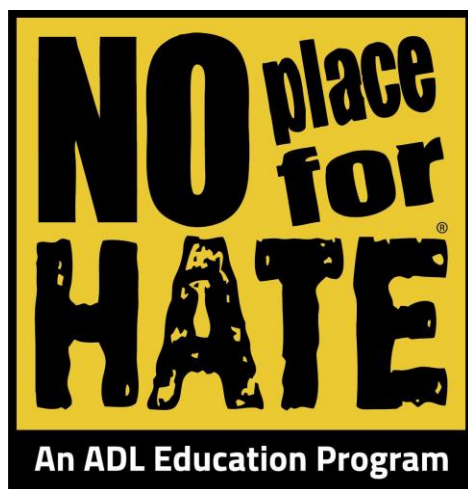


**NO PLACE FOR HATE /  
WALK AGAINST HATE  
SCHOOL TOOLKIT**





## **On October 10<sup>th</sup>, we're on the move to fight hate across the country!**

ADL's Walk Against Hate is not just a walk — it's an opportunity to move as an individual, family, school or community toward a future without antisemitism, racism and all forms of bigotry.

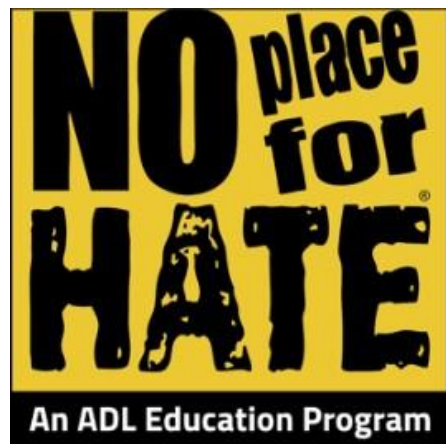
This year's Walk is again national. While we are still planning a few limited in-person Walks, we know that isn't an option for everyone. To ensure that everyone can Walk Against Hate this year, we've put together tools, tips and resources for your school community to engage and join us virtually!

**Make your voice heard and join us for ADL's virtual Walk Against Hate!**



# #WalkAgainstHate Checklist

- ✓ Register your school
- ✓ Assign Team Captain(s) and select Team Name(s)
- ✓ Design a No Place for Hate approved activity
- ✓ Submit all materials
- ✓ Get moving! Share your commitment and progress on social media with #WalkAgainstHate



For any questions, contact your No Place for Hate Team!



# Bring the Walk Against Hate into Your School Community!

## Suggestion 1: Hold a school-wide or district-wide competition

*Which school/class can be the most active by October 10<sup>th</sup>?*

- Step 1: Assign a team captain and register your school. You can register as a single team or as multiple teams.
- Step 2: Create teams within your school with creative names. Those teams will compete together.  
*For example: All 1<sup>st</sup> period classes are competing against each other.*
- Step 3: Ask students to track the number of steps or alternative physical activity they complete every day and populate a shared spreadsheet (see example).
- Step 4: Compare totals amongst classes or across the district!

## Suggestion 2: Host a Walk as a replacement for physical education class/period

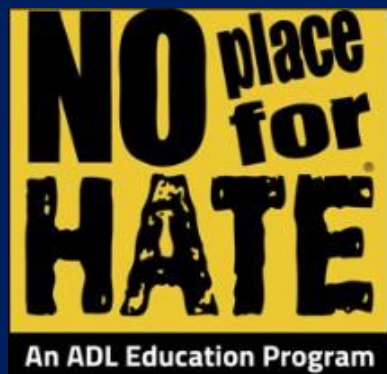
*In lieu of a traditional gym class, ask your students to get moving to fight hate for good!*

- Step 1: Assign a team captain and register your school. You can register as a single team or as multiple teams.
- Step 2: Coordinate with your Physical Education/Health/Gym teachers to track steps or join in an alternative physical activity for the class period.

## Suggestion 3: Start every class with some *MOVES*

*Get the blood pumping before each class and ask your school community to do a form of physical activity!*

- Step 1: Assign a team captain and register your school. You can register as a single team or as multiple teams.
- Step 2: Coordinate with your teachers to begin each class with 5 minutes of movement the week of October 4 – 8, leading up to the October 10<sup>th</sup> Walk Against Hate date.

