

# Educators' guide for antisemitism scenario cards

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## Introduction

Antisemitism is a hatred of and prejudice against Jews. It has a long history, going back centuries. These scenario cards will help you explore modern-day examples of antisemitism. Discussing the cards will help show that antisemitism is a layered phenomenon: it exists online and in physical life, in language and in symbols, and targets individuals as well as organisations. Antisemitism flares up because of current events. Some football matches regularly feature antisemitic chants, which can lead to more verbal anti-Jewish abuse outside the stadium. Since 2023, the war between Israel and Hamas has led to many anti-Jewish statements. In times of tension it is extra important to emphasise that you can no more hold all Jews responsible for the

actions of the state of Israel than you can hold all Muslims responsible for Hamas' actions.

The cards show situations students will recognise from daily life, inviting conversations. Learning outcomes can be discussed during the concluding talk once the exercise has been completed. It is good to also touch on possible courses of action in the discussion. What ideas do the students have about ways to react to different forms of antisemitism that make clear that it is damaging and has to be opposed? Can they imagine removing graffiti at school or in public places themselves? Are they willing and prepared to open discussions with other people if they feel someone is making hurtful comments?

## Aims – for students:

- To learn that antisemitism takes many forms.
- To share thoughts and opinions about various situations in which antisemitism plays a key role.
- To learn to articulate why we think or believe something.
- To learn to listen to other people's thoughts and opinions.
- To understand that it is important to speak out against antisemitism and other forms of discrimination.

## The plan, step by step

**Step 1:** Download and print out the scenario cards (multiples).

**Step 2:** Briefly introduce the subject and explain that the exercise is about antisemitism (see introduction).

**Step 3:** Divide the class into groups of 4/5 students and hand out the sets of scenario cards.

**Step 4:** Explain clearly what the exercise involves and the time available. The groups start by looking at the cards and telling each other what they see. Then they are asked to rank the cards from 'not serious' to 'serious' There are no right or wrong answers. It is about getting the students to articulate their own opinions and listen to the opinions of their classmates. Ultimately, each group has to agree on a ranking.

**Step 5:** Group discussions – 20 minutes. (See accompanying tips for educators.)

**Step 6:** Whole-class discussion – 20 minutes. (See accompanying tips for educators.)

### Tips for group discussions:

- Make it clear that there are no 'right' answers. The exercise is about thinking about the situations on the cards.
- Ask a few supplementary questions to stimulate the conversation in the small groups: what is happening? Who is annoyed or upset by it? In what kind of environment is this situation happening? How might you react in this scenario?
- Ensure there is good interaction in the groups, so that all students get a chance to express their opinion.
- Students don't need to convince each other, but they do need to listen to one another's points of view and opinions so that different perspectives are heard.
- In the end, each group has to agree an order in which their cards are arranged. This means compromises sometimes have to be made between students.
- It is possible that students may consider all the scenarios equally bad and not be willing to differentiate between serious and not serious. In that case, ask them to discuss what they think is the most hurtful and who for.

### Tips for whole-class discussion:

- Allow each group to briefly explain their ranking, and discuss the differences and similarities between the outcomes from the various groups.
- Ask which card triggered the most discussion. Why was that and what were the arguments?
- Ask students if they themselves were happy with the discussions and have them single out what went well.
- Discuss as a class if any of the situations were recognisable. Have students themselves ever seen these or similar things in daily life? What did they think of it at the time?
- State that this exercise was about recognising different forms of antisemitism.
- Finish by suggesting possible ways of opening up discussion about antisemitism and voicing your opposition to it.

### Further reading:

#### Antisemitism: Past and Present

Informative book about historical and contemporary antisemitism.

<https://webshop.annefrank.org/en/antisemitism-past-and-present.html>

#### Addressing antisemitism through education

<https://www.unesco.org/en/education-addressing-antisemitism?>

#### Digital lesson: Meet Robin and Wael

In this method, students use interactive questions and assignments to explore the similarities and differences in the stories of Robin and Wael. Robin is a Dutch Jew; Wael is a Syrian-Palestinian refugee living in Berlin. They both experience that others

want to blame them for a conflict for which they have no responsibility.

<https://www.lessonup.com/nl/channel/annefrank/lesson/PyXjSg8thNdk3hHpa>

#### Digital lesson: Antisemitism

Learners gain an understanding of what antisemitism is, what the Holocaust means, and why Hitler hated Jews. It also includes two videos of young people discussing their experiences of antisemitism. They are challenged to answer the question: 'Is criticizing Israel antisemitic? Target groups: Secondary (vocational) education

Duration: 30 minutes

Subjects: History, Citizenship

<https://www.lessonup.com/en/channel/annefrank/lesson/4uxpLDf6mXcPngJcH>