of Guadalupe, the Patroness of Mexico and the Americas) before Juan Diego, an indigenous convert to Roman Catholicism, on the Mexican hill of Tepeyac in 1531.

PALM SUNDAY • Eastern Christian

Observed the Sunday before Pascha to commemorate the entry of Jesus into Jerusalem.

PALM SUNDAY • Western Christian

Observed the Sunday before Easter to commemorate the entry of Jesus into Jerusalem.

PASCHA • Eastern Christian

Celebrates the resurrection of Jesus. Known as *Easter* in Western Christianity.

PASSOVER/PESACH • Jewish

The eight-day "Feast of Unleavened Bread" celebrates Israel's deliverance from Egyptian bondage.

PENTECOST • Eastern Christian

The seventh Sunday after Pascha commemorates the descent of the Holy Spirit upon the Apostles and women followers of Jesus. Marks the birth of the Christian Church.

PENTECOST • Western Christian

Also known as *Whitsunday*, the seventh Sunday after Easter commemorates the descent of the Holy Spirit upon the Apostles and women followers of Jesus. Marks the birth of the Christian Church.

PRESIDENT'S DAY

Honors all past presidents of the United States of America.

PURIM • Jewish

The "Feast of Lots" marks the salvation of the Jews of ancient Persia from extermination.

RACE RELATIONS SUNDAY

Created in 1922 by the National Council of Churches in recognition of the importance of interracial relations and learning.

RACE UNITY DAY • Bahá'í

Observance promoting racial harmony and understanding and the essential unity of humanity.

RAKSHA BANDHAN • Hindu

Also called *Rakhi*, this festival celebrates the protective relationship between brothers and sisters.

RAMADAN • Islamic

A month of strict fasting from dawn until dusk in honor of the first revelations of the Qur'an to the Prophet Muhammad.

RAMA NAVAMI • Hindu

Celebrates the birthday of Rama, king of ancient India, hero of the epic Ramayana, and seventh incarnation of Vishnu.

Please visit www.adl.org/education-outreach/anti-bias-education/c/calendar-of-observances.html for a yearly Calendar of Observances.

REFORMATION DAY • Christian

Commemorates the beginning of the Protestant Reformation in 1517.

ROSH HASHANAH • Jewish

Beginning of the Jewish New Year and first of the High Holy Days, which marks the beginning of a ten-day period of penitence and spiritual renewal.

SHAVUOT • Jewish

The "Feast of Weeks" celebrates the covenant established at Sinai between God and Israel, and the revelation of the Ten Commandments.

SHEMINI ATZERET • Jewish

"The Eighth (Day) of Assembly" is observed on the day immediately following Sukkot.

SHROVE TUESDAY • Western Christian

A day of penitence as well as the last chance to feast before Lent begins. Also known as *Mardi Gras*.

SIMCHAT TORAH • Jewish

"Rejoicing in the Torah" celebrates the conclusion of the public reading of the Pentateuch and its beginning anew.

ST. PATRICK'S DAY • Christian

Feast day of the patron saint of Ireland. In the U.S., a secular version is celebrated by people of all faiths through appreciation of all things Irish.

SUKKOT • Jewish

The week-long "Feast of Booths" commemorates the 40-year wandering of the Israelites in the desert on the way to the Promised Land.

SUMMER SOLSTICE

In the northern hemisphere, the longest day of the year. It marks the first day of the season of summer.

SUSAN B. ANTHONY DAY

Birthday of Susan B. Anthony (1820 - 1906), a pioneer in the Women's Rights Movement.

TEMPLE DAY • Buddhist

Many Buddhists of all traditions pay their respects and pray for good fortune for the new year at the temple.

THANKSGIVING DAY

Following a 19th century tradition, it commemorates the Pilgrims' harvest feast in the autumn of 1621.

THERAVADA NEW YEAR • Buddhist

In Theravada countries, the New Year is celebrated on the first full moon day in April.

TISHA B'AV • Jewish

Mourning of the destruction of the First and Second Temples in Jerusalem in 586 BCE and 70 CE.

TRANSGENDER DAY OF REMEMBRANCE

Memorializes those who were killed due to anti-transgender hatred or prejudice.

TU B'SHVAT • Jewish

New Year's Day for Trees, and traditionally the first of the year for tithing fruit of trees. Now a day for environmental awareness and action, such as tree planting.

