



# Awareness to Action: Challenging Antisemitism

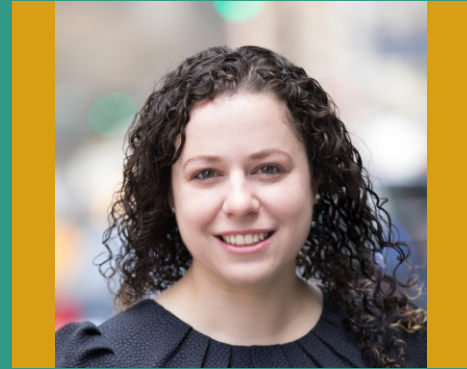
Ariel Behrman and Kira Simon, ADL

# Who are we?



**Ariel Behrman**

Director, ADL  
Education Programs  
and Products



**Kira Simon**

Director, Curriculum  
and Training

# Learning Objectives



After viewing this webinar you will be able to:

- Summarize ADL's approach to effective education about antisemitism.
- Discuss how Awareness to Action: Challenging Antisemitism helps middle and high school students understand antisemitism and recognize it online, in their communities and at their school.
- Identify ways that you can use this online learning experience in a school setting.



# Add Icebreaker

What is your favorite myth, folktale or fairy tale?



# About ADL



Since 1913, “To fight the defamation of the Jewish people and to secure justice and fair treatment for all”

Investigate

Advocate

Educate



# ADL Education

ADL inspires millions of **educators, students, administrators and family members** to build a just society through anti bias, antisemitism and Holocaust education.



# Our Rationale:

- 22% of students ages 12 to 18 report being **bullied** at school.<sup>1</sup>
- **One in five** tweens has been cyberbullied, has cyberbullied others, or has seen cyberbullying. Among this age group, cyberbullying impacts young people in the following ways: feelings about themselves, friendship, physical health, schoolwork and other ways.<sup>3</sup>
- Students who report being **bullied** and **cyberbullied** are more likely to skip class, skip school altogether, avoid school activities and engage in a physical fight.<sup>5</sup>
- In 2022, ADL logged **494 antisemitic incidents** at non-Jewish K-12 schools (up 49% from 331 in 2021), and **219** incidents at colleges and universities (up 41% from 155 in 2021).<sup>6</sup>

# Why Education Works

- 78% of students surveyed agreed that No Place for Hate helped create a positive, safe and inclusive climate at their school.
- Students with Holocaust education report a greater willingness to challenge intolerant behavior in others; Students who learn about the Holocaust through survivor testimony show higher critical thinking skills and great sense of social responsibility.<sup>3</sup>
- Research shows that Holocaust education can be an effective intervention against antisemitism.<sup>4</sup>



Students are becoming more willing to be allies and work for a positive school climate.  
Teacher, Pennsylvania