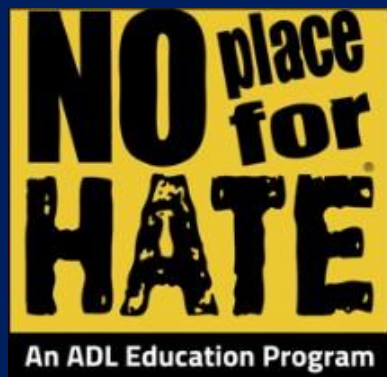


For any questions, contact your No Place for Hate Team!



## Tips and Tools to #WalkAgainstHate

- Connect with other No Place For Hate schools in your area!
- Find an outside walking space near your school (a track, a park) where teams can participate together in an appropriately socially distanced way.
- Create a playlist with songs you just can't help but move to! Even better, have students contribute suggestions to the playlist.
- Possible ways to track your movement:
  - Health Apps on phones & watches
  - Fitbit
  - Pedometer
  - Time – if you can't track steps, you can track minutes!



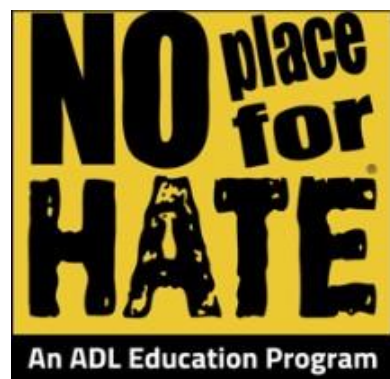
For any questions, contact your No Place For Hate Team!



# Tracking Your Activity

- ✓ Create a shared spreadsheet on your platform of choice
- ✓ Name the tab(s) with class team name(s)
- ✓ Write dates across the top row
- ✓ Write student names down the left-side column
- ✓ Share the sheet with your students or ask a student to collect entries and enter them each day.
- ✓ Remind everyone to update the sheet with their activity every day!

|    | A                   | B    | C    | D    | E    | F    | G    | H    | I    | J    | K     | L     | M     | N     | O     | P     | Q     | R     | S     |
|----|---------------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1  | <b>Date</b>         | 10/1 | 10/2 | 10/3 | 10/4 | 10/5 | 10/6 | 10/7 | 10/8 | 10/9 | 10/10 | 10/11 | 10/12 | 10/13 | 10/14 | 10/15 | 10/16 | 10/17 | 10/18 |
| 2  | <b>Student Name</b> |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 3  | Name 1              |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 4  | Name 2              |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 6  | Name 4              |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 9  | Name 7              |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 10 | Name 8              |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 12 | Name 10             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 13 | Name 11             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 15 | Name 13             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 16 | Name 14             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 17 | Name 15             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 18 | Name 16             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 20 | Name 18             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 26 | Name 24             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 27 | Name 25             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
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| 29 | Name 27             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 30 | Name 28             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 31 | Name 29             |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 32 |                     |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |
| 33 |                     |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |



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| 33 |                     |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |

## **NPFH Approved Lesson Plans**

*For this activity to count as a NPFH activity you must incorporate the guidelines of a No Place for Hate activity with your participation. We encourage you to choose your adventure in fighting hate, but below are some suggestions.*

*As a reminder, ADL encourages participants to get active, not necessarily only through walking! There are many fun ways this activity can be completed safely following your schools social distancing guidelines.*

### **Suggestion #1: Create A Theme**

*Create a theme about combatting a type of hate. This can play into your school team name as well as your individual class names.*

- Using a theme can help you:
  - Identify lessons, books or discussion questions that the school can incorporate into its curriculum.
  - Design posters, signs, and other fun add-ons to use while participating in the Walk.
  - **Some example team/class names:**
    - Fighting Cyberbullying at XXXXX School
    - Stepping Away Against Sexism at XXXX School
    - Getting Active to End Racism with Ms. Holland

### **Suggestion #2: One Book, One School**

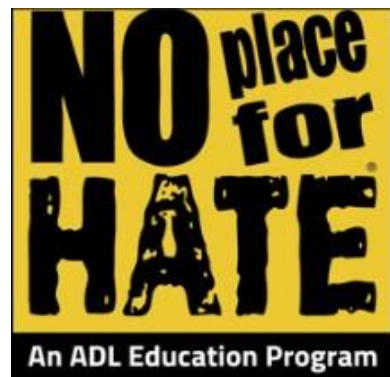
*Select a book for everyone to read that follows your theme.*

- **ADL recommended resource:**
  - [Books Matter](#)

### **Suggestion #3: Build Out Class/School Rules**

*In addition to the No Place for Hate pledge, ask your students to come up with ground rules that promote a brave space versus a safe space, establishes respect and combats hate.*

- **ADL recommended resources:**
  - [No Place for Hate 2021-2022 Resource Guide](#)
  - [Safe and Inclusive Schools for All](#)
  - [What Do Safe, Respectful and Inclusive Virtual Classrooms Look Like?](#)





### **Suggestion #4: Podcast & Activity**

Encourage your students to get active while listening to a podcast that ties into your curriculum. When they are back in class, use the podcast as a foundation for your classroom discussion. Please be mindful of grade level for podcast selection.

