



UNLEARN ANTISEMITISM

VIEWING GUIDE FOR EDUCATORS



Viewing Guide

Before watching the videos:

1. Before engaging in challenging and sensitive conversations, consider your relationship, and your students' relationship to the topic of antisemitism. What personal connections might your students make as you bring the themes contained in the videos into your classroom?
2. Conversations about hate and discrimination require courageous spaces where individuals can share personal feelings and reactions. If you have not already forged that courageous and intentional space, begin by creating a class contract. You can learn more about classroom contracts [here](#) or watch a classroom teacher go through the process [here](#). If you have a classroom contract in place, prior to engaging in a discussion about antisemitism, you can revisit the agreement as a reminder of how the class will engage in respectful, open, meaningful conversations.
3. As you prepare to introduce the videos to your students, consider your motivation and goals for bringing in this resource. Your reason will help inform the way you frame the videos and the type of questions that you will invite your students to reflect upon.
 1. There has been an antisemitic incident in my school / classroom, and I am bringing in the videos to support classroom learning about the impact of what happened, the ways that we can respond to the incident, and rebuild community. (Please see next section.)
 2. I am looking for ways to discuss antisemitism with my students. I am hoping to introduce my students to ways to identify and respond to contemporary antisemitism. (Please see Introducing the Videos section below.)

Creating a learning space after an antisemitic incident in your school, classroom, or community

1. Following an antisemitic incident, it is important to make sure that everyone has the established facts about what happened. Not all students will have the same information, and it may be important to dispel rumours already in circulation.
2. Before watching any of the videos give your students a few moments to reflect and to write some of their feelings and questions. They could then share these with a peer. You might use the following writing prompts:
 - i) What questions does this incident raise for you? What feelings does it provoke?
 - ii) What can you do if you are feeling vulnerable? What tools do you have to take care of yourself? Who will you turn to for support? What do we need from others to feel seen, heard and supported?
 - iii) You can also consider one of the following two strategies; [Graffiti Board](#) or [S-I-T](#).
3. After making space for reflection, you can introduce the videos, or choose the video that raises similar issues to those your students are confronting.

Introducing the Videos

1. Prior to sharing the videos with your students, it is important to share that the animated stories are each based on experiences that were reported by young people in Canada. While the names and some details about where the incident occurred have been changed, the stories are all true.
2. Each video is intended to be watched in its entirety and then discussed. Discussion questions for each video can be found below. It is strongly recommended that you watch the videos before sharing them with your class.
3. You can watch all three stories or choose the one that meets the learning goals that you have for your classroom. It is important to ensure that there is sufficient time to debrief each video in the time you have with your class.
4. It is helpful to provide time for students to quietly reflect on each video before opening up for discussion and a debrief. [Journaling](#) can provide this space for reflection and gathering thoughts before sharing with a larger group.
5. The videos in the «Antisemitism in Context» section provide additional information about Holocaust denial, the «Hitler salute,» and the Nazