

If we could end hatred,
Imagine
what more we could do...



No Place for Hate®
Resource Guide

ADL
Anti-Defamation League®





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.

Dear Friends,

Bias, bullying, cyberbullying and name-calling in schools create an unwelcoming learning environment and damage the self-esteem and ability to learn for millions of students each year. No student should ever feel isolated because of their ethnicity, race, religion, gender, ability, sexual orientation or physical appearance. The No Place for Hate® initiative seeks to support schools in combating intolerance, bullying and hatred, leading to long-term solutions to these issues. It provides a unique opportunity to unite 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 No Place for Hate 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 support the creation of respectful and 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.



Jeffrey S. Levinger, Regional Board Chair



Roberta S. Clark, Regional Director



How Can Our School Become Designated 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 appropriate forms.

1. Contact ADL.

If you are interested in participating in No Place for Hate in the North Texas/Oklahoma region, contact ADL at 972-960-0342 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 to oversee anti-bias and anti-bullying activities in your school.

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 theme.

Fill out a 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 6 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 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.



Additional Expectations

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 to promptly address these incidents.
- Keep ADL regularly apprised of the progress of the initiative in your school community, and reach out for support and ideas.



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®.

La Resolución de Respeto de No Place for Hate®

(Escuela Secundaria y Preparatoria)

- Buscaré comprender a quienes son diferentes de mí.
- Me expresaré en contra del prejuicio y la discriminación.
- Tenderé mi mano y apoyaré a quienes son blanco de odio.
- Promoveré el respeto hacia las personas y ayudaré a fomentar una escuela libre de prejuicio.
- Yo creo que una persona puede hacer la diferencia – ninguna persona puede ser un espectador “inocente” cuando se trata de oponerse al odio.
- Reconozco que respetar la dignidad individual y promover la armonía entre los grupos es responsabilidad de todos los estudiantes.

La Promesa No Place for Hate®

(Escuela Primaria)

- Prometo hacer todo lo que este a mi alcance para tratar a todos de forma justa.
- Prometo hacer todo lo que este a mi alcance para ser amable con todos – incluyendo con aquellos a quien no les caigo bien.
- Si veo que alguien esta siendo herido u hostigado/intimidado, se lo comentaré a un maestro.
- Ayudaré para que los demás se sientan seguros y felices en la escuela.
- Contribuiré para que en mi escuela no haya lugar para el odio / No Place for Hate®.



No Place for Hate® 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, projects will challenge students to think critically, instill a sense of empathy and empower them 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 activities spread out over time
- Focus on inclusivity and community
- Involve the students in the planning and implementation
- Involve active learning
- Involve discussion and/or debriefing of activities

No Place for Hate activities should NOT include:

- 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
- 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

Sample No Place for Hate® Projects

Here are a few sample project ideas corresponding to the ideal age for each activity. Please remember that your school is responsible for tailoring each activity to meet the *No Place for Hate Activity Guidelines* found on page 6, making sure that there is an opportunity for discussion and action. An example of how to expand an idea into an approved No Place for Hate activity can be found on page 10.

A WORLD OF DIFFERENCE® Institute (Staff/Students)

ADL's anti-bias and bullying prevention programs are ideal activities to earn your school's No Place for Hate designation. Remember to provide time, resources and support for students to engage in a follow-up activity that broadens the impact to the wider school community. Learn more about ADL's programs on page 28.

One School, One Book

Choose a book that addresses themes of bullying, bias or cross-cultural understanding and have the whole school (or each grade level) read it and engage in discussion and 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 (www.adl.org/education-outreach/books-matter) (Grades K-5)

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. (Grades K-5)

"I am unique..."

Have students complete the following statement: "I am unique because..." on construction paper, and post the statements around the school. (Grades K-5)

Hug Our School

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 kindness, inclusivity and connectedness. Follow this up with a discussion in each class about what respect is and what a respectful school looks like. They can then write one thing they commit to do to making their school a more respectful environment and post those commitments in the classroom. (Grades K-5)

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. 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. (Grades K-12)

No Place for Hate® Pen Pals

Connect with another No Place for Hate school in your own state or somewhere else in the country! Establish an ongoing relationship that enables students to share their backgrounds and their experiences with bias and bullying. Contact your local ADL No Place for Hate office. *(Grades K-12)*