- **Sample resource for podcasts:**

- [Common Sense Education: 19 Great Learning Podcasts for the Classroom](#)

### **Suggestion #5: Calendar of “Do Now’s”**

To take pressure off teachers and limit the amount of teaching time needed, consider using an opening prompt (“Do Now”) per day that centers around hate. Give students some time (10-15 minutes) to discuss amongst themselves what the prompt means and how it relates to the No Place for Hate mission in their school.

### **Sample Calendar of prompts:**

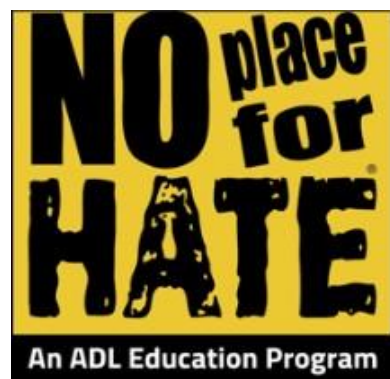
- **Days 1 - 6: ADL Pyramid of Hate (Middle & High School)**

Each day you can focus on one part of the pyramid. Draw the pyramid on the board/ display the pyramid but cover the levels you have not discussed yet.

- **Day 1 – Biased Attitudes:** What do you think this means? What are some terms you think would fall into this category?
- **Day 2 – Acts of Bias:** What do you think this means? What are some terms you think would fall into this category?
- **Day 3 – Systemic Discrimination:** What do you think this means? What are some systems you think can fall into this category?
- **Day 4 – Bias-Motivated Violence:** What do you think this means? What are some actions you think would fall into this category?
- **Day 5 – Genocide:** What is genocide? What are some examples that have happened in history or are actively happening today?
- **Day 6 – Recap/ Feedback:** Now knowing the entire Pyramid of Hate, what is one thing you learned from it or wish it covered?

- **ADL recommended resources:**

- [Middle/ High School Mini Lesson](#): Students can complete themselves through an online platform
- [Pyramid of Hate in Spanish](#): Translated pyramid



- **Days 1 –6: What is Bullying? (Elementary School)**

October is Bullying Prevention Month. Each day, you and your students can analyze the roles of bullying.

- **Day 1:** Define bullying and the 4 roles of bullying – What do you think bullying and cyberbullying mean?
- **Day 2:** What is a Target?
- **Day 3:** What is an Aggressor?
- **Day 4:** What is a Bystander?
- **Day 5:** What is an Ally?
- **Day 6:** As a classroom, what rules do we want to set when it comes to name-calling and bullying?
- **ADL recommended resources:**
  - [Definitions Related to Name-Calling, Bullying, and Bias](#)
  - [Identity-Based Bullying](#)

- **Day 7: Ableism (All Grades)**

Check out our resource in the [WalkAgainstHate Toolkit](#)

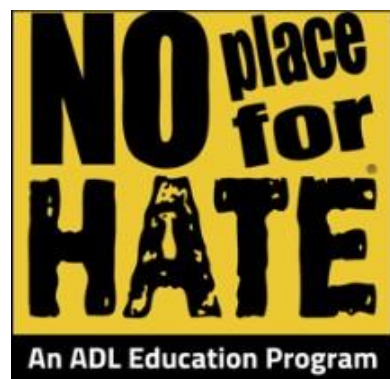
- **Day 7:** This lesson mentions “ableism”. What is ableism? What kinds of barriers do people with disabilities still face? What is a better name to call this event and avoid ableist language?
- **ADL recommended resources:**
  - [Equal Treatment, Equal Access: Raising Awareness about People with Disabilities and Their Struggle for Equal Rights](#)
  - [Disability Glossary](#)
  - [Middle/ High School Lesson](#) [Elementary School Lesson](#)

- **Days 8- 11 : The “-Isms” (Middle/High School)**

Spend each day diving into a specific “-ism”: Racism, Sexism, Classism, Colorism, Weightism, etc. The definitions of all the –isms can be found in [ADL’s Education Glossary](#).