63%



Agree the program reduces name-calling among students

45%



Experienced a reduction in bullying behavior

38%



Saw a decrease in disciplinary referrals



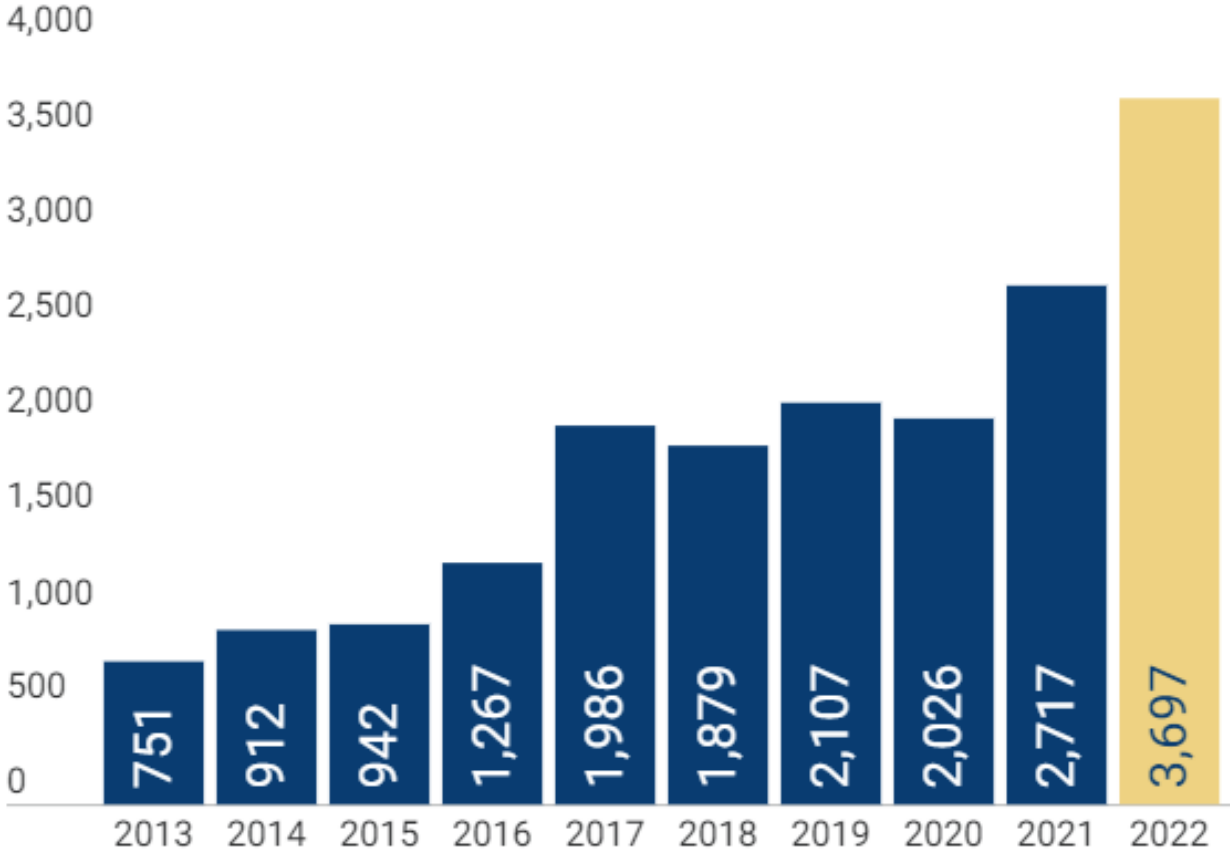
**We have learned how to navigate difficult conversations and have utilized the tools from ADL to help us educate and better understand one another as we work fearlessly to combat hate, bias, and racism.**

Principal, Brookwood High School



# Rise in Antisemitism

Antisemitic Incidents | U.S.  
Ten Year Review | 2013–2022



# ADL's Approach to Antisemitism Education



**EXPLORE**  
Jewish Identity



**EXAMINE**  
Antisemitism



**CHALLENGE**  
Antisemitism



**CHAMPION**  
Justice

# Identity Activity

In terms of my identity, I am ....

Age/generation

Nationality

Ethnic  
background

Disability status

Family role

Gender identity

Geographic origin

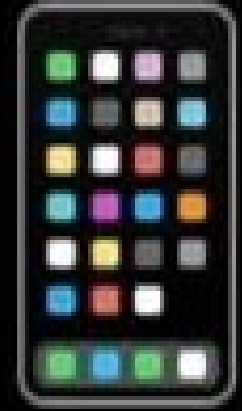
Language(s)

Race

Socioeconomic  
status

Sexual orientation

# Identity Activity



Choose 2 emojis to represent your identity:

1. How do you feel or what comes to mind when you think of your identity?
2. How might people outside of your identity group think or feel about your identity?

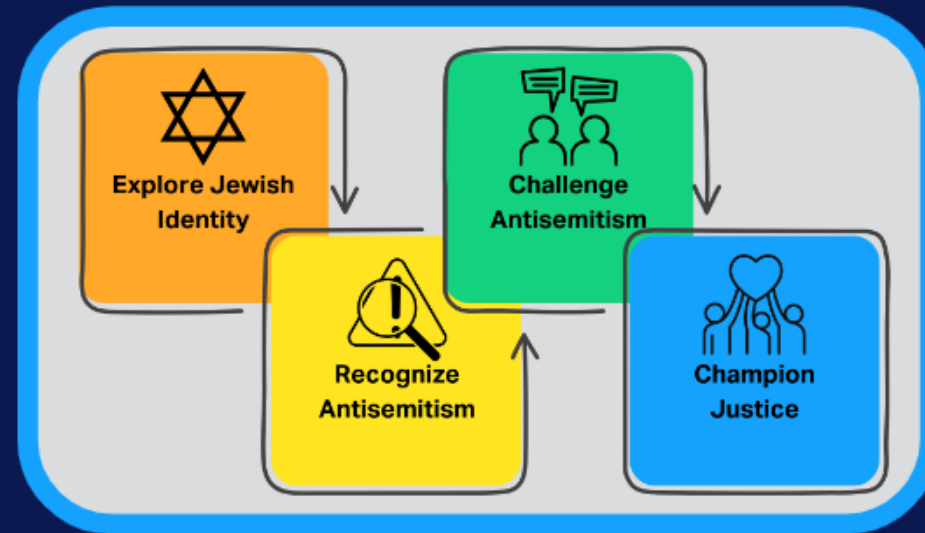
# Awareness to Action: Challenging Antisemitism