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. *(Grades K-12)*

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

No Place for Hate® March

Plan a march around your campus or community to declare your commitment to making your school No Place for Hate. Invite students to create their own signs and a song or chant to be sung during the march. This is also an opportunity to invite local leaders and press to experience the work first hand and spread the word. *(Grades K-12)*

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. *(Grades K-12)*

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 students share their experiences. *(Grades K-12)*

Organize an Ally Campaign

Organize a social media campaign or poster contest that encourages people to act as an ally when confronted with instances of stereotypes, prejudice and bullying. Promote the campaign and examples of ally behavior through school-wide communications. *(Grades K-12)*

No Place for Hate® Video

Produce a video comprised of interviews with students (and family members) about what it means to be part of a No Place for Hate community. Encourage people to share something about what makes them unique, and include a variety of native languages represented at your school. Share the video at an all-school assembly and allow for a panel with participants. *(Grades K-12)*

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, and have student organizers present their stories as well. 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. *(Grades K-12)*

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. *(Grades 6-12)*

Disrupt Stereotypes

Assign a classroom 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. Have students work in teams to present their findings along with personal stories about their own culture/heritage, helping to breakdown stereotypes that they see and hear. *(Grades 6-12)*

“Rock for Respect”

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 on the theme. *(Grades 6-12)*

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, school board meetings or other school community events. *(Grades 6-12)*

School Paper or Blog

Feature articles that pertain to bias and bullying in your school newspaper. Devote a section to promoting respect for diversity or bullying prevention. Feature different student voices and experiences throughout the year, to promote understanding. *(Grades 6-12)*

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. 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 may hear. *(Grades 6-12)*

Oral History Interview

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. *(Grades 6-12)*

Civil Rights/Social Science Fair

Have students create projects focused on civil rights that include a visual display (like a science fair). Consider having students identify either a current day hero or someone in history who exhibited great courage and stood up against injustice. This person could be someone in your students’ families, communities or perhaps another young person like them, who has done something important to stop hatred. If students choose a historical figure, ask them to look for some “lesser known” people—the unsung heroes. Consider those who acted as allies—who took risks to support others when it was not required of them. Other students, staff, and family members can tour the exhibit, with student docents. *(Grades 6-12)*

Develop a Plan and Take Action to Create Change

Have students research an issue of concern, outlining the causes and suggesting a plan to address the issue. Help students identify tangible issues in the community, so that, if possible, students can identify ways other students can get involved in helping to address the issue. Students can do individual projects or work in teams. Set up the exhibits as stations, so that other students, staff, and family members can tour the exhibit, with students explaining their projects. Students could include an “action item” that visitors can do at their station as a part of making your school No Place for Hate (e.g. signing a petition or a pledge). *(Grades 6-12)*

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

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



Following the Guidelines

Here is an example of how a sample project can be tailored to fit the guidelines found on page 6.

Activity Title: Poetry Slam

How will the activity utilize discussion?

Each 9th grade English class will use ADL's Pyramid of Hate, a graphic that demonstrates how hate can escalate when no one intervenes, to have a discussion about the escalation of hate and what students see happening in their school at the different levels represented in the pyramid. Following this discussion, students will be given the assignment to create a poem or rap that breaks down stereotypes and promotes respect for diversity.

What will students learn?

Students will understand how hate can easily escalate when no one intervenes and will learn why it is most effective to respond to bias attitudes and behaviors when they first emerge. They will also increase empathy for the experiences of others and will use artistic expression to share their experiences.