ULAMBANA • Buddhist

Buddhist Ghost Festival. The unsettled spirits of dead ancestors are calmed with chanting and offerings to enable them to pass peacefully into the next world.

UN HOLOCAUST MEMORIAL DAY

Annual International Day of Commemoration in memory of the victims of the Holocaust coinciding with the anniversary of the liberation of the Auschwitz death camp in 1945.

UNITED NATIONS DAY

Commemorates the founding of the world organization in 1945.

VALENTINE'S DAY

Celebrates the idea of romantic love.

VERNAL EQUINOX

The date when night and day are nearly the same length. It marks the first day of the season of spring.

VETERANS DAY

Honors the U.S. Armed Services and commemorates the war dead.

WINTER SOLSTICE

In the northern hemisphere, the shortest day of the year. It marks the first day of the season of winter.

WORLD AIDS DAY

International day of action on HIV and AIDS.

WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT

Recognizes cultural diversity as a source of innovation, exchange and creativity, as well as the obligation to create a more peaceful and equitable society based on mutual respect.

WORLD PRESS FREEDOM DAY

Serves as an occasion to inform the public of violations of the right to freedom of expression and as a reminder that many journalists brave death or jail to bring people their daily news.

WORLD REFUGEE DAY

Raises awareness about the plight of refugees and displaced persons.

WORLD RELIGION DAY • Bahá'í

Observance to proclaim the oneness of religion and the belief that world religion will unify the peoples of the earth.

WOUNDED KNEE DAY

On December 29, 1890 more than 200 Lakota Sioux were massacred by U.S. troops at Wounded Knee in South Dakota.

YOM HASHOAH • Jewish

"Holocaust Remembrance Day" memorializes the heroic martyrdom of six million Jews who perished in the Nazi Holocaust.

YOM KIPPUR • Jewish

The "Day of Atonement" marks the end of the Ten Days of Penitence that begin with Rosh Hashanah.

Please visit www.adl.org/education-outreach/anti-bias-education/c/calendar-of-observances.html for a yearly Calendar of Observances.

Go Deeper!

ADL Programs

ADL provides high-quality educational programs and resources to assist school communities to combat discrimination and bigotry. Using its expertise in anti-bias education and civil rights, ADL leads training programs for educators, administrators, students and family members, including:

A WORLD OF DIFFERENCE® Institute's **A CLASSROOM OF DIFFERENCE™** Anti-Bias Training Programs that provide PreK-12th grade educators, students and family members with the skills, knowledge and resource to address discrimination and create a safe and inclusive school environment, including its *Becoming An Ally: Interrupting Name-calling and Bullying*; online educator course *Making Diversity Count*; student-focused *Peer Training Program*; and anti-cyberbullying program *CyberALLY®*.

www.adl.org/education

Confronting Anti-Semitism Programs that develop the essential skills needed to confront anti-Semitic comments and behaviors.

www.adl.org/education-outreach/confronting-anti-semitism

Curriculum Connections, a free online collection of original lesson plans and resources that help K-12 educators integrate multicultural, anti-bias and social justice themes into their curricula.

www.adl.org/education-outreach/curriculum-resources

Echoes and Reflections — A Multimedia Curriculum on the Holocaust, an interdisciplinary multimedia Holocaust education curriculum for secondary school classrooms, with an optional accompanying full-day educator training.

www.echoesandreflections.org

Extremism Training for School Resource Officers, to provide school resource officers with a basic understanding of extremist groups, extremist ideology, hate symbols and recruitment of young people.

www.adl.org/combating-hate

Hate Crimes Training Programs that provides educators and administrators with a basic understanding of hate crime laws and how they apply in the school setting.

Immigration Resources expose virulent anti-immigrant and xenophobic rhetoric that has risen to the surface as part of the national debate over immigration.

www.adl.org/civil-rights/immigration

Religion in the Public Schools Programs, to provide educators and administrators with guidance on the proper and legal role of religion in public schools.

www.adl.org/civil-rights/religious-freedom/c/religion-in-the-public.html

Visit ADL's Web site at **www.adl.org**.

Anti-Defamation League

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No Place For Hate® is made possible by generous support from:

Wood-Claeysens Foundation
Wallis Foundation
Montecito Bank & Trust

Juliana Friedman
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The Lyons Family Foundation

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