USC Shoah Foundation

The Institute for Visual History and Education

TALK AND TAKE ACTION:

EDUCATORS' GUIDE TO COUNTERING ANTISEMITISM

nickelodeon

Nickelodeon's Talk and Take Action: Educators' Guide to Countering Antisemitism

Antisemitism, the judgment and unfair treatment of Jews, comes from a hatred of Jewish people, what they believe, traditions, culture, and heritage. Antisemitism is an unkind, upsetting, and scary thing for someone to experience and it can happen in many ways, including with hateful or untrue words and comments, bullying, physical aggression, and vandalism. Today, antisemitic incidents are on the rise in America and across the world.

This guide, focused on countering antisemitism, has been written in partnership with USC Shoah Foundation—The Institute for Visual History and Education, a foundation that offers multimedia learning opportunities based on the personal accounts of witnesses to genocide, with its Stronger Than Hate initiative and award-winning IWitness website. The Institute's mission is to develop empathy, understanding, and respect through testimony. It is designed to provide teachers and educators with the content, tools, and tips needed to talk with students about discrimination and hate directed at the Jewish community in the United States.

We recognize having conversations focused on discrimination and hate can be challenging at any age. We hope this guide will help teachers and educators feel supported as they navigate these tough topics with their students.

Finally, we want students to leave these conversations empowered to make change. This guide provides simple, but significant, action steps classes can take together to create a more inclusive world.

TALKING WITH STUDENTS ABOUT ANTISEMITISM: BEFORE YOU BEGIN

When preparing to talk about difficult or potentially triggering topics with younger students, it's important to frame those discussions in ways that maximize opportunities to learn while at the same time ensuring that students don't leave the encounter confused, afraid, or traumatized. These guides include descriptions of discriminatory acts and persecution, which can be challenging for all of us to read and talk about. Here are tips you can use to support children's learning.

An Important Note: If you have Jewish students in your class, talking about issues related to discrimination and hate against the Jewish community can unlock personal connections and experiences to trauma. Please allow your students to contribute at a level that feels comfortable for them. Avoid putting them on the spot by asking or expecting them to "carry the weight" of these conversations simply because of their heritage.

1. Check in with yourself first. Take stock of your own feelings and perceptions related to the information included in these guides. If you identify as Jewish or have been personally impacted by racism and/or discrimination due to your multiple identities (race, ethnicity, gender, sexual orientation, ability, home language, etc.), it may be difficult to revisit those painful experiences. Be aware of emotions that may arise. Take note of how this affects you before you engage with your students. Consider sharing your thoughts with another trusted adult.

2. Review the guides. As an educator, creating a safe space to discuss tough topics like discrimination and hate sends a powerful message to your students. However, these topics are challenging and you may need help in preparing for these conversations. If that's the case, look through the Talk and Take Action Guides. Each guide will provide you with an introduction to its topic, a historical and contemporary context for why these conversations need to take place, and discussions to support your students' learning. Focus on the information that you feel is most meaningful and relevant to your students' lived experiences and your specific conversation's focus.

ACTIVITIES: ESTABLISHING COMMUNITY AGREEMENTS

1. Share lesson objective(s) with students: Today we are going to think about how we want to treat and talk with each other as we learn about _____.
2. Briefly explain "the how." We are going to develop a list of norms. Briefly describe that norms are shared expectations of acceptable behavior by groups.
3. Ask students to brainstorm the following prompt: What would help us work together best as we learn about _____?
4. Encourage students to answer the prompt by providing an example to begin the discussion: "What would help us work best together is not interrupting each other when we are speaking." Develop 3 to 5 community agreements based on children's responses.

3. Lay the foundation. Before having conversations about difficult topics like discrimination, bias, and hate, it's important to lay the foundation for respectful dialogue. With children, set the tone by establishing age-appropriate *community agreements*. Community agreements help set the tone and build/deepen rapport between caring adults and children.

4. Prepare to be transparent. Asking students what they know about a topic is a great starting point for conversation. Talking honestly and openly about difficult topics models behavior that fosters open lines of communication with children. In fact, acknowledging that some topics are difficult to talk about encourages kids to express their feelings, even when it's not easy.

5. Gauge what they know. Kids gain information implicitly, or informally, through what they see, hear, and experience. Asking students what they already know about a topic is a great starting point for conversation. Expand on what they bring up to deepen their understanding and fill in their knowledge gaps. Children often notice and absorb much more than we expect.

6. Lean in and listen. In a world full of distractions, now is the time to give students your undivided attention. Encourage them to ask questions and revisit the community agreements that guide these conversations. Pay attention to the questions they ask and any emotional responses that may be evoked or suppressed by the information being presented. Look out for body language cues, as well as, what they are saying. The goal is for students to feel safe and secure.

7. Validate their feelings. Ask students to name their feelings–afraid, frustrated, excluded—and encourage them to explain why they feel the way they do.

- If misinformation is involved, share the proper and accurate information with them.
- If the student is demonstrating a lack of empathy or having a hard time "seeing" the perspectives of others, ask them to think of the issue from the perspective of another person.
- Some students may be more likely to suppress their emotions due to learned gender, social, or cultural roles.