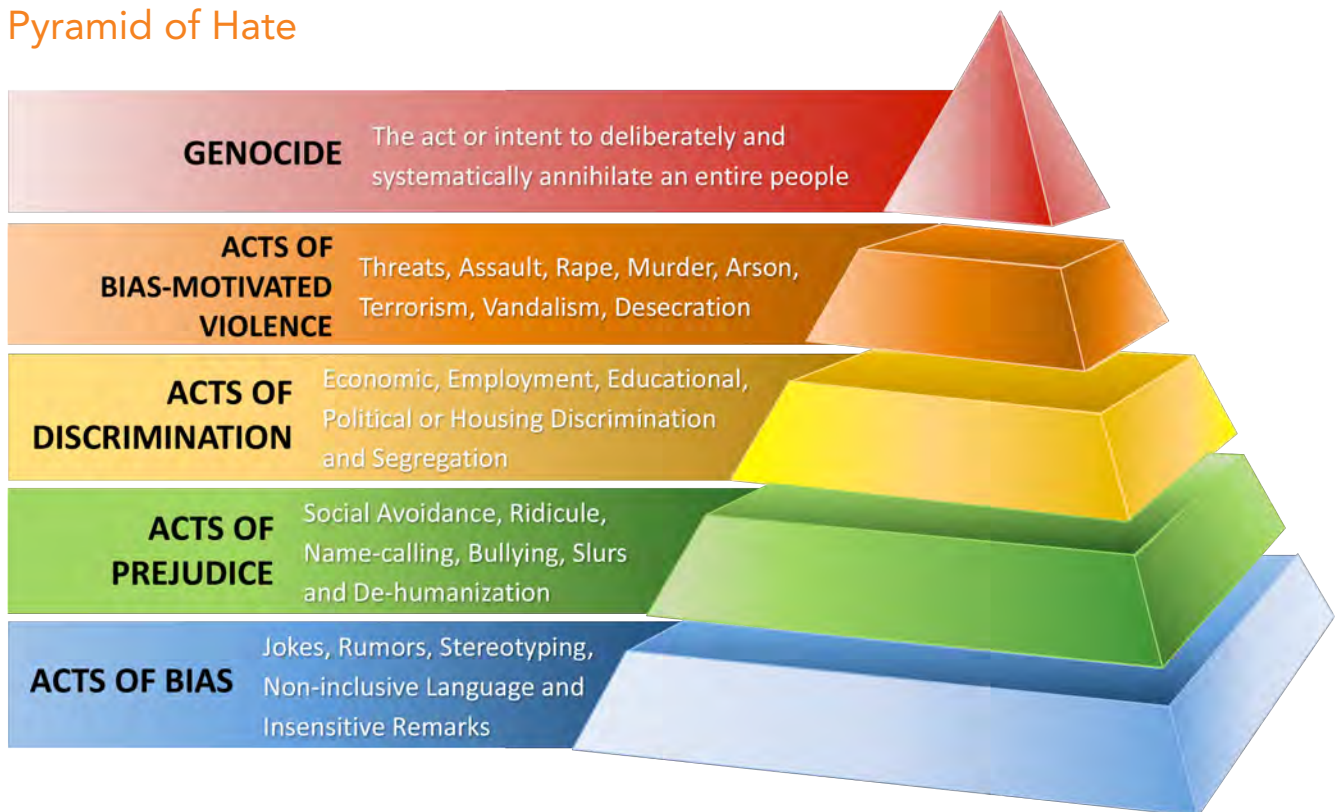
How will the activity have a school wide impact?

Once the students have completed their poems, teachers will select a number of them and connect those poets with the video/tech students to create short videos of their piece. The videos will then be aired in all English classes with discussion questions created by the No Place for Hate committee members. A hashtag for the videos will also be created and used to take the conversation online.

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.

Pyramid of Hate





Developing a Common Language

(Appropriate for Middle & High School)

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 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/Homophobia

Based on the thinking that homosexuality is wrong and/or that all people are straight (that all boys date only girls, and girls date only boys). Homophobia is hatred or fear of people who are or who are believed to be gay.

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.

Developing a Common Language

Part III: Terms Specific to Name-Calling and Bullying

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.

Confronter

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

Bystander

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

Aggressor

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

Target

Someone against whom mistreatment is directed.

What You Say Matters

The term *bullying* describes a person’s behavior, not the individual person. Avoid language that labels anyone a “bully” (e.g. “She engaged in bullying behavior,” rather than “She’s a bully.”). By doing so, we are able to recognize that everyone plays a role in instances of bias or bullying—whether active or passive—and that we can define our own roles by increasing self-awareness and making conscious decisions to respond in particular ways when incidents occur.

ADL encourages the use of the term *target* rather than “victim.” The term “victim” communicates not only the sense that “victims” are helpless, but also that they are somehow complicit and that intervention by a third party is necessary to “save” or “rescue” them.

The term “target” shifts responsibility for the bias or bullying onto the aggressor and conveys the sense that there is a person willfully singling out another individual and directing negative behavior toward that person. The term is used without any negative judgment against the person who is experiencing the prejudice or bullying, and it does not communicate the sense that the target is helpless to take independent action.



