The Anti-Defamation League (ADL) is a non-profit organization dedicated to defending democratic ideals, safeguarding civil rights and combating prejudice, discrimination and bigotry of all kinds. Founded in 1913, “to stop the defamation of the Jewish people and secure justice and fair treatment to all,” ADL has evolved as a leader in the development of materials, programs and services that build bridges of communication, understanding and respect among diverse racial, religious and ethnic groups worldwide.

Unfortunately, our world is still not free from bigotry and discrimination that can result from fear or ignorance. Yet, each of us has the ability to make a difference. Right now we need more voices rejecting bigotry and hatred and promoting respectful communities. This resource guide can help, and so can ADL’s No Place for Hate® and Community of Respect® Initiatives. The No Place for Hate® initiative supports our schools' commitment to combating hate and building respect for all its members. This year, No Place for Hate® will celebrate its 12th anniversary in Texas schools. To date, over 800 schools have earned the No Place for Hate® designation.

The Community of Respect® Initiative supports the efforts of businesses, houses of worship and organizations to promote respect and challenge prejudice and bigotry. Celebrating seven years as a key program in the Southwest Region, over 150 businesses and organizations have participated in the Initiative. New community partnerships and collaborative efforts have developed because of the Community of Respect® Initiative. Most recently, there has been an increase in the work done between No Place for Hate® schools and Community of Respect® partners which helps to increase awareness of the importance of diversity, mutual understanding and respect by providing resources and tools to the community at large.

This No Place for Hate® and Community of Respect® Initiative Resource Guide provides practical suggestions for combating prejudice in our homes, schools, workplaces and communities in which we live. It also includes a Calendar of Observances as a tool to increase awareness and sensitivity about religious, ethnic and cultural observances.

Our goal is to create more harmonious communities, classrooms and workplaces by combating bias and increasing an appreciation for the richness that diversity brings. As ADL celebrates its Centennial year in 2013, we hope you will join us in this endeavor.

Sincerely,

ADL Southwest Regional Leadership

Jerry Axelrod
Chair

Judith Finkel
Chair-Elect

Martin B. Cominsky
Regional Director

Austin Community Leadership

Iser Cukierman
Sherrie Frachtman
Austin Executive Committee Co-Chairs

Imagine a World Without Hate™
The Pyramid of Hate demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the next level as being “normal.” This normalization process has the potential to continue up the Pyramid, and, in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. We hope the Pyramid of Hate demonstrates the importance of challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.
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**
An active commitment to challenging prejudice, stereotyping and all forms of discrimination.

**Bias**
An inclination or preference either for or against an individual or group that interferes with impartial judgement.

**Bigotry**
An unreasonable or irrational attachment to negative stereotypes and prejudices.

**Culture**
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**
The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. An action that can follow prejudicial thinking.

**Diversity**
A word that means different or varied. The population of the United States is made up of people from different places and from diverse racial and cultural groups.

**Multicultural**
Many or multiple cultures. The United States is this because its population consists of people from many different cultures.

**Prejudice**
Making a decision about a person or group of people without sufficient knowledge. This thinking is frequently based on stereotypes.

**Scapegoating**
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 this.

**Stereotype**
An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive ideas that link a person or group to a specific positive trait can have negative consequences.
Part II. Manifestations of Prejudice & 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**
Prejudice and/or discrimination against people with mental or physical disabilities.

**Ageism**
Prejudice and/or discrimination against people because of their real or perceived age.

**Anti-Semitism**
Prejudice 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**
Prejudice and/or discrimination against people because of their real or perceived economic status.

**Heterosexism**
Prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, bisexual or transgender (LGBT).

**Homophobia**
A term used to describe a blatant fear or hatred of LGBT people.

**Islamophobia**
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**
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**
Prejudice and/or discrimination against people based on their religious beliefs and/or practices.

**Sexism**
Prejudice and/or discrimination against people based on their real or perceived sex. This is based on a belief (conscious or unconscious) that there is a natural order based on sex.

**Weightism**
Prejudice and/or discrimination against overweight and obese people.

**Xenophobia**
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.

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Want to Learn More? *Becoming an Ally: Interrupting Name-Calling and Bullying*, a half-day (3-hour) or full-day (6-hour) workshop for educators and students, is designed to build skills to respond to name-calling and bullying in ways that will help create inclusive classrooms and school environments where all students feel respected and challenged to succeed. Contact ADL for more information or to schedule a session at 713-627-3490 (Houston) or 512-249-7960 (Austin).
GUIDELINES FOR CHALLENGING PREJUDICE AND DISCRIMINATION

1. BE WILLING TO TAKE ACTION
Ignoring prejudicial attitudes and behaviors will not make them go away, and silence can send the unintended message that you are in agreement with the words or actions. Make it clear that you find the behaviors offensive and that you are not willing to tolerate jokes, slurs or any action that demeans another person or group. Do not directly intervene if you feel it might jeopardize your own or others’ safety, but do consider other effective responses, including speaking to the perpetrator later, going to get assistance or providing support to the target of the prejudice.

2. UNDERSTAND AND LEARN TO MANAGE CONFLICT
Biased attitudes have developed over time and are unlikely to change without some conscious effort. When challenging biased attitudes or behaviors in others, it is not unusual to be faced with conflict. By learning skills to manage conflict effectively, you will be able to use conflict as a positive force to foster growth.