8. If you don't know, just say so. Answer questions as clearly and honestly as you can, using developmentally appropriate language and definitions. If you don't know the answer to a question, just say so. Be sure to follow up afterward.

9. Help them frame the situation. Providing students with context is useful when helping them make sense of acts of bullying, hate, or violence. If they ask why someone would direct hate at someone based on their identity, you could say, "Some people wrongly believe that certain identities are better than others. They may have gotten these wrong ideas from stereotypes we see and hear in the media. Without the correct information, they sometimes commit acts of violence against other people and think it's OK based on their beliefs."

10. Empower them to make a difference. Tackling tough topics can sometimes leave us feeling sad, angry, or hopeless. While these feelings are valid, we can use them to engage in meaningful actions to fight against hate and discrimination. For example, learning about and standing in solidarity with others or volunteering time to a cause. If you need support, each guide includes a list of actions you can take as a classroom to leave the conversation feeling empowered and prepared to build a more just and compassionate world.

An Important Note About This Guide: While this guide on countering antisemitism includes brief mentions of the Holocaust (the murder of approximately 6 million Jews by the Nazis and their collaborators), it does not provide context, in-depth history, descriptions, or graphic images. The atrocities of the Holocaust are difficult for adults to comprehend and discuss, and many schools do not teach it until the sixth grade.

If now is the appropriate time to teach the Holocaust or World War II in your classroom, you may want to begin by asking students what they know. As your students talk, listen for misinformation, misconceptions, and any underlying fears or concerns. There are children's books written for different ages included in the Resources section of this guide, which you can use to correct misinformation.

TALKING WITH PARENTS/CAREGIVERS ABOUT THIS GUIDE

It can be helpful to remind parents and caregivers that students are paying close attention to issues related to social justice, bias, and discrimination—even those who we think are too young to see or understand what's going on. By sharing with parents your commitment to being proactive around these issues, you are helping students gain the competency to discuss tough issues and the ability to approach uncomfortable or inequitable situations with thoughtfulness and sensitivity. If your school utilizes social and emotional learning (SEL) curriculum and that information has already been communicated to parents and caregivers, emphasize how this guide supports and enhances SEL.

Communicating with parents and caregivers: There are caregivers who may push back and assert that their children don't need to learn about hate and discrimination, or express concerns about what their kids will be learning. If this happens, acknowledge the fact that addressing these topics will be uncomfortable. By being transparent about what will be discussed and the goal of supporting an inclusive learning environment that acknowledges important challenges impacting their kids, you can demonstrate the importance of creating an awareness of these issues and model a willingness to work together.

A SAMPLE NOTE TO PARENTS AND CAREGIVERS

Dear Parent/Caregiver,

Students are paying close attention to issues related to social justice, bias, discrimination, and racism—even those we think are too young to understand what's going on. Racist and discriminatory images that appear on social media and in the news, news stories, discussions, and events are happening all around them.

As an educator, I am responsible for ensuring that my students have access to fact-based sources of information and the ability to ask questions about things that may be confusing. I'm often in the position to field those questions, and I also have the responsibility to ensure that students are engaging each other in a respectful manner.

It is also in students' best interest to create a classroom environment that is positive and inclusive. These conversations will foster respect, communication, and a safe space for our diverse classroom.

Starting on _____, our class will be discussing the tough topics of discrimination, bias, and hate using a few resources from recognized organizations such as The Conscious Kid, USC Shoah Foundation – The Institute for Visual History and Education, GLSEN, and the Hispanic Heritage Foundation to develop an understanding of how historical events have shaped and influenced some of the challenges we see today. The guides we'll be using are designed to support students' social emotional learning while teaching difficult concepts in a safe and caring environment.

As a parent or caregiver, here are resources you can use if your child has questions:
The Anti-Defamation League (ADL)
The Conscious Kid
USC Shoah Foundation—IWitness
USC Shoah Foundation—The Institute for Visual History and Education
Nickelodeon Talk and Take Action: Parents' & Caregivers' Guide to Countering Antisemitism

If you have questions about our discussions,
please feel free to contact me at _____.

ADDRESSING ANTISEMITISM AND ITS ROOT CAUSE

There are over 7 million Jews in the United States. However, not all Jewish people celebrate the Jewish religion. Jewish people can identify with the culture, heritage, and tradition linked with Judaism without following the religious teachings. While anti-Judaism is prejudice against Jews because of their religious beliefs, antisemitism comes from a hatred for all Jewish people, what they believe, and their traditions, culture, and heritage.

Antisemitism has deep roots in history, which is why it is often referred to as "the longest hatred." It dates back to ancient times and stems from Jewish peoples' dedication to their religion, beliefs, and culture, and their refusal to conform to the way others lived and what others believed in. There were times when Jewish people were denied citizenship, unable to own land, obtain loans, and even live in certain neighborhoods. During the 1900s, antisemites argued that Jewishness wasn't a religion or a culture but a race. They used this argument to convince others that non-Jewish white people were superior to, or better than, Jews. The false belief that there was a Jewish race, separate from the white race, later became the basis for the Holocaust.