Bullying Prevention and Intervention Tips for Schools

Prevention

- 1. Assess Bullying at Your Institution:** Administer anonymous surveys among youth, families and staff/faculty in order to gather information about the nature and extent of bullying in your community as well as perceptions about climate and safety. Use this information to inform curricular and programmatic approaches, focus your intervention strategies and measure progress over time.
- 2. Create a Team:** Charge a committee with oversight of 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 bullying; plan 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.
- 3. 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 bullying are unacceptable and help them identify strategies for responding to social aggression and acting as allies to targets.
- 4. Establish Policies:** Make sure your institution's anti-bullying, harassment and non-discrimination policies 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. Publicize policies and guidelines in multiple ways.

Establish safe and confidential reporting mechanisms for bullying incidents.

- 5. 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 bullying occurs.
- 6. 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.
- 7. Encourage Reporting:** Establish safe and confidential reporting mechanisms for 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 bullying and bias.
- 8. 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.
- 9. 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.

Bullying Prevention and Intervention Tips for Schools

Intervention

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Educate:** Discuss strategies for responding to 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.
- 6. Reach Out:** Work with local schools, youth groups and community organizations to share information about ongoing problems with 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.

Does your child exhibit some of these warning signs/traits of an aggressor?

(Family Resource)

- Needs to be in control
- History of depression or anxiety
- Easily angered or frustrated
- Lacks empathy, compassion
- Quick to blame others, feels justified in negative behavior, unwilling to accept responsibility for actions
- Has been the target of bullying
- Comes from family where parents or siblings bully
- Tries to fit in with peer group that encourages bullying
- Family is inconsistent with discipline/supervision, does not take an active interest in child's life
- Gets into physical or verbal fights often
- Views violence in positive way, overly interested in violent games/TV/literature
- Often in disciplinary trouble at school
- Has extra money/new belongings that cannot be explained

Additional Bullying Resources

Visit adl.org/education-outreach



What to Do if Your Child Exhibits Bullying Behavior

(Family Resource)

Ingrained stereotypes about children who bully—physically strong, a “mean girl,” the loner—may make it difficult to recognize socially aggressive tendencies in our own children.

Most youth who engage in social cruelty are not isolated or lacking in self-esteem, and they often don’t fit neatly into the categories that society has created for “the bully.” If you learn that your child has been engaging in bullying or other aggressive behaviors, the following guidelines can help you to address the problem and promote positive behavioral change.

1. Initiate Dialogue

If your child has demonstrated bullying behavior, be objective, listen carefully and encourage them to share how they feel. Avoid reflexively scolding or punishing your child in ways that may shut down communication.

2. Assess the Cause

In order to take appropriate action, it is important to evaluate what may be motivating the aggressive behavior. Below are some factors you may want to consider:

- Does your child have a behavioral or learning disability that may contribute to aggressive or antisocial behavior? (If so, talk with your child’s teacher or counselor about including bullying prevention goals in their IEP, or Individualized Education Program.)
- Is your child acting out due to loss or trauma?
- Has your child been bullied by others in or out of the home?

3. Treat the Problem Seriously

Calmly let your child know that you will not tolerate cruel or aggressive behavior. Help your child to understand that bullying hurts everyone involved.

4. Develop Clear Guidelines

Establish clear rules and expectations for social conduct on and offline, and praise your child when they demonstrate positive behavior. When rules are violated, respond consistently with rational consequences, such as:

- Apologizing to the target(s) of the bullying and taking concrete action to make up for the harmful behavior;
- Removing or limiting Internet and cell phone privileges for a period of time;
- Taking away a privilege or valued activity for a period of time, and allowing your child to earn it back through positive behavior.

5. Monitor Behavior

Carefully supervise your child's on and offline activities by observing at school, watching social interactions more closely, participating in extracurricular activities and using monitoring software if necessary. Learn who your child's friends are and how they spend their free time. Redirect undesirable behavior and work with your child to develop strategies for being kind and resisting negative peer pressure.

6. Develop Empathy and Compassion

Model and practice with your child ways to interact with others that are kind, respectful and cooperative, and to deal with anger constructively. Consider doing one or more of the following together:

- Read a story about bullying or cyberbullying that offers constructive solutions;
- Visit Web sites and social networking forums that reflect positive interpersonal behavior;
- Engage in a hobby, club or other activity that builds on your child's talents or interests and develops positive attributes and social skills;
- Participate in volunteer work or a community service project that encourages respect and consideration for others.