3. BE AWARE OF YOUR OWN BIASES
All people have been socialized to believe many stereotypes and misconceptions about other groups. An awareness of your own prejudices and biases will help you understand the limitations they place on your own perspectives. If you lack knowledge or are unsure how to handle a situation, seek the information or help that you need. When your own discriminatory attitudes or behaviors are pointed out to you, be open to feedback and avoid reacting defensively.

4. LISTEN AND LEARN FROM OTHERS’ EXPERIENCES
Don’t minimize or trivialize people’s experiences or deny their concerns. Make an effort to see situations through other people’s eyes.

5. USE RESPECTFUL LANGUAGE AND BEHAVIOR
Educate yourself about terminology that is respectful, non-biased and inclusive of all people regardless of race, ethnicity, gender, disabilities, sexual orientation, gender identity, age or religion. If you are unsure of how a person of group prefers to be identified, ask questions.

6. PROVIDE ACCURATE INFORMATION TO COUNTER STEREOTYPES AND BIASES
Take initiative in educating yourself about your own and others’ cultures. Ask questions when you need additional information, but don’t rely completely on other people to educate you about their culture and history or to explain oppression to you. People are more willing to share when you take an active role and the learning is mutual.

7. ACKNOWLEDGE DIVERSITY AND AVOID STEREOTYPICAL THINKING
Don’t ignore or pretend not to see the rich diversity of human backgrounds and experiences. Acknowledging differences is not the problem, rather the problem is placing negative value judgments on those differences! Stereotypes based on differences are inappropriate because they generalize, limit and deny people’s unique individuality and humanity.

8. BE AWARE OF YOUR OWN HESITANCIES TO CHALLENGE PREJUDICE
Take time to explore your feelings about taking action against prejudice. When bias occurs, assess the situation, determine the best response and take action.

9. PROJECT UNDERSTANDING, RESPECT AND SUPPORT
When challenging biased attitudes, words or actions in others, begin by stating how you feel. Firmly address the behavior or attitude while supporting the dignity of the person. Be nonjudgmental and avoid preaching, but know the bottom line. Issues of human dignity, justice and safety should be non-negotiable.

10. BE A ROLE MODEL
Establish standards of responsibility and behavior and hold yourself and others accountable. Demonstrate your personal and organizational commitment in practices, policies and procedures, both formal and informal. Maintain high expectations for yourself and others.

11. JOIN WITH OTHERS
Work collectively with others to organize and support efforts to combat prejudice and discrimination in all its forms. Social change is a long-term process and it’s easy to get discouraged. There is power in the actions of one person; however, by working together, there is even greater strength and ability to make a difference.

Want to Learn More? Making Diversity Count is an interactive online course for middle and high school educators to develop tools to build respectful and inclusive classrooms. Contact ADL for more information at 713-627-3490 (Houston) or 512-249-7960 (Austin).
On a daily basis, people continue to hear and sometimes use words and phrases that demean, ridicule or demonstrate ignorance about people from different groups and backgrounds. If left unchecked, insensitive remarks can lead to scapegoating, name calling, social avoidance and other acts of prejudice and bigotry.

Prejudicial phrases and statements often come without warning, sometimes leaving youth and adults stunned, speechless and unsure of how to respond. Unfortunately, the typical response often is to say nothing, but ADL believes there is a better response. While often difficult to do, challenging bigoted and offensive remarks and jokes is critical to ensuring dignity and respect for all people.

**TIPS FOR RESPONDING TO BIGOTED WORDS, JOKES AND SLURS**

**Begin** by clarifying for yourself what you want to get out of the interaction. If venting your anger is your primary goal, you are unlikely to have a successful interaction with the other person. Similarly, making an equally offensive remark or publicly embarrassing the person who made the comment will not be productive.

**Assume** goodwill. Many people who make offensive remarks do so out of ignorance. Because they do not intend harm, they often assume no harm is done.

**Talk** to the person privately. By doing so, you remove the necessity to “save face” publicly or to defend his or her actions in front of a group.

**Start** the conversation by “vesting your relationship.” For example, start the conversation by saying something like, “I wanted to talk with you, Mary, because your friendship is important to me.”

**Use** “I” and not “you” statements. The conversation will be less successful if it focuses on what you think the other person did “wrong.”

**Remember** your “rights.” You have the right to request that this type of humor (or comments) not be used in your presence.
FOR A SCHOOL TO BECOME **NO PLACE FOR HATE®**

1. CONTACT ADL staff at Southwest@adl.org or Austin@adl.org (Austin area schools), if your school is new to No Place for Hate®.

2. READ and COMPLETE the Commitment Form to ensure that you and your school administration are on board with the No Place for Hate® requirements.

3. CREATE a No Place for Hate® Coalition that includes students, faculty, adult family members and community members and reflects the diversity of your school community.

4. SUBMIT the Commitment Form, Intent Form and Coalition Form by October 15th.

5. ISSUE to the entire school community, the ADL’s Resolution of Respect affirming a commitment to promoting respect and challenging bigotry in all forms. (Found on page 8 of this resource guide)

6. COMPLETE three or more anti-bias or diversity activities. (Suggested No Place for Hate® initiative activities—see page 9)

7. COMPLETE and SUBMIT the Resolution of Respect Form, an Activity Form for each activity and documentation for each by April 15th.