Over centuries, many negative **stereotypes** and conspiracy theories about Jews developed, grew, and spread all over the world. Because of this, Jews have faced **bias,** blame, **discrimination,** and violence for hundreds of years. Following World War II, the horrors of the Holocaust and the cruelty of the Nazi Party created a universal sense of shame around antisemitism. People who were once openly antisemitic in their actions knew their views would no longer be welcomed or accepted by others. However, the public shame associated with being antisemitic did not make the hate go away. Instead, it shifted and changed over time to be less direct, outward, and observable.

Today, antisemitism can be seen in people's passing comments and jokes, in stereotypes on shows and throughout media, and in the displaying of commonly known hate symbols, which are used to intimidate and make Jewish people feel afraid. Regardless of how antisemitism appears, the root cause is the same. Antisemitism, like all forms of hatred, comes from fear of those we see as different from ourselves, the false ideas a person has about another person or a group of people, and a lack of understanding about that person's or group of peoples' experiences and perspectives. This is why it is important to get to know others who are different from us and learn about their experiences. We often find we have more in common with people than we think.

HISTORY OF ACTIVISM AGAINST ANTISEMITISM

In the United States, there is a long and powerful history of activism addressing antisemitism. These are just a few of many examples.

EDUCATOR TIP:

Allow students to create a timeline of these events to be posted in the classroom/ community learning space.

Have the students pick one event and write a song, poem, play, or story about how the activists felt before and after the event, why the activists felt they needed to make a difference, or the event itself.

To activate prior knowledge and enhance learning, tie the history of activism here to other types of activism (e.g., AAPI, African American, etc.) if it's something that you've already discussed with your students.

Create a puzzle or chain link timeline:

1. **The Puzzle Timeline:** Provide each student with one puzzle piece per event on the timeline. Inside the puzzle piece, have them illustrate the event along the top half and describe it along the bottom half. Include the date. Then, fit the puzzle pieces together into one long row. Glue them along a piece of construction paper and you'll end up with an impactful display.

2. **The Chain Link Timeline:** Provide each student with a strip of paper (or construction paper) and have students write about the event on the strip. If desired, you can have students illustrate the event, too. Then have them link each strip together to create a timeline chain.

1927: Sapiro v. Ford

Aaron Sapiro, a Jewish-American activist, filed a lawsuit against Henry Ford and his newspaper, *The Dearborn Independent*, claiming the newspaper published comments that were insulting and wrong about Judaism (a religion practiced by Jewish people). Although the case ended in a mistrial, Louis Marshall, a leading Jewish-American lawyer, convinced Ford to make a public apology for his antisemitism. This case helped establish the belief that hate speech is harmful and those who used it can be held responsible.

1880s: Emma Lazarus

Emma Lazarus was a well-known Jewish American writer and activist. She spoke out publicly against the treatment of Jews in Europe and the growing antisemitism she saw in the United States. In 1882, Lazarus published one of the first literary works to explore the struggles of Jewish Americans. She is most famous for her poem documenting the immigration experience, "The New Colossus," which is engraved on the base of the Statue of Liberty. Her most notable line reads: "Give me your tired, your poor, your huddled masses yearning to breathe free."

1945: Bess Myerson

Bess Myerson was the first Jewish woman to be crowned Miss America. The pageant's director encouraged her to change her name to "Beth Merrick," so it sounded less Jewish, and more "English" or "American." Wanting to represent her Jewish American identity proudly, she refused. After winning the crown, she experienced many antisemitic acts and was disappointed to find many of the opportunities usually associated with winning the crown, like speaking engagements and sponsorships, limited.

1960s: The Civil Rights Movement

Answering the call from the Black community, Jewish Americans—including rabbis, scholars and teachers of Judaism—joined the Civil Rights Movement. Many American Jews helped to form and fund organizations promoting civil rights and joined in marches and protests.

1934: Hank Greenberg refuses to play baseball on Yom Kippur

Hank Greenberg, a first baseman for the Detroit Tigers, attracted national attention when he refused to play baseball on Yom Kippur, Judaism's most sacred day of the year.

1950s: ADL mounts the Crack the Quota Campaign

To fight anti-Jewish discrimination in employment, housing, and college and university admissions, the Anti-Defamation League (ADL) launched its "Crack the Quota" campaign. Quotas, which were common at many well-known universities, were a way of limiting, or capping, the number of Jewish people they would accept. The campaign was part of the ADL's mission to fight hate against Jewish people and to seek justice and fair treatment for all.

1993: "Not in Our Town" Movement

After a white supremacist group in Billings, Montana, threw a brick through a Jewish child's bedroom window, where an image of a menorah hung, a local newspaper began "Not in Our Town." This campaign asked residents—Jews and non-Jews alike—to place images of menorahs in their own windows. A large portion of the community participated, uniting against antisemitism.

2003: Jewish American Heritage Month

In April 2006, President George W. Bush declared May Jewish American Heritage Month (JAHM). It is run annually by a group of organizations, and celebrates American Jews' achievements and contributions to the United States.