- Four minilessons to help students understand Jewish identity and antisemitism
- Engaging interactive elements, case studies and scenarios deepen student learning and understanding about antisemitism
- Students gain tools to recognize antisemitism and are empowered to act as allies in their schools and communities

A new course on antisemitism for middle and high school students, launching March 2024!

# Awareness to Action: Challenging Antisemitism Framework

## Introduction



# Awareness to Action: Challenging Antisemitism



**Awareness to Action**  
CHALLENGING ANTISEMITISM

## Lesson 1: Exploring Jewish Identity

**Audience: Middle and High School Students**  
**Length: Under 30 Minutes**

**BEGIN**

The thumbnail features a group of diverse, smiling young people. The background is a bright, outdoor setting with green foliage.

**ADL**

This module helps students to:

- Recognize how the things you do and believe, such as traditions and values, that shape your identity.
- Explore Jewish identity and the many ways to be Jewish.
- Examine the personal statements and experiences of Jewish teens.

# Defining Identity

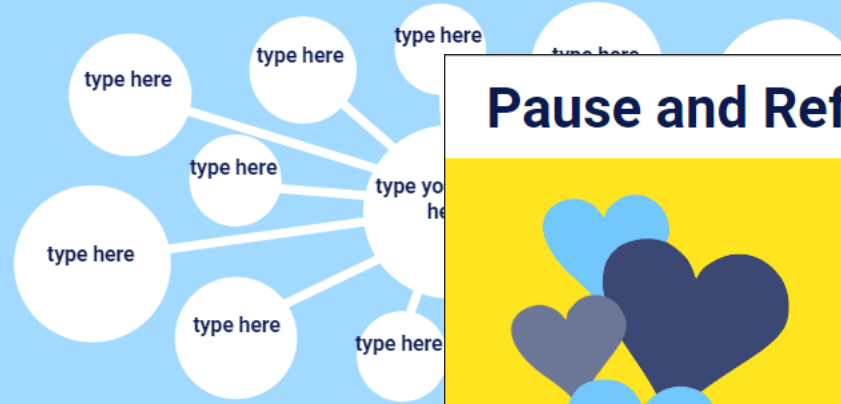


## What is Identity?

Identity:

### Activity: Your Identity Chart

Type entries to fill in the identity chart. You might include family roles, culture, traditions, gender, sexuality, language, religion, hobbies, goals, or anything else that makes you who you are.



### Pause and Reflect



#### I feel my identity...

- |   |  |
|---|--|
| <input type="checkbox"/> ...is mostly easy to think of and share.                               | <input type="checkbox"/> ...is complex and made up of many parts.  |
| <input type="checkbox"/> ...has aspects that are very personal and uncomfortable to share.      | <input type="checkbox"/> ...sometimes influences how people treat me.  |
| <input type="checkbox"/> ...can be shared differently depending on where I am or who I am with. | <input type="checkbox"/> ...makes me a part of a group (but not everyone in that group is exactly the same). |