8. RECEIVE a customized No Place for Hate® banner.

9. For more information on how you can participate in the No Place for Hate® initiative, visit www.adl.org/southwest and click on the No Place for Hate® logo or call 713-627-3490 (Houston) or 512-249-7960 (Austin).

TO BECOME **A COMMUNITY OF RESPECT®**

1. CONTACT ADL staff at Southwest@adl.org or Austin@adl.org (Austin area), if your organization is new to Community of Respect®.

2. SUBMIT an Intent Form by May 15th that includes three proposed anti-bias activities for ADL review and approval.

3. ISSUE to the entire organizational community, the ADL’s Resolution of Respect affirming a commitment to promoting respect and challenging bigotry in all forms. (Found on page 8 of this resource guide)

4. COMPLETE three or more activities that promote respect for diversity and inclusiveness. (Suggested Community of Respect® Initiative activities—see page 10)

5. COMPLETE and SUBMIT the Resolution of Respect Form, an Activity Fulfillment Form for each activity and documentation to the ADL.

6. RECEIVE a Community of Respect® plaque or banner and be publicly recognized for your efforts.

7. For more information on how you can participate in the Community of Respect® Initiative visit www.adl.org/southwest and click on the Community of Respect® logo or call 713-627-3490 (Houston) or 512-249-7960 (Austin).

For more information and to download all forms, visit [www.adl.org/southwest](http://www.adl.org/southwest).
By signing this Resolution of Respect, you are taking personal responsibility for standing up against all forms of prejudice and discrimination and committing yourself to creating a world that is No Place for Hate®. Additional versions of the Resolution of Respect can be found at www.adl.org/southwest.

Resolution of Respect

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 anyone 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 who 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 respectful community.

My Signature

Date
Multicultural Book Club
Have a school-wide multicultural book club focused on age-appropriate books that address appreciating differences in culture, ethnicity, religion, gender, abilities, etc. Discuss the positive messages in the books. Visit www.adl.org/bibliography for a list of anti-bias books recommended by ADL.

Curriculum Connections
Integrate multicultural, anti-bias, and social justice themes into your school’s curricula. ADL’s Curriculum Connections offers a collection of original lesson plans and resources free to K-12 educators. Visit www.adl.org/education/curriculumconnections.

Stereotype & Prejudice Education
Have students learn about stereotypes and prejudice. Discuss what stereotypes and prejudice are. Ask students to bring in examples of stereotypes and prejudice from books, movies, TV, the Internet or newspapers.

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

No Place for Hate® School Paper
Create a school paper devoted to No Place for Hate® concepts and ideas. Have students submit artwork, poetry, articles, photographs and other items that are all related to diversity and respect for others.

Calendar of Observances
Find out which holidays / cultural observances the students in your school recognize and create a large calendar that lists all of them. Display the calendar in a prominent location. Have class discussions about the holidays/observances and have students discuss and research ones that are not familiar to them.

Mural or Peace Garden
Create a No Place for Hate® mural or a peace garden that contains peaceful messages created by the students. Have a discussion about the creation with the students.

Mix-It-Up-At-Lunch Day
Host Mix-It-Up-At-Lunch Day where students sit with and talk to others who they may not otherwise get to know. For a more successful event, give students discussion questions to use during lunch and have a discussion with students afterward about their experience. For more information about Mix-It-Up-At-Lunch, go to www.mixitup.org.
Speakers Series
Create an employee/member-run speakers series to provide employees/members the opportunity to learn about each others’ heritages and backgrounds.

A WORLD OF DIFFERENCE®
Provide ongoing A WORLD OF DIFFERENCE® Institute training for all employees/members in the organization and use surveys to gauge the impact.

Calendar of Observances
Provide a list and description of various ethnic and/or religious holidays, observances and customs to all employees/members and devote space in organizational newsletters each month to highlight a positive theme related to diversity issues; include cultural heritage months and recognize the many achievements and contributions of the represented group(s). Refer to the Calendar of Observances in this book.

Diversity Dialogues
Host monthly, quarterly or annual dialogues with a focus on local, national and global diversity.

Cultural Events
Provide opportunities to attend local cultural events and exhibits and discuss what the effect was or what was learned at a subsequent meeting or brown bag luncheon.

Take A Stand Discussion
Have a facilitated discussion on how to take individual responsibility for standing up against hate and discrimination and how one person can make a difference.

Walk/Run Against Hate
Plan a community-wide “Walk/Run Against Hate” or some other community event designed to embrace and promote respect in the community at-large.

Community Float
Build a community float that promotes understanding and respect for the diversity of your community and participate in local and state parades. Contact parade officials to make sure that groups of all different backgrounds are invited to participate.

Campaign or PSA
Create an ad campaign or PSA for your e-mail signatures, internal TV, radio or Webcasts and newsletters which promote speaking out against jokes and slurs that target people or groups.

Book Club
Foster respect, sensitivity and understanding by putting together a book club which features culturally diverse reading materials and dialogues that follow.

Cookbook
Collect traditional, ethnic and/or cultural family recipes and create a cookbook. Consider ad sales or selling the cookbook to support an anti-bias/diversity building program or effort for the community at-large.