2018: "No Place for Hate" Response to Tree of Life Synagogue attack

After the Tree of Life Synagogue attack in Pittsburgh—the most violent assault on the Jewish community in American history—local businesses began displaying "No Place for Hate" signs in their windows. The Pittsburgh Steelers logo was recreated with a Jewish star, highlighting community support against antisemitism.

2019: The Department of Justice Summit on Combating Antisemitism

Speakers at the Department of Justice Summit on Combating Antisemitism talked about the increase in antisemitic events on college campuses, ways to fight antisemitic comments while respecting the the First Amendment (freedom of speech), and looked closely at the Justice Department's progress in bringing cases for crimes committed against Jewish people to trial.

2020: Uptick in Hate Crimes Toward Jewish Americans

The FBI reports that more than 60% of all hate crimes against any religious group in the United States are directed toward Jewish Americans. In response to the rise of these hate crimes, the Department of Justice met with local and national Jewish organizations across the country to talk about the increase in attacks and how to prevent them. From these discussions, the Department decided they needed to prioritize investigating antisemitic crimes and prosecute those who commit them on a federal level, rather than a local one.

2021: Preventing Antisemitic Hate Crimes Act

Members of Capitol Hill introduced the Preventing Antisemitic Hate Crimes Act. If passed into law, this act will make sure anti-Jewish hate crimes are reviewed speedily by the Department of Justice and are reported to Congress regularly. The Department will also provide state and local law enforcement across the country with support in preventing and responding to these types of crimes.

ANTISEMITISM TODAY AND WHY IT'S IMPORTANT TO TAKE ACTION

Antisemitism is not just a thing of the past. Today, many white supremacy groups believe in conspiracy theories that blame not only Jews, but also African Americans, immigrants, and even the federal government for what goes wrong in the world. These conspiracy theories spread untrue thoughts and ideas about others, which lead to more biases and ultimately, more hate.

According to the FBI, Jews continue to be the most attacked religious group in the United States. This data shows that a Jewish person is are at least three times more likely to experience a hate crime than a member of any other religious group. In 2021, 40% of Jewish Americans reported hearing antisemitic comments, insults, or threats within the last 12 months. That's almost half of the Jewish American population!

Often, antisemitism is based on stereotypes and biases people learn from the environment they grew up in, the people they interact with, and through the media. A lot of times people use the internet to share thoughts and comments they know wouldn't be accepted in everyday conversation and to connect to others who share the same views. In 2018 alone, the Anti-Defamation League (ADL) counted a total of 4.2 million antisemitic tweets shared across Twitter. When seemingly small acts of hate, like a tweet, are seen as normal or labeled "not a big deal," it tells people taking part in that hate that their actions are allowed. This means they'll be more likely to do it again, or feel it is acceptable to engage in other, larger acts of hate like verbal abuse or physical attacks.

Antisemitism doesn't just hurt Jewish people. A lot of the time, it is a sign of a bigger issue. Many people who are antisemitic also share the same hatred for other groups of people who are different from themselves, like Black people, Asian American and Pacific Islanders, and LGBTQ+ people. The good news is that if we speak up and let others know even the smallest acts of hate are not welcome, we can stop it from growing and spreading. That is why it is important to raise awareness around antisemitism, amplify our voices, and stand firm against any form of hatred.

COUNTERING ANTISEMITISM: DISCUSSION GUIDES

Discussion Guides: Understanding Antisemitism's Meaning and Impact, Standing up to Antisemitism, Action Steps for Students to Disrupt Antisemitism

LEARNING OBJECTIVES

- Students will be able to define antisemitism.
- Students will describe ways to stand up against antisemitism.
- Students will be able to explain the difference between bystanders and Upstanders.
- Students will be able to share their vision for making the world a better place.

EDUCATOR TIP:

- Encourage students to contribute to the discussion by modeling how to answer the "discussion starter" at the beginning of each session.
- Consider seating arrangements that foster inclusion and community, such as a circle instead of rows of desks or chairs.
- Consider discussing each of the four sections below over a four-week period, tackling one section each week. Consider how these concepts link to other subject areas.
- If you are of Jewish descent, reflect on how much you want to share your own experience with the following topics.
- Consider asking the students to journal these discussions first. Ask if they are open to sharing their experiences with the class. If they do not feel comfortable sharing their thoughts or experiences, that's OK. Avoid putting Jewish students on the spot or expecting them to "carry the weight" of these conversations simply because of their heritage.

UNDERSTANDING ANTISEMITISM'S MEANING AND IMPACT

EDUCATOR TIP: To activate prior knowledge, ask students to think about times when someone may have made a judgment about them or someone they know before getting to know them. Ask how it made them feel.

Someone who is prejudiced against a person or a group of people makes a judgment or decision about that person or group without knowing them. Prejudicial thinking comes from stereotypes. Stereotypes are thoughts or ideas about a person or a group of people that are broad, untrue, and don't take a person's or groups' individuality, or differences, into account.