**SUBMIT**

## Introduction to Jewish Identity



**ADL**<sup>®</sup>

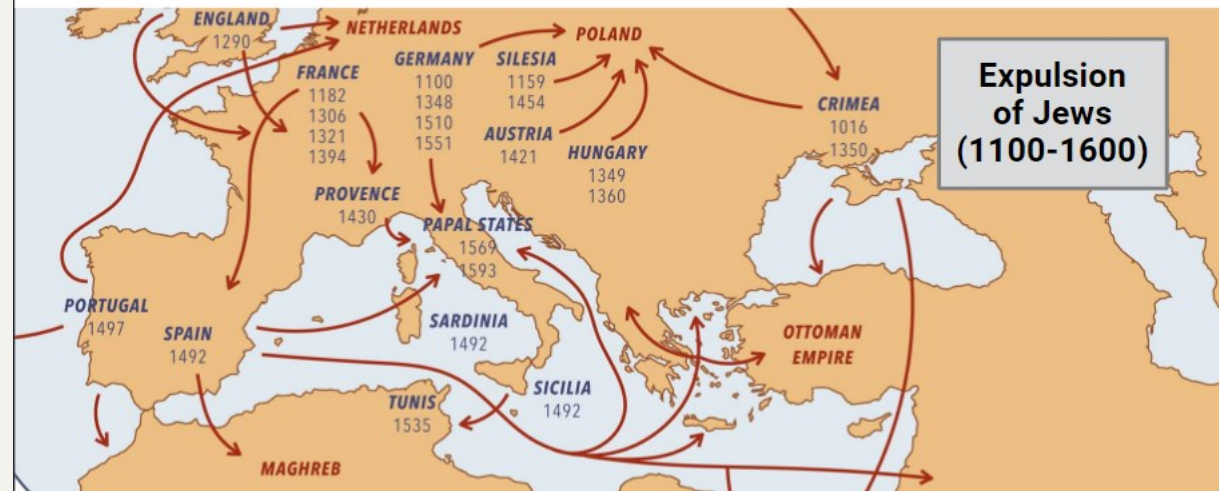
## One Seder, Many Ways to Celebrate



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## The Diversity of the Seder



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## The Diversity of the Seder



## The Passover Seder: A Living Metaphor



# Voices of Jewish Youth

Meet Lauren...

Name: Lauren



# Voices of Jewish Youth

Meet Ilana...



Name: Ilana  
Age: 17  
Location: Virginia

*Select the questions to hear Ilana's responses and advance.*

- ✓ What does being Jewish mean to you?
- ✓ In what ways do you experience being Jewish?
- ✓ When was a moment in which you felt proud to be Jewish?

NEXT 

# Connecting Through Differences

	Connects to <i>Jewish</i> identity	Connects to <i>my</i> identity
Identity can be associated with complicated feelings: positive, negative and neutral.	<input type="checkbox"/>	<input type="checkbox"/>
People in an identity group make connections through shared experiences and traditions.	<input type="checkbox"/>	<input type="checkbox"/>
Even though people within an identity group have similarities, they are not exactly the same.	<input type="checkbox"/>	<input type="checkbox"/>
People outside an identity group don't all belong to the same group.	<input type="checkbox"/>	<input type="checkbox"/>
Identity is a big part of who someone is.	<input type="checkbox"/>	<input type="checkbox"/>

## Takeaways



### Summary of 3 Key Points:



Identity is complex.



Jewish identity is not one thing.



Sharing our identity builds connections and understanding.

# Awareness to Action: Challenging Antisemitism



**Awareness to Action**  
CHALLENGING ANTISEMITISM

## Lesson 2: Recognizing Antisemitism

A young man with glasses and a plaid shirt is looking at a laptop in a library setting.

**Audience: Middle and High School Students**  
**Length: Under 30 Minutes**

**BEGIN**

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This module helps students to:

- Reflect on the groups to which you belong.
- Explore examples of stereotypes and myths assigned to Jewish people.
- Recognize and analyze language and images that communicate antisemitic stereotypes and myths.

# Your Experience With Groups



Think of an identity group to which you belong...

For example:

- Age Group
- Disability
- First Language
- Gender Identity
- Health
- Nationality
- Race
- Religion
- Sexual Orientation
- Socioeconomic Status

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Groups

into which society places  
the basis of physical characteristics  
color, hair type, facial form and eye  
categories were created for social  
poses, and are not determined by

BACK

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# Defining Antisemitism



## What is Antisemitism?

Antisemitism:

The **marginalization** and/or **oppression** of people who are Jewish based on the belief in Jewish power.

## Exploring Expressions of Antisemitism

“Muh Holocaust!”

“Jews have too much power in the United States today.”

311 



((( )))  
1488  
“Jews are more loyal to Israel than to America.”

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# “The Happy Merchant”

# Example 1

## Examining the Details of the Meme



Hunched back and hooked nose = visibly different and even less human

Sneaky smile like an evil character in a movie = untrustworthy or trying to control society

Clasped hands = greedy or plotting something

## An Antisemitic Meme



NEXT



# Example 1 (continued)

# Check Your Understanding

## More Versions



This version of the “Happy Merchant” meme shows the stereotype that Jewish people control the things we see and hear in the media and in Hollywood movies and television shows.