Paint-Out Day
Hold a “Paint-Out Day” in your neighborhood or in partnership with the Mayor’s Anti-Gang Task Force, community-based organization or neighborhood association to eliminate graffiti that promotes bigotry and culminate the effort with a community potluck.

Learn About Diverse Groups
Find creative ways to learn about other diverse groups and discuss how people can overcome the fears, stereotypes and disregard of these communities.

Guest Speaker
Hear from local community, business and religious leaders about issues related to intergroup relations.
The Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias and diversity trainings and resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, work and home environments. Customized to meet the changing needs of a wide-range of audiences, programs are available to schools, universities, corporations and community-based organizations throughout the United States and abroad.

Through the development and delivery of its programs and resources, the Institute seeks to help participants: recognize bias and the harm it inflicts on individuals and society; explore the value of diversity; improve intergroup relations; and combat racism, anti-Semitism and all forms of prejudice and bigotry.

A CLASSROOM OF DIFFERENCE™ is at the heart of the Institute, developed to address diversity in the pre-kindergarten through 12th grade school communities.

TEACHER TRAINING PROGRAMS provide educators with effective strategies for confronting prejudice and discrimination in their classrooms. Examples include:

• Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying is a training for educators, administrators, secondary and student support personnel that increases awareness about the unique features and impact of cyberbullying. www.adl.org/combatbullying

• Making Diversity Count is an interactive online course for middle and high school educators to develop tools to build respectful and inclusive classrooms. www.adl.org/education/mdc

• The Miller Early Childhood Initiative, in partnership with Sesame Workshop™ (producers of Sesame Street), offers anti-bias training and resources to assist educators, caregivers and family members of children ages 3-5 in creating bias-free environments that encourage children to appreciate diversity. Family workshops and materials are also available in Spanish. www.adl.org/education/miller/

MIDDLE AND HIGH SCHOOL STUDENT PROGRAMS equip students with the knowledge and skills to become leaders in combating prejudice in their schools and communities. Examples include:

• CyberALLY® is a training for middle and high school-age youth that increases awareness about cyberbullying, provides strategies for young people to respond effectively to cyberbullying and fosters an increased culture of e-safety, ally behavior and respect for differences among youth. www.adl.org/combatbullying

• Step Up! Assembly Program is an interactive anti-bullying assembly program for middle school students. Step Up! helps students understand the different roles people play in bullying situations, the dynamics of typical incidents of bias and the range of responses available to them. The program is designed to give a voice to the targets of bullying and prejudice, build empathy in the aggressors and inspire bystanders to become allies. www.adl.org/combatbullying

ADDITIONAL RESOURCES AND PROGRAMS

No Place for Hate®, the Southwest region’s signature education initiative, empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry.

Echoes and Reflections: A Multimedia Curriculum on the Holocaust is an interdisciplinary multimedia Holocaust education curriculum for secondary school classrooms with an optional accompanying full-day educator training. www.echoesandreflections.org

Hate Crimes Training workshops are designed to give educators and students the tools to recognize, report, and respond to hate crimes.

Curriculum Connections is a collection of original lesson plans and resources that help K-12 educators integrate multicultural, anti-bias, and social justice themes into their curricula. Each edition is organized around a particular topic or theme, and a new edition is published approximately two times per school year. www.adl.org/education/curriculum_connections/
Community of Respect® Initiative highlights the benefits of diversity, encourages inclusiveness, and empowers people to reject prejudice and discrimination in their businesses, homes, houses of worship and communities.

A WORKPLACE OF DIFFERENCE™ provides corporations, businesses, non-profit organizations and government and law enforcement agencies with training programs and services that help manage diversity successfully and create more productive, respectful and inclusive work environments.

Law Enforcement in Society is a partnership with Holocaust Museum Houston and the Houston Police Department. This course includes a tour of the Museum, a look at how local law enforcement was influenced by the Holocaust, and a contrast between that time and modern times in the United States, where law enforcement provides the front-line defense of our freedoms. (8 hours TCLEOSE credit)

Hate Crimes Training for Law Enforcement takes law enforcement officers through a comprehensive look at Texas’ hate crime law, hate crimes, who some of the perpetrators are, who some of the extremists are, and how to recognize them. It also explores how victims of hate crimes feel even more vulnerable than victims of other crimes, how to be sensitive to those feelings, and helps officers think about how to deal with such crimes through a variety of large group, small group and video scenarios. (2 or 4 hours TCLEOSE credit)

How Hate Crimes Affect Their Victims (for victims assistance personnel). This one-hour presentation explores the special sensitivities of hate crime victims and of the communal victims hate crimes create. It helps victims assistance personnel understand why hate crime victims may have unique needs.

Other trainings include:
ADL in Action: What We Do And How We Can Be of Help To You (for media). This one-hour presentation presents ADL resources, information about extremists, and helps media think about ways they should cover extremists and hate groups. It also can be tailored to provide information and suggestions on how to cover diversity-related stories.
WHAT IS CYBERBULLYING?
Cyberbullying is the intentional and repeated mistreatment of others through the use of technology. Approximately 20% of young people reported experiencing cyberbullying in their lifetimes.

HOW DOES CYBERBULLYING DIFFER FROM OTHER FORMS OF BULLYING?
• It can occur at any time of day.
• Messages and images can be distributed quickly to a very wide audience and are impossible to take back or retrieve.
• Perpetrators of cyberbullying can be anonymous, making it difficult to hold them responsible.

TIPS TO RESPOND TO CYBERBULLYING
1. Save Evidence - Advise youth to keep all proof of bullying and harassment, including e-mails, texts, phone numbers and screen names. Tell them to take screen shots or print the evidence, and keep on file to substantiate claims of inappropriate or illegal behavior.
2. Investigate and Respond - Interview the individuals involved in the incident and work with Internet and cell phone service providers to gather as much information as possible about what took place. Determine appropriate consequences for the perpetrators in accordance with your institution’s policies and the seriousness of the infraction.
3. Involve Law Enforcement - Report extremely harmful online speech, such as harassment, stalking, threats of violence and pornography to the police.
4. Consult an Attorney - Before carrying out consequences, check with your institution’s legal counsel to make sure that all disciplinary measures are in line with your institution’s policies and the law, and that you are not inadvertently violating the First Amendment rights of individuals. If appropriate, counsel may also advise the target’s family about their options for taking legal action against the perpetrator or the perpetrator’s family.
5. Follow Up with the Perpetrator’s Family - Discuss the incident with the perpetrator’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 perpetrator’s family understands how best to address the negative behavior, monitor their child’s online behavior and ensure responsible use of technology in the future.
6. Provide Support - Assist the target and the target’s family in coping with the impact of the online cruelty, and to build skills for dealing with such problems in the future. Make sure not to blame the target for being bullied or to unintentionally punish the target by limiting access to technology.
7. Block Harassers - Protect targets from further victimization by helping them to block offending e-mail addresses, screen names, “friends” on social networking sites and cell phone numbers. If necessary, help families to change phone numbers and e-mail addresses.
8. Report Incidents - Help targets to file complaints with Internet and cell phone service providers. Most social networking and media sites (e.g., Facebook, YouTube) have “report abuse” functions and will respond to reports of harassment promptly.
9. Reach Out - Work with local schools, youth groups and community organizations to share information about ongoing problems with cyberbullying (making sure to maintain confidentiality where necessary). Since the cyberworld has no boundaries, communicating with the different institutions that youth are a part of can help to establish consistency with regard to the messages and consequences that youth receive.
10. Educate - Discuss strategies for responding to cyberbullying and ways to be an ally with all youth. Online harassment and cruelty affect the entire community, not just those who are directly involved in an incident. Broad-based education about responsible technology use can contribute to a climate that is welcoming and inclusive for all members of your institution.

ONLINE RESOURCES
Anti-Defamation League
www.adl.org/education/cyberbullying
Center for Safe and Responsible Internet Use
www.csriu.org
Cyberbullying.org
www.cyberbullying.org
Cyberbullying.us
www.cyberbullying.us
i-SAFE
www.isafe.org
Partners Against Hate
www.partnersagainsthate.org
Stop Bullying Now! Information, Prevention, Tips and Games
www.stopbullyingnow.org
Stop Cyberbullying
www.stopcyberbullying.org
Wired Kids, Inc.
www.wiredkids.com

Want to Learn More?  Trickery, Trolling and Threats is a half-day (3-hour) or full-day (6-hour) training for educators, administrators and student support personnel that increases awareness about the unique features and impact of cyberbullying. The session provides strategies for educators to respond effectively to cyberbullying and fosters an increased culture of e-safety among youth. Programs for family members and youth are also available. Contact ADL for more information or to schedule a session at 713-627-3490 (Houston) or 512-249-7960 (Austin).
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, or when scheduling workplace festivities and community events. 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 Gregorian calendar dates for these observances will differ from year to year. In addition, calculation of specific dates may vary by geographical location and according to different sects within a given religion.