Prejudice and hatred against Jewish people is called antisemitism. This is unkind, upsetting, and scary to experience and it can happen in many ways, including through hateful or untrue words and comments, bullying, physical aggression, and vandalism. In 1993, a child in Billings, Montana, experienced antisemitism. He hung a picture of a menorah in his window in celebration of the Jewish holiday Hanukkah. Someone saw the picture of the menorah and threw a brick through the child's window as a way to show their hate for the Jewish religion.

DISCUSSION STARTERS

- How do you think the child felt after someone threw a brick through his window? What would you do or say to make him feel better?
- Have you ever experienced, seen or heard about an act of antisemitism? If so, describe what happened and how it made you feel.
- Have you ever had a prejudgmental thought or idea about someone? How did that thought change after getting to know them?
- Has someone ever had a prejudgmental thought or idea about you? How did it make you feel?
- Why do you think it is important to understand the perspectives of other people's cultures,backgrounds and religious beliefs?
- What can you do in your own life to learn about and support others' thoughts and ideas?

Further Reflection: The following videos can be shown as examples of prejudice. After watching, have students reflect on the testimony or their own experience with antisemitism. Have them write or draw their feelings and thoughts.

Clip 1: German-born Margaret Lambert speaks about segregation and exclusion of Jews resulting from anti-Jewish laws and explains how they affected her own life in Laupheim, Germany, in the 1930s. This interview took place on May 3, 1995, in Jamaica, New York, U.S.A. Link to testimony (1:29).

Clip 2: Denmark-born Mette Bentow explains the ignorance behind the antisemitic beliefs of her childhood bullies. This interview took place on May 7, 2015, in Copenhagen, Denmark. Link to testimony (:58).

Resource

National Child Traumatic Stress Network Talking to Kids About Hate Crimes and Antisemitism

STANDING UP TO ANTISEMITISM

EDUCATOR TIP: To prime students for this lesson, ask them why someone who sees something negative happening to someone else might not want to get involved. To promote participation, have students pair-share their responses.

Antisemitism is rooted in history. For centuries, Jewish people have experienced hatred because of their religious beliefs, traditions, and culture. This hate is based on stereotypes that stem from many years of false information, dehumanization, and scapegoating. Antisemitism is not a thing of the past. Jews today still experience hateful comments, insults and threats, some have even been physically attacked and hurt. It is time to stand up to hate and speak out against antisemitism.

What do you do when you see or hear something that is not right, fair or kind? Some people may turn the other way, pretend they didn't see or hear it or keep to themselves. These behaviors are bystander behaviors. A **bystander** is a person who sees or hears a problem and knows it is happening, but doesn't do anything to change it or make it better. Someone may be a bystander because they are scared or aren't sure what to say. An **Upstander,** on the other hand, is someone who speaks up when they see or hear a problem and tries to make it right through their words and actions.

When that child in Billings, Montana, had a rock thrown through his window, the local newspaper began a campaign called "Not in Our Town." This campaign asked the town's residents — both Jewish and non-Jewish people — to place pictures of menorahs in their own windows to show support for the Jewish community. Over 10,000 people participated. These people were Upstanders and, through their actions, united against antisemitism and demonstrated Jewish hate was not welcome in their town.

DISCUSSION STARTERS

- Have you ever been in trouble or needed help and had someone help you? What happened? How did you feel?

- Have you ever seen someone else in trouble or needing help? What did you do? How did it feel?

- Practice amplifying your voice to speak out against antisemitism. Imagine a situation where you see a person being picked on or talked down to just because they are Jewish. What would you say and do to be an Upstander?

Here are phrases that may be helpful to say in those kinds of situations:

- *"That's not OK. Please stop it."*
- *"Your words are unkind and can hurt people, even if you don't mean it."*
- *"That doesn't sound true. It didn't feel good to hear you say that."*

Remember, you can always reach out to a trusted adult if you or the person being targeted need more support.

Further Reflection: Use the following videos to show your students additional examples of the importance of standing up for others, and learn about the Jewish experience:

Learn about the true story of Roman Kent's pet Lala, and the message that love is stronger than hate by watching the short film here. Afterward, have your students work in groups or individually to make collages that amplify the message of the film: Love is stronger than hate. Have them present to the class or school.

Clip 3: Edith Reiss as she describes a Jewish man she saw being beaten in the street in Germany in 1939 and how onlookers did nothing to help. Go to 1:25 of this clip. After watching, have your students create a drawing, poster, song, or skit in which they choose to help someone to counter prejudice and/or antisemitism.

Resources

Not in Our Schools Anti-Bullying Guides

ACTION STEPS FOR STUDENTS TO DISRUPT ANTISEMITISM

Being an Upstander is an important way to show your solidarity with those who are being treated unfairly. By speaking up and acting against antisemitism, we let those who spread hate know that their actions are not OK. Another way is to support and champion diversity by recognizing and respecting differences in people's perspectives, culture, and beliefs. Taking the time to learn about other people's histories, traditions, and celebrations is a valuable step to combating hate.

Here are several ways you can support and champion diversity:

- Commit to learning more about antisemitism as well as other forms of intolerance that exist using the resources found in this toolkit.
- Speak up against hate speech that targets people based on their religion, race, culture, or beliefs.
- Visit a Jewish history museum or cultural site to learn about Jewish peoples' experiences.
- Take note when Jewish holidays occur on the calendar and be mindful of them when scheduling events. Also be mindful of holidays that other religious communities celebrate, such as Ramadan in the Muslim community and Diwali in the Hindu community.
- Point out and talk about unfair stereotypes that may be portrayed in the media.
- Participate in events in your community that bring together and celebrate people of different religious faiths.
- Get to know and play with the people in your classroom and school who are different from yourself.
- Encourage your school to address antisemitism and other forms of hate as part of their social justice curriculum.

EDUCATOR TIP:

Create a classroom "Solidarity Poster." Have each student write or draw how they plan to be an Upstander against antisemitism on a large sheet of poster paper to be displayed in the classroom.

Practice examining media and the news with a critical eye together. This could be taking a few minutes to reflect on a story's purpose, calling out any exaggerated or dramatic language being used, or checking the facts of the story with a trusted internet source.

DISCUSSION STARTERS

- What can you make to show your support as an upstander?
- Make a list of ways you can show support for the Jewish community.
- What customs or traditions do you know that are a part of the Jewish community? You can learn about some here.

Further Reflection: If your students are ready to talk about the Holocaust, use the clip below to show students how we can learn from history to make a better world.

Clip 4: *George Papanek* where George reflects on the importance of learning from the Holocaust and working to make a world a better place. Clip of testimony (1:20). After watching, have your students reflect on the past. Then, in groups or individually, have them create a vision board for what they hope for the future and how they will work to achieve it.

Resources

ADL Table Talk Discussion Guide

USC Shoah Foundation's IWitness website: view clips of testimony, watch a film, or read the books *The Children of Willesden Lane*; *Crocodile, You're Beautiful!*; and *Roller-Coaster Grandma*.

EDUCATOR'S REFLECTION JOURNAL

As you consider having discussions about antisemitism in your own classroom, take stock of what implicit biases and experiences you may have. Below are some questions to ask yourself.

Note: Racism and hate-based discrimination are not unique to the Jewish community. While the focus of this particular toolkit is on the Jewish experience, it may be helpful for educators to reflect on their own experiences, and consider how much they want to share as a way to help students bridge the gap between various communities (African American, Indigenous, etc.).

1. When I meet someone new, what do I focus on? Do I notice the things that we have in common? Do I notice the things that make us different? Why?

2. Have I ever heard a stereotype about my identity (e.g., my religion, race, gender, and/or beliefs)? How did I feel and react? What would I change? What do I wish the other person knew?

3. What is a Jewish stereotype I see most often in books, movies, and conversation? If you are a part of the Jewish community, how does it make you feel? If you are not, can you imagine how it would make someone in the Jewish community feel?

4. What was the last Jewish character I saw? How were they portrayed—positively or negatively? What stereotypes (if any) were used?

5. What books do I have in my classroom written by Jewish authors? Who was the last Jewish historical figure I taught about? Can I include more representation in my future lessons?

6. How do we celebrate Jewish traditions in our classrooms? If we don't, why don't we?

7. Who can I invite from our community to talk about Jewish traditions and beliefs? Do you want to consider showing testimony from survivors about their firsthand experiences with antisemitism appropriate for the age level?

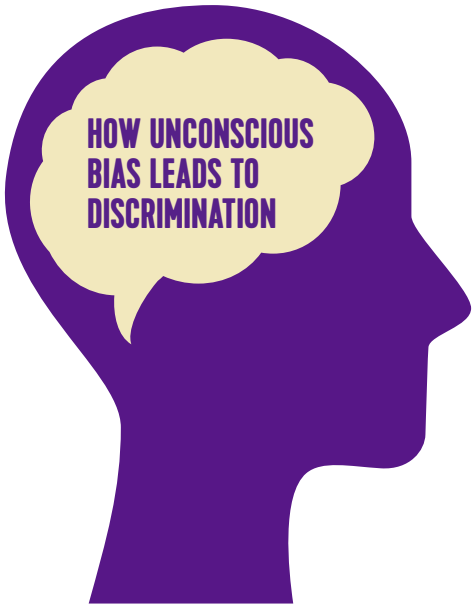
8. How do I show my students I am actively listening to them and encouraging them to share their thoughts? Do I actively listen to or encourage some students more than others? Why or why not? What can I do to ensure I am modeling an open mind, support, and encouragement to all my students?

UNPACKING THE EDUCATOR'S REFLECTION: STOPPING THE STEREOTYPE CYCLE

Think about how stereotypes may have impacted your above answers and how those assumptions lead to unconscious bias.

What is unconscious bias and how is it formed?