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How do these “Happy Merchant” memes contribute to antisemitism?

Select all that apply and then choose 'SUBMIT.'

- They suggest that all Jewish people look alike or are the same.
- They try to make Jewish people seem less human by showing them with exaggerated or stereotypical physical features.
- They imply that Jewish people are sneaky and untrustworthy.
- They attempt to make Jewish people seem “evil.”

SUBMIT



## Example 2: Survey of Attitudes

### Percent of Americans Who Say the Following Statements are True:

- Jews stick together more than other Americans. **70%**
- Jews in business go out of their way to hire other Jews. **53%**
- Jews are more loyal to Israel than to America. **39%**
- Jews always like to be at the head of things. **38%**
- Jews do not share my values. **36%**
- Jews have too much power in the business world. **26%**
- Jews in business are so shrewd that other people do not have a fair chance at competition. **24%**
- Jews don't care what happens to anyone but their own kind. **21%**
- Jews have too much power in the United States today. **20%**
- Jews are more willing than others to use shady practices to get what they want. **20%**

The chart on the screen shows the results of a 2023 survey of antisemitic attitudes in the United States.

85% of Americans agree with at least one of these antisemitic statements.

20% of Americans believe in at least half of them.



## Example 2: Survey of Attitudes

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**Antisemitic Myth 1:**

“Jews are only loyal to other Jews or Israel” (the world’s only Jewish country).

Select one statement in the survey that shows this antisemitic belief.

**SUBMIT**



# The Swastika: An Emblem of Hate



## Symbols Spreading Hate



NEXT

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# Takeaways



## Summary of 3 Key Points:



Assumptions about our identities are hurtful.



Antisemi



You can  
antisemi

## Decoding Stereotypes

Select the strategies that will most help *you*.



- Ask yourself: Who created this resource? What is their point of view? What messages are they trying to communicate? Why are they trying to communicate that message?
- Get support from your teachers, classmates and trusted adults.
- Find online resources on the topic, such as ones from respected sources like ADL.
- Look out for antisemitic myths about power, greed and untrustworthiness.
- Look out for representations of Jewish people that are stereotypical or exaggerated.

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# Awareness to Action



**Awareness to Action**  
CHALLENGING ANTISEMITISM

## Lesson 3: Challenging Antisemitism

Audience: Middle and High School Students  
Length: Under 30 Minutes

**BEGIN**

**ADL**

The thumbnail image shows three young people in a classroom setting. A woman in a yellow shirt is speaking to a man in a dark green shirt and a woman in a light blue shirt. The background is a bright, modern classroom with large windows and indoor plants.

This module helps students to:

- Reflect on how myths motivate people to think and act in certain ways.
- Explore how antisemitic myths are used as a way to create fear and divide groups of people.
- Correct antisemitic myths by creating new stories.

# What is a Myth?

Think about a story you were told growing up...



## Learning More About Myths

Let's practice identifying myths.

## Check Your Understanding

What elements of a myth do you find in "The Three Little Pigs?"

Select the correct answer(s) and then click 'SUBMIT.'

- 1. Repetition: Has this story been repeated often, by many people and across many years?
- 2. Generalization: Does this story make a broad or general statement?
- 3. "Good" vs. "Bad": Might this story motivate people to feel strongly or behave in a certain way based on lessons of what is "good" and what is "bad?"

SUBMIT



# Another Example: Myths About Teens

CHICAGO NEWS  
**Teen Curfew at Millennium Park To Be Enforced Following 'Violent, Disruptive' Behavior, CPD Says**  
 A total of 15 people were arrested during the gatherings this weekend, many of them on charges of reckless conduct  
 By NBC 5 Staff • Published April 18, 2023 • Updated on April 18, 2023 at 10:04 am

News  
**Gen Z kids like mine love to speak out but never listen and are**

CAREERS  
**Gen Z workers are lazy, some bosses say unless every second of their day is managed**  
 Aug 4, 2023, 4:06 AM CDT

## Antisemitic Myths



# Antisemitic Scapegoating in History

Example 1: Blame for the Death of Jesus



## Exploring Antisemitic Scapegoating

Let's learn more about examples of Antisemitic scapegoating throughout history.

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ope.