**Bahá’í, Jewish, and Islamic holidays begin at sundown the previous day and end at sundown on the date listed.**

<table>
<thead>
<tr>
<th>JANUARY 2013</th>
<th>MAY 2013</th>
<th>SEPTEMBER 2013</th>
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<tbody>
<tr>
<td>1 Tuesday New Year’s Day</td>
<td>Full Month</td>
<td>2 Monday Labor Day</td>
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<tr>
<td>2 Sunday Christmas (Christian)</td>
<td>1 Wednesday International Workers Day</td>
<td>5-6 Thurs-Fri Rosh Hashanah (Jewish)**</td>
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<td>6 Sunday Christmas (Armenian Orthodox Christian)</td>
<td>3 Friday World Press Freedom Day</td>
<td>8 Sunday International Literacy Day</td>
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<tr>
<td>7 Monday Christmas (Eastern Christian)</td>
<td>5 Sunday Cinco De Mayo</td>
<td>9 Monday Ganesh Chaturthi (Hindu)</td>
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<tr>
<td>14 Monday Makar Sankranti (Hindu)</td>
<td>9 Thursday Asosnion Day (Christian)</td>
<td>14 Saturday Yom Kipur (Jewish)**</td>
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<tr>
<td>20 Sunday World Religion Day (Bahá’í)**</td>
<td>12 Sunday Mother’s Day</td>
<td>15-16 Wed-Thur Shavuot (Jewish)**</td>
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<tr>
<td>21 Monday Dr. Martin Luther King Jr.’s Birthday</td>
<td>15-16 Wed-Thur Shavuot (Jewish)**</td>
<td>19 Sunday Pentecost (Christian)</td>
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<tr>
<td>21-25 Mon-Fri No Name Calling Week</td>
<td>21 Tuesday World Day For Cultural Diversity</td>
<td>29 Tuesday World Day For Cultural Diversity</td>
</tr>
<tr>
<td>24 Thursday Milad Al-Nabi (Islamic)**</td>
<td>For Dialogue And Development</td>
<td>15-16 Wed-Thur Shavuot (Jewish)**</td>
</tr>
<tr>
<td>26 Saturday Tu B’Shvat (Jewish)**</td>
<td>21 Saturday Buddha Day (Buddhist)</td>
<td>21 Tuesday World Day For Cultural Diversity</td>
</tr>
<tr>
<td>27 Sunday UN Holocaust Memorial Day</td>
<td>21 Sunday All Saints Day (Eastern Christian)</td>
<td>29 Tuesday World Day For Cultural Diversity</td>
</tr>
<tr>
<td>Mahayana New Year (Buddhist)</td>
<td>27 Monday Memorial Day</td>
<td>29 Tuesday World Day For Cultural Diversity</td>
</tr>
<tr>
<td>29 Wednesday Asosnion Of Bahá’u’lláh (Bahá’í)**</td>
<td>29 Wednesday Asosnion Of Bahá’u’lláh (Bahá’í)**</td>
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<thead>
<tr>
<th>FEBRUARY 2013</th>
<th>JUNE 2013</th>
<th>OCTOBER 2013</th>
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<tbody>
<tr>
<td>Full Month</td>
<td>Full Month</td>
<td>Full Month</td>
</tr>
<tr>
<td>1 Friday National Freedom Day</td>
<td>9 Sunday Race Unity Day (Bahá’í)**</td>
<td>5 Saturday Navaratri (Hindu)</td>
</tr>
<tr>
<td>10 Sunday Lunar New Year</td>
<td>12 Wednesday Anne Frank Day</td>
<td>11 Friday Coming Out Day</td>
</tr>
<tr>
<td>11 Monday Clean Monday (Eastern Christian)</td>
<td>14 Friday Flag Day</td>
<td>13 Sunday Native American Day</td>
</tr>
<tr>
<td>12 Tuesday Shrove Tuesday (Western Christian)</td>
<td>16 Sunday Father’s Day</td>
<td>14 Monday Dasserra (Hindu)</td>
</tr>
<tr>
<td>13 Wednesday Ash Wednesday (Western Christian)</td>
<td>19 Wednesday Juneleventh</td>
<td>15 Tuesday Eid Al-Adha (Islamic)**</td>
</tr>
<tr>
<td>14 Thursday Valentine’s Day</td>
<td>20 Thursday World Refugee Day</td>
<td>17 Thursday International Day For The Eradication Of Poverty</td>
</tr>
<tr>
<td>Race Relations Day</td>
<td>21 Friday Summer Solstice</td>
<td>20 Sunday Birth Of The Báb (Bahá’í)**</td>
</tr>
<tr>
<td>15 Friday Susan B. Anthony Day</td>
<td>24 Monday Nif Shabaan (Islamic)**</td>
<td>24 Thursday United Nations Day</td>
</tr>
<tr>
<td>Nirvana Day (Buddhist)</td>
<td>24 Monday Nif Shabaan (Islamic)**</td>
<td>31 Thursday Reformation Day (Christian)</td>
</tr>
<tr>
<td>18 Monday Presidents’ Day</td>
<td>27 Monday Independence Day</td>
<td>Halloween</td>
</tr>
<tr>
<td>24 Sunday Purim (Jewish)**</td>
<td>29 Tuesday Martyrdom Of The Bab (Bahá’í)**</td>
<td></td>
</tr>
<tr>
<td>25 Monday Magha Puja (Buddhist)</td>
<td>9-10 Tues-Thurs Ramadan (Islamic)**</td>
<td></td>
</tr>
<tr>
<td>26-27 Tues-Fri Ayyām-Ha Or Intercalary Days</td>
<td>Aug 8-9 Ramadan (Islamic)**</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>16 Tuesday Tisha B’Av (Jewish)**</td>