Stereotypes are thoughts or ideas about a person or a group of people that are broad, untrue, and don't take a person's or groups' individuality, or differences, into account. These stereotypes seep into our everyday thinking and create automatic or unconscious thoughts or biases for or against groups of people. When left unchecked, these unconscious biases can lead us to prejudge a person just because they belong to a particular group or culture. These prejudgments can influence the decisions we make about a person or group without even knowing them and they can impact our behavior. The actions that we take based on these biases and prejudgments can lead to acts of discrimination.



STEREOTYPE

Widely held, preconceived, and oversimplified image or idea about a person, group, or thing. Over time, stereotypes can become unconscious biases.

UNCONSCIOUS BIAS

An automatic association or attitude about race or gender, for example. Operates beyond our control and awareness. Informs our perception of a person or social group. Can influence our decision making and behavior toward the target of the bias. Is a powerful predictor of our behavior.

PREJUDGING

An attitude about a person or group of people that is based on a belief or stereotype.

BEHAVIOR

Based on preconceptions and unchecked assumptions. Can create in-groups and out-groups by favoring one group over another.

DISCRIMINATION

An ACTION that follows prejudicial attitudes. Denial of opportunity or unequal treatment regarding selection, promotion, etc.

HOW DO I BREAK THIS CYCLE?

This is a cycle that begins with a simple stereotype. Here are some things we can do to stop the cycle:

- Listen for stereotypes and derogatory language in your conversations with others.
- Look for and call out stereotypes and derogatory language in books, shows, and media.
- Be aware of your own thinking, and ask yourself where your ideas about other people come from.
- Take a moment to stop and think about how your actions might be impacted by unconscious bias.
- Learn about other people before making judgments about them.
- Be aware that you are constantly modeling behaviors for your students — your actions can serve as a powerful tool to combat bias.

RESOURCES

CHILDREN'S READING LIST

RECOMMENDED CHILDREN'S BOOKS ADDRESSING JEWISH CULTURE AND IDENTITY, ANTISEMITISM, HISTORY, AND CONTRIBUTIONS.

Ages 4-8

I Love Jewish Faces, by Debra Darvick

Hold on To Your Music,
by Mona Golabek and Lee Cohen

Shanghai Sukkah, by Heidi Smith Hyde

The Runaway Latkes, by Leslie Kimmelman

The Jewish Child's First Book of Why,
by Alfred J. Kolatch

Purim Superhero, by Elizabeth Kushner

Light the Lights! A Story About Celebrating Hanukkah and Christmas,
by Margaret Moorman

Hanukkah Moon, by Gosia Mosz

Benjamin and the Word,
by Daniel A. Olivas

The Lilly Cupboard: A Story of the Holocaust,
by Shulamith Levey Oppenheim

Mrs. Katz and Tush, by Patricia Polacco

The Keeping Quilt: 25th Anniversary Edition,
by Patricia Polacco

Chik Chak Shabbat, by Mara Rockliff

Day of Delight: A Jewish Sabbath in Ethiopia,
by Maxine Rose Schur

People, by Peter Spier

Joseph Had a Little Overcoat, by Simms Taback

Ages 8-12

Terrible Things: An Allegory of the Holocaust,
by Eve Bunting

Molly's Pilgrim, by Barbara Cohen

The Children of Willesden Lane: A True Story of Hope and Survival During World War II,
(middle school)
by Mona Golabek and Lee Cohen

Lisa of Willesden Lane: A True Story of Music and Survival During World War II,
(upper elementary)
by Mona Golabek and Lee Cohen

Refugee, by Alan Gratz

Elan Son of Two Peoples, by Heidi Smith Hyde

I Dissent: Ruth Bader Ginsburg Makes Her Mark,
by Debbie Levy

Number the Stars, by Lois Lowry

The Storyteller's Beads, by Jane Kurtz

Kristallnacht, The Night of Broken Glass: Igniting the Nazi War Against Jews,
by Stephanie Fitzgerald

Shoshana and the Native Rose, by Robin K. Levinson

As Good as Anybody: Martin Luther King and Abraham Joshua Heschel's Amazing March Toward Freedom, by Richard Michelson

Freedom, by Richard Michelson

Who Was the Woman Who Wore the Hat,
by Nancy Patz

The Butterfly, by Patricia Polacco

The Journey, by Francesca Sanna

Stealing Home, by Ellen Schwartz

Milkweed, by Jerry Spinelli

Irena's Jars of Secrets, by Marcia Vaughan

Roller-Coaster Grandma: The Amazing Story of Dr. Ruth, by Dr. Ruth K. Westheimer and Pierre A. Lehu

GLOSSARY OF KEY TERMS

Anti-Judaism
Prejudice against Jews because of their religious beliefs and practices. Opposition to Judaism by people who hold different religious beliefs and view Jewish beliefs and practices as inferior.

Antisemite
A person who is hostile toward Jews, judges them, and treats them unfairly because of their religion or culture.

Antisemitism
Judgment and unfair treatment of Jews. Antisemitism can come from hatred of Jews' religious beliefs, their traditions, history and culture, and the inaccurate idea that Jews are their own separate race.

Bias
A tendency to lean in a certain direction, either in favor of or against a particular thing or group of people. Some people might be biased against a certain race, ethnicity, culture, or religion because they have been told negative things about that group.