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## Voices of Jewish Youth



### Evan's Story...



Name: Evan  
Age: 17  
Location: Connecticut

“target list”      “my name was  
on there”  
“JEWISH—Look  
what they did to Jesus”

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# Strategies Against Scapegoating

Let's learn some strategies to challenge scapegoating.



## Scapegoating Summary

### The scapegoating of Jewish people can...

- make them feel singled out.
- cause them to be ashamed of their identity.
- give them reason to fear for their safety.
- normalize stereotypes.
- distract from working together in the community.
- take away opportunities to learn and build connections.



Strategy 1: Say 'Ouch' and Explain Impact ✓

Strategy 2: Ask a Question ✓

Strategy 3: Interrupt and Redirect

Then What?

Online Strategies

Strategy 4: Block and Report

Strategy 5: Offer Support

Strategy 6: Amplify Jewish Voices

## Pause and Reflect

Select the strategies that will most help *you*.

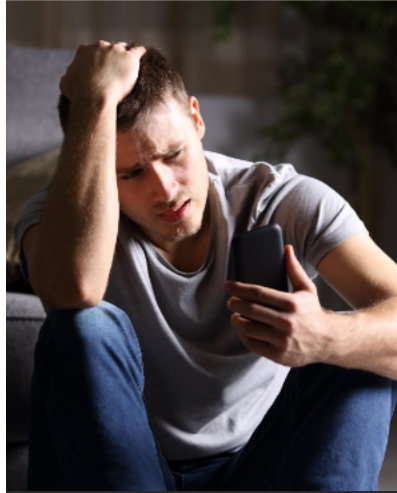
**“Someone told me the Holocaust didn’t really happen... I don’t think he was being antisemitic. I think he actually *believed* it didn’t happen.”**

- Strategy 1: Say ‘Ouch’ and Explain Impact
- Strategy 2: Ask a Question
- Strategy 3: Interrupt and Redirect
- Strategy 4: Block/Walk Away and Report
- Strategy 5: Offer Support
- Strategy 6: Amplify Jewish Voices

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## Takeaways



### Summary of 4 Key Points:



There are three elements of a myth: Repetition, Generalization and "Good" vs. "Bad."



Scapegoating is when blame is assigned to a group (or individual) for something based on their identity when they are not responsible.

## Takeaways



### Summary of 4 Key Points:



Myths that scapegoat Jewish people have been around for more than two thousand years. These myths have led to deep trauma, pain and violence.



There are several strategies you can use to act as an ally when you hear antisemitic myths and stereotypes.

# Awareness to Action: Challenging Antisemitism



**Awareness to Action**  
CHALLENGING ANTISEMITISM

## Lesson 4: Championing Justice

**Audience: Middle and High School Students**  
**Length: Under 30 Minutes**

**BEGIN**

**ADL**

The thumbnail image shows a group of diverse young people in blue t-shirts huddled together with their arms around each other's shoulders, suggesting a supportive community. The background is a soft-focus outdoor setting with trees.

This module helps students to:

- Reflect on an example of injustice and think about how to repair the harm it caused.
- Explore ways to confront antisemitism within yourself and your community.
- Design a response to an antisemitic event by speaking out, educating others and acting as an ally.

What do you think justice is?



## Justice



### Tikkun Olam:

## Young Jewish Perspectives

"...the words 'JEWS NOT WELCOME.'"

"I was relieved, though, when my community came together..."

"...we held a vigil [...] to show that we were stronger than hate."

"...other Jewish students like me were not alone."