<td></td>
</tr>
<tr>
<td>21 Wednesday Vernal Equinox</td>
<td>22 Monday Dharma Day (Buddhist)</td>
<td>22 Thursday Simchat Torah (Jewish)**</td>
</tr>
<tr>
<td>International Day For The Elimination Of Racial Discrimination</td>
<td>26 Monday ADA (Americans With Disabilities (Act) Day</td>
<td></td>
</tr>
<tr>
<td>24 Sunday Palm Sunday (Christian)</td>
<td>27 Wednesday Asosnion Of Bahá’u’lláh (Bahá’í)**</td>
<td></td>
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<tr>
<td>26-27 Tues-Mon Passover/Pesach (Jewish)**</td>
<td></td>
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<tr>
<td>April 1</td>
<td>27 Thursday Independence Day</td>
<td>15-16 Wed-Thur Shavuot (Jewish)**</td>
</tr>
<tr>
<td>31 Sunday Easter (Christian)</td>
<td>29 Saturday Shavuot (Jewish)**</td>
<td>21 Tuesday World Day For Cultural Diversity</td>
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<thead>
<tr>
<th>MARCH 2013</th>
<th>JULY 2013</th>
<th>NOVEMBER 2013</th>
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</thead>
<tbody>
<tr>
<td>Full Month</td>
<td>Full Month</td>
<td>Full Month</td>
</tr>
<tr>
<td>National Women’s History Month</td>
<td>Full Month</td>
<td>1 Saturday All Saints’ Day (Western Christian)</td>
</tr>
<tr>
<td>2-20 Sun-Wed Nineteen-Day Fast (Bahá’í)**</td>
<td>9 Saturday Race Unity Day (Bahá’í)**</td>
<td>2 Saturday All Souls’ Day (Christian)</td>
</tr>
<tr>
<td>8 Friday International Women’s Day</td>
<td>12 Wednesday Anne Frank Day</td>
<td>3 Sunday Diwali (Hindu)</td>
</tr>
<tr>
<td>10 Sunday Maha Shivaratri (Hindu)</td>
<td>14 Friday Flag Day</td>
<td>5 Tuesday Election Day</td>
</tr>
<tr>
<td>17 Sunday St. Patrick’s Day (Christian)</td>
<td>16 Sunday Father’s Day</td>
<td>Muharram (Islamic)**</td>
</tr>
<tr>
<td>21 Thursday Vernal Equinox</td>
<td>19 Wednesday Juneleventh</td>
<td>9 Friday Kristallnacht</td>
</tr>
<tr>
<td>International Day For The Elimination Of Racial Discrimination</td>
<td>20 Thursday World Refugee Day</td>
<td>11 Monday Veterans’ Day</td>
</tr>
<tr>
<td>NowNuž (Zoroastrian)</td>
<td>21 Friday Summer Solstice</td>
<td>12 Tuesday Birth Of Bahá’u’lláh (Bahá’í)**</td>
</tr>
<tr>
<td>24 Sunday Palm Sunday (Christian)</td>
<td>22 Monday Nif Shabaan (Islamic)**</td>
<td>14 Thursday Ashura (Islamic)**</td>
</tr>
<tr>
<td>26-27 Tues-Mon Passover/Pesach (Jewish)**</td>
<td>27 Tuesday Martyrdom Of The Bab (Bahá’í)**</td>
<td>16 Saturday International Day For Tolerance</td>
</tr>
<tr>
<td>April 1</td>
<td>9-10 Tues-Thurs Ramadan (Islamic)**</td>
<td>28 Tuesday Day Of The Covenant (Bahá’í)**</td>
</tr>
<tr>
<td>31 Sunday Easter (Christian)</td>
<td>16 Tuesday Tisha B’Av (Jewish)**</td>
<td>28 Thursday Thanksgiving Day</td>
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<thead>
<tr>
<th>APRIL 2013</th>
<th>AUGUST 2013</th>
<th>DECEMBER 2013</th>
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<tbody>
<tr>
<td>Full Month</td>
<td>Full Month</td>
<td>Full Month</td>
</tr>
<tr>
<td>National Women’s History Month</td>
<td>3 Saturday Laila Al-Qadr (Islamic)**</td>
<td>1 Sunday World Aids Day</td>
</tr>
<tr>
<td>2-20 Sun-Wed Nineteen-Day Fast (Bahá’í)**</td>
<td>8 Thursday Eid Al-Ilil (Islamic)**</td>
<td>3 Tuesday International Day Of Disabled Persons</td>
</tr>
<tr>
<td>8 Friday International Women’s Day</td>
<td>9 Friday International Day Of The World’s Indigenous Peoples</td>
<td>8 Sunday Bodhi Day (Buddhist)</td>
</tr>
<tr>
<td>10 Sunday Maha Shivaratri (Hindu)</td>
<td>12 Monday International Youth Day</td>
<td>10 Tuesday Human Rights Day</td>
</tr>
<tr>
<td>17 Sunday St. Patrick’s Day (Christian)</td>
<td>15 Thursday Obon (Buddhist)</td>
<td>12 Thursday Our Lady Of Guadalupe (Christian)</td>
</tr>
<tr>
<td>21-22 Sun-Thurs Festival Of Ridván (Bahá’í)**</td>
<td>21 Wednesday Raksha Bandhan (Hindu)</td>
<td>15 Sunday Bill Of Rights Day</td>
</tr>
<tr>
<td>24 Wednesday Armenian Martyrs’ Day</td>
<td>Ulambana (Buddhist)</td>
<td>21 Saturday Winter Solstice</td>
</tr>
<tr>
<td>25 Thursday Theravada New Year (Buddhist)</td>
<td>23 Friday International Day For The Remembrance Of The Slave Trade And Its Abolition</td>
<td>25 Wednesday Christmas (Western Christian)</td>
</tr>
<tr>
<td>28 Sunday Lag B’Omer (Jewish)**</td>
<td>28 Wednesday Krishna Jayanti (Hindu)</td>
<td>26-27 Thurs-Wed Kwanzaa</td>
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</tbody>
</table>