Bullying
When a person or a group of people makes someone feel hurt, afraid, or embarrassed on purpose or over and over again.

Bystander
A person who is present at an event or who knows about it happening without participating in it.

Conspiracy Theory
A belief that a group of people are secretly trying to harm someone or have caused a harmful or tragic event. Conspiracy theories often are false, twist the truth, and are not supported by evidence.

Dehumanization
A strategy used to change the way a person or group of people are viewed by others by making the person or group of people seem less human and more like animals or objects.

Discrimination
Unfair treatment of one person or group of people because of the person or group's identity, like their race, gender, ability, religion, or culture. Discrimination is an action that can come from prejudice.

Hate Speech

Speech intended to offend, threaten, or insult an individual or group based on race, color, religion, national origin, sexual orientation, disability, or other traits.

Holocaust*

The murder of approximately 6 million Jews by the Nazis and their collaborators. Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents were also targeted by the Nazis.

Judaism

The religion practiced by Jewish people. It celebrates one God and follows religious teachings from the Torah, the first five books of the Hebrew bible.

Nazi Party*

The Nazi party gained political power in Germany after World War I. The party's leader, Adolf Hitler, was a forceful dictator who hated Jewish people. The Nazi party passed laws that made it very difficult for Jews to take part in daily life.

Prejudice

Prejudging or making a decision about a person or group of people without enough knowledge or information. Prejudicial thinking is often based on stereotypes.

Racism

The belief that one race is better than another—and having the power to create systems (e.g., educational system, legal system, etc.) which support that belief.

Scapegoat

Blaming a person or group of people for something based on that person or group's identity when, in reality, the person or group is not responsible. The person or group being blamed is the "scapegoat." Scapegoating is used to shift peoples' negative feelings, like anger and hostility, onto the person or group of people being blamed.

Stereotype

A widely held and oversimplified idea about a type of person or group. Racial, religious, and cultural stereotypes are harmful, shape interactions between people, impact policy, and are often believed to be true even when they are false.

Swastika*

The swastika is an ancient symbol meaning good fortune and well-being, used in many different cultures for over 5,000 years, including in India, China, Africa, Europe, and Native America. It is still considered a sacred symbol in some religions. The symbol was stolen, and used by the Nazis, and the meaning of the symbol changed. The swastika has been adopted by supremacist groups as a symbol of hate and to make people fearful.

Synagogue

A building or place of meeting for worship and religious instruction in the Jewish faith.

Upstander

A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

White Supremacist

A person or group of people who believe white people, Christianity, and Western cultural practices are better than all other races, religions and cultures. They think that anyone who is different from them is less than them—including BIPOC, LGBTQ+, and Jews. While most Jewish people are seen as white, white supremacists believe a conspiracy theory that they are part of a plan to take down white people.

White Supremacy

The norms, laws, treatment, power, access, and opportunities that benefit white people and/or Western cultural practices at the expense of people of color and marginalized communities. It is rooted in the false belief that white people and dominant Western cultural norms are superior.

* Your students may not be ready to learn about these topics, and these definitions are provided for background knowledge. Please adapt for their needs.

ADDITIONAL RESOURCES

Key Terms and Definitions

- Echoes & Reflections: Audio Glossary

IWitness—USC Shoah Foundation

- Dr. Ruth: Discover clips of testimony, contextualizing resources, and other inspiring stories from the beloved Dr. Ruth including *Crocodile, You're Beautiful!, Roller-Coaster Grandma: The Amazing Story of Dr. Ruth* and her short, animated film, *Ruth: A Little Girl's Big Journey*.
  Other animated stories at IWITNESS: Lala,The Tattooed Torah

- Focal Point: Antisemitism: Discover USC Shoah Foundation resources for countering antisemitism.

- The Willesden Project: Explore curated learning materials and activities to support teaching of *The Children of Willesden Lane* books, the Kindertransport, and other related themes.

Family Conversations

- National Child Traumatic Stress Network
  Talking to Kids About Hate Crimes and Antisemitism

- ADL Talking to Young Children About Bias and Prejudice

Taking Action Against Antisemitism

- ADL Confronting Anti-Semitism Myths...Facts...

- Combating Hatred & Intolerance Tolerance #BeginsWithMe

- Learning for Justice Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers

- *Not in Our Town*, Billings, Montana: The short excerpt from the film *Not In Our Town* shows how ordinary citizens in Billings, Montana, joined together to stand up to hate when their neighbors were under attack by white supremacists.

- Stop Bullying

- The Irena Sendler Project | Megan Felt | TEDxOverlandPark

- Words to Action: Empower Students to Take Action Against Antisemitism

Learn More About Antisemitism and the Holocaust

- Explore more at Echoes and Reflections, a site designed to empower middle and high school educators with dynamic classroom materials and professional development.
- Nazi Racism: An Overview
- United States Holocaust Memorial Museum—Holocaust Encyclopedia
- Explore the U.S. Holocaust Museum's *Some Were Neighbors: Collaborators and Complicity* online to learn more about the roles played by ordinary people in the Holocaust.

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