**Example: Heterosexism - October is LGBTQ+ History month and October 11 is National Coming Out Day**

- **Day 8:** What does LGBTQ+ stand for? Define each letter. Do you know any additional letters? What do they mean?
- **Day 9:** What does Coming Out Day mean to the LGBTQ+ community? Why is important to have this day?
- **Day 10:** How do you define heterosexism? Where do you see it in your school?
- **Day 11:** Where do you see heterosexism and the ways it has been challenged in the media?



- **ADL recommended resources:**

- ADL Definition of Heterosexism: The marginalization and/or oppression of people who are lesbian, gay, bisexual, queer and/or asexual, based on the belief that heterosexuality is the norm.
- [Representing Me: Diversity, Visibility and the Media](#)
- [LGBTQ+ Pride Month and Education Resources](#) \*Pride Month is June\*
- Non-ADL Resource: [GLAAD: Celebrate LGBTQ+ History Month](#)
- Non-ADL Resource: [New York Times: The ABCs of L.G.B.T.Q.I.A +](#)
- Non-ADL Resource: [GLSEN: Educator Resources](#)

- **Days 8- 11: Calendar of Observances (Elementary)**

Use ADL's Calendar of Observances to recognize holidays and cultural observances that may be new or different for your students.

**Day 8:** What events do you expect to see on this calendar? When do they happen?

**Day 9:** What is one holiday that you do not recognize on the calendar?

**Day 10:** What does tradition mean? Pick one holiday in the month of October and tell us what your family does to celebrate.

**Day 11:** Why do you think we use this calendar versus other ones?

- **ADL recommended resources:**

- [Calendar of Observances](#)

- **Day 12 – Define Hate (All grade Levels)**

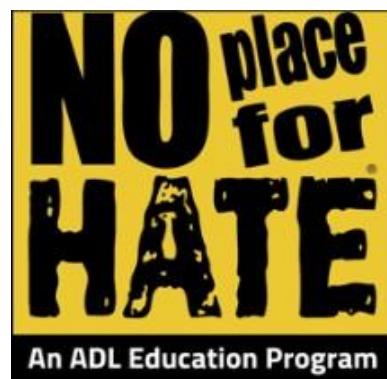
- How would you define hate and what does it look like to you? How can you be an ally?

- **ADL Definition of Hate:**

*An extreme dislike for something, someone or a group. Hate that is based on an aspect of someone's identity (e.g., race, religion, sex, gender expression or identity, ability, sexual orientation, etc.) can result in interpersonal bias, discrimination, hate incidents, hate crimes and/or involvement in an organized hate group.*

- **ADL Definition of Ally:**

*Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else. **Elementary school version:** Someone who helps or stands up for someone who is being bullied or the target of bias.*

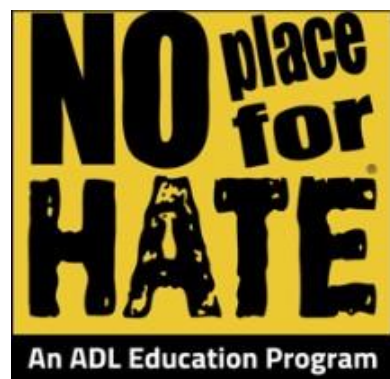


## **What is Ableism?**

*Ableism is the marginalization and/or oppression of people who have disabilities, including temporary, developmental, physical, psychiatric and/or intellectual disabilities.*

***The ADL Walk Against Hate is a movement and invites all participants to engage in the Walk in the way that is most comfortable and accessible to them. As alternatives to walking we invite you to:***

- ✓ **Bike/Cycle**
- ✓ **Dance**
- ✓ **Do yoga**
- ✓ **Draw/Color/Chalk**
- ✓ **Form a book club**
- ✓ **Call out misinformation when and where you see it.**
- ✓ **Meditate**
- ✓ **Play hide and seek**
- ✓ **Report online hate**
- ✓ **Skateboard/roller skate**
- ✓ **Give a musical performance**
- ✓ **Stretch**
- ✓ **All of the above**



For more resources on ableism:  
[Disability Glossary](#)  
[Elementary Schools \(Lesson Plan\)](#)  
[Middle/High Schools \(Lesson Plan\)](#)



**I FIGHT HATE**  
**FOR GOOD**

**ADL**<sup>®</sup>

**I'M WALKING AGAINST  
HATE FOR**

---



**I'M SPEAKING UP  
AGAINST HATE**

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