**Bahá’í, Jewish, and Islamic holidays begin at sundown the previous day and end at sundown on the date listed.**

www.adl.org/southwest
# CALENDAR OF OBSERVANCES

**TBD** No Name Calling Week  
1 **Wednesday** New Year’s Day (Buddhist)  
6 **Monday** Epiphany (Christian)  
Christmas (Armenian Orthodox Christian)  
7 **Tuesday** Christmas (Eastern Christian)  
13 **Monday** Milad Al-Nabi (Islamic)**  
14 **Tuesday** Makar Sankranti (Hindu)  
16 **Thursday** Tu B’Shvat (Jewish)**  
27 **Sunday** Yom Hashoah (Jewish)**  
24 **Thursday** Armenian Martyrs’ Day  
27 **Sunday** Yom Hashoah (Jewish)**  
5 **Monday** Cinco De Mayo  
6 **Tuesday** Good Friday (Christian)  
17 **Thursday** Holy Thursday (Christian)  
8 **Tuesday** Rama Navami (Hindu)  
TBD Day of Silence  
18 **Friday** Great Friday (Christian)  
20 **Sunday** Easter (Christian)  
21 **Sunday** Easter (Christian)  
21-25 **Monday** Passover (Jewish)**  
22 **Tuesday** Passover (Jewish)**  
23 **Wednesday** Passover (Jewish)**  
24 **Thursday** Passover (Jewish)**  
25 **Friday** Passover (Jewish)**  
25-26 **Thursday** Rosh Hashanah (Jewish)**  
25 **Saturday** Shavuot (Jewish)**  
25 **Sunday** Shavuot (Jewish)**  
30 **Monday** Wounded Knee Day

**TBD** No Name Calling Week  
1 **Wednesday** New Year’s Day (Buddhist)  
6 **Monday** Epiphany (Christian)  
Christmas (Armenian Orthodox Christian)  
7 **Tuesday** Christmas (Eastern Christian)  
13 **Monday** Milad Al-Nabi (Islamic)**  
14 **Tuesday** Makar Sankranti (Hindu)  
16 **Thursday** Tu B’Shvat (Jewish)**  
27 **Sunday** Yom Hashoah (Jewish)**  
24 **Thursday** Armenian Martyrs’ Day  
27 **Sunday** Yom Hashoah (Jewish)**  
5 **Monday** Cinco De Mayo  
6 **Tuesday** Good Friday (Christian)  
17 **Thursday** Holy Thursday (Christian)  
8 **Tuesday** Rama Navami (Hindu)  
TBD Day of Silence  
18 **Friday** Great Friday (Christian)  
19 **Saturday** National Holocaust Memorial Day  
20 **Friday** International Women’s Day  
21 **Saturday** International Women’s Day  
21-20 **Sun-Thurs**  
22 **Sunday** Six Days of Creation (Bahá’í)**  
22-21 **Sat-Sun** Ramadan (Islamic)**  
23 **Saturday** Maha Shivaratri (Hindu)  
23 **Saturday** Maha Shivaratri (Hindu)  
24 **Thursday** Independence Day  
25-26 **Fri-Thurs**  
26 **Wednesday** Day Of The Covenant (Bahá’í)**  
27 **Saturday** Sukkot (Jewish)**  
28-27 **Sun-Thurs**  
29 **Friday** Ganesh Chaturthi (Hindu)  
30 **Sunday** Wounded Knee Day
Glossary of Observances

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.

All Saints Day (Eastern Christian)
In Orthodox churches observed on the first Sunday after Pentecost, it commemorates all known and unknown Christian saints.

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.

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

Armenian Martyrs’ Day
Memorializes the extermination of some 1.5 million Armenians between 1915 and 1923 in Turkey.

Ash Wednesday
Recognizes preparation for the fast, celebrating, of the ten original amendments of the United States Constitution in 1791.

BIRTH OF BAHÁ’U’LLÁH (Bahá’í)
Observance of the 1817 birth of the prophet-founder of the Bahá’í Faith, in Persia.

Birth of the Bab (Bahá’í)
Observance of the Bab’s birth in Shiráz, Iran in 1819.

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

Body Day (Buddhist)
Also known as Wesak or Visakha Puja, it marks the occasion of the birth, spiritual awakening and death of the historical Buddha.

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

Chunukwah (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 (Christian)
Known as 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)
Also known as Pascha, it commemorates the historical Buddha’s first discourse following his spiritual awakening.

Diwali (Hindu)
Also called Deepavali, “Festival of Lights”, celebrating the rededication of the Temple to the service of God.

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 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.

Epiphany (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 Divali (Bahá’í)
Annual festival commemorating the 12 days when Bahá’u’lláh, the prophet-founder of the Bahá’í Faith, rested in a garden called Díván (Paradise) and publicly proclaimed his mission as God’s messenger for this age.

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

Ganesha Chaturthi (Hindu)
The birthday of Ganesh, the elephant-deity.

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 Abolition 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 Persons with Disabilities
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, and discrimination and denial of basic human rights.

International Literacy Day
Call to action for universal literacy.
SPECIAL THANKS

Gail, Louis & Mark Adler
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Melanie Gray & Mark Wawro
GSD&M
Danny Hamilton & Paul Hilliard
Barbara & Gerald D. Hines
Luci Baines Johnson & Ian Turpin
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Marathon Oil Corporation
Margolin Family/M&M Lighting
Marvy Finger Family Foundation
Shirley & Marvin Rich
Gina Richardson
Regina Rogers
Eddie Safady
Bobbie & J. Victor Samuels
Shadywood Foundation
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Shannon, Martin, Finkelstein & Alvarado
Alfred C. Glassell, III

Jeanne & Michael Klein
Nancy & Neal Manne
Lily & Yigal Saad
Susan & Dick Stasney

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