7. Seek Support

Your child's doctor, teacher, school principal or guidance counselor can help you and your child learn how to understand and address aggressive behavior. Communication and consistent expectations among home, school and the other institutions that are a part of your child's life are a critical part of reinforcing positive behavioral change.

8. Be Realistic

It takes time to change behavior. Be patient as your child learns new ways of handling feelings and conflict. Keep your love and support visible.

References

- Edginton, Shawn Marie. 2011. *The Parent's Guide to Texting, Facebook, and Social Media*. Dallas: Brown Publishing Group.
- PACER Center. 2005. "What if Your Child IS the Bully?" www.pacer.org/parent/php/PHP-c109.pdf (accessed May 2012).
- U.S. Department of Health and Human Services. "Warning Signs and Risk Factors for Bullying Others" and "What Can You Do If Your Child Is Exhibiting Bullying Behaviors." www.stopbullying.gov (accessed May 2012).



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
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.

Provide opportunities for students to share life experiences.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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

	I haven't thought about this.	I need to do this better.	I do this well.
How effective are you in promoting a bias-free educational environment?			
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

	We haven't thought about this.	We need to do this better.	We do this well.
How effective is your school in promoting a bias-free educational environment?			
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, and throughout the year, 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.

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.

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

By connecting holiday themes, you communicate that holidays are a valid expression of cultural and religious pride.

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

Visit adl.org/calendar-of-observances

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 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.

[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.

- [Becoming an Ally](#) equips administrators, educators and students with the knowledge and skills to interrupt bullying by becoming allies to others who are targets of these behaviors.
- [Understanding and Addressing Cyberbullying](#) prepares administrators, educators and student support personnel to identify the unique features and impact of cyberbullying, learn strategies for empowering students to respond to cyberbullying, and foster a culture of e-safety among youth.
- [Cyberbullying: Focus on the Legal Issues](#) provides school leaders with the opportunity to explore key legal and constitutional issues, including free speech, privacy, liability and criminal law, and to discuss hate crimes and bias incidents in cyberspace and examine appropriate school responses.
- [CyberALLY®](#) helps middle and high school students develop strategies to protect themselves against cyberbullying and to act as cyberallies by preventing and taking action against cyberbullying and social cruelty in online forums.
- [Youth & Cyberbullying: What Families Don't Know Can Hurt Them](#) for adult family members increases understanding of the language, skills, information and challenges associated with cyberbullying and provides tools to help children and teens respond in appropriate ways to incidents of cyberbullying.

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

[Peer Education Programs](#) equip students to become leaders and change agents in their schools and communities.

- [A WORLD OF DIFFERENCE® Institute Peer Training Program](#) prepares students to facilitate discussions and workshops with their peers, and builds their skill and motivation to speak up against bias and bullying when they occur.
- [A WORLD OF DIFFERENCE® Institute Peer Leadership Program](#) equips middle and high school students with skills to develop and implement student-led projects in their schools and communities that promote respect and inclusiveness.

[Student Assembly Programs](#) helps 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.

- [Step Up!](#) builds middle school students' understanding of the different roles people play in bullying situations, the dynamics of typical incidents of bullying and bias and the range of responses available to them.
- [Names Can Really Hurt Us](#) is a student-centered high school assembly where students can share their stories and opinions about bullying and name-calling, participate in small group discussions led by a student-teacher team, and develop action plans to help create welcoming and supportive school communities.

[Curriculum Resources](#)

Includes timely and relevant brief lesson plans that assist K-12 educators in teaching news topics and other issues of the day. Lessons help students analyze topics through an anti-bias, diversity and social justice lens, and are available free online.

[Confronting Anti-Semitism Programs](#)

Helps Jewish youth to develop the essential skills needed to confront anti-Semitic comments and behaviors.

[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.

[Extremism Training for School Resource Officers](#)

Provides a basic understanding of extremist groups, extremist ideology, hate symbols and strategies these groups use to recruit young people.

[Hate Crimes Training Programs](#)

Provides educators and administrators with a basic understanding of hate crime laws and how they apply in the school setting.

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