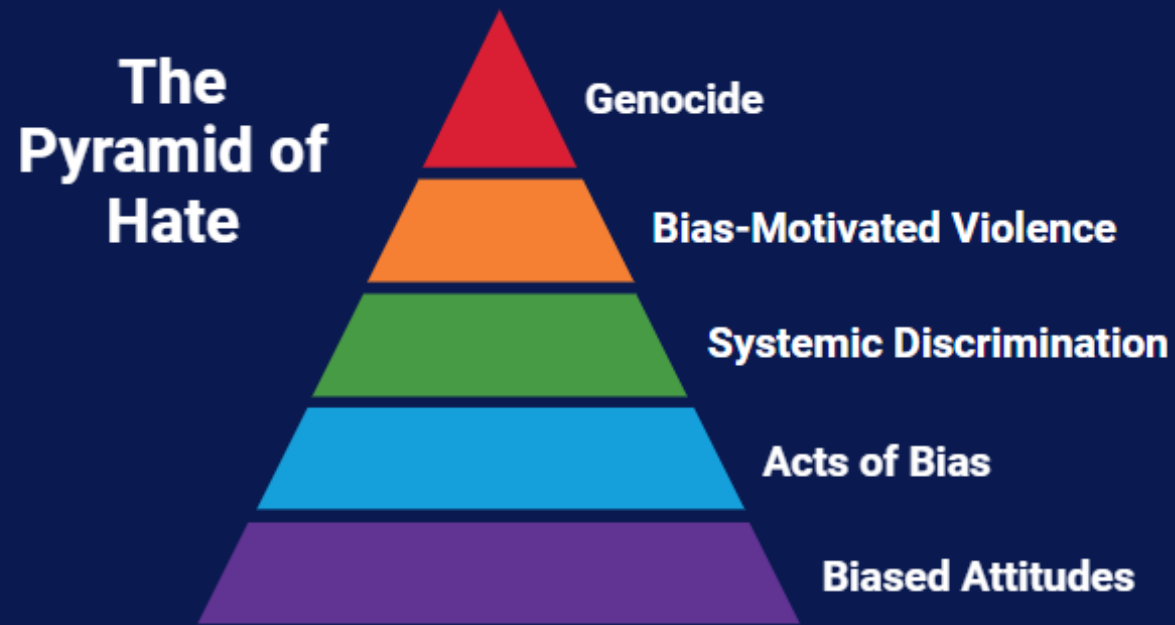
"One tool to combat hate is to learn more."

"...the voices of Jewish Survivors."

"My non-Jewish friend said to me [...] she can better understand..."

"She would say something when she hears antisemitism."

# Introduction to the Pyramid of Hate



**NEXT**

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## Check Your Understanding



For each example, choose the corresponding level of the Pyramid and select 'SUBMIT.'

### Example 1:

Sharing a meme that is a harmful stereotype of Jewish people.

- Genocide
- Bias-Motivated Violence
- Systematic Discrimination
- Acts of Bias
- Biased Attitudes

SUBMIT



## Check Your Understanding



For each example, choose the corresponding level of the Pyramid and select 'SUBMIT.'

### Example 2:

The Holocaust

- Genocide
- Bias-Motivated Violence
- Systematic Discrimination
- Acts of Bias
- Biased Attitudes

SUBMIT



## Check Your Understanding



For each example, choose the corresponding level of the Pyramid and select 'SUBMIT.'

### Example 3:

Painting a swastika on the wall of a school bathroom.

- Genocide
- Bias-Motivated Violence
- Systematic Discrimination
- Acts of Bias
- Biased Attitudes

SUBMIT



## Check Your Understanding



For each example, choose the corresponding level of the Pyramid and select 'SUBMIT.'

### Example 4:

Putting a student on a "target" list of people someone doesn't like simply because they are Jewish.

- Genocide
- Bias-Motivated Violence
- Systematic Discrimination
- Acts of Bias
- Biased Attitudes

SUBMIT



## Allyship Roles

AWARENESS



SUPPORT



ADVOCACY



AMPLIFICATION



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## Fighting Back: A Pyramid of Allyship

Pyramid  
of  
Allyship

An ally is someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying.

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## Takeaways



### Summary of 3 Key Points:



**Antisemitism harms the Jewish community and all of society.**



**When we recognize and challenge antisemitism, we make it harder for discrimination and hate to grow.**



**You can take actions every day to challenge antisemitic ideas and actions.**

# Discussion



What is one important thing that young people will learn from participating in this course?

Why do you think that this course is important for young people?

How does this course connect with the goals you have for the students in your school?

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# Content



## SUBTITLE

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- Add transitions, animations, and motion.
- Save to OneDrive, to get to your presentations from your computer, tablet, or phone.

## SUBTITLE

- Open the Design Ideas pane for instant slide makeovers.
- When we have design ideas, we'll show them to you right there.

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## SUBTITLE

- This PowerPoint theme uses its own unique set of colors, fonts, and effects to create the overall look and feel of these slides.
- PowerPoint has tons of themes to give your presentation just the right personality.

# Key Take-Aways



List the 2-4 key take-aways or lessons learned that one should walk away with after listening to this webinar.





# Thank You

Presenter Name

Email Address

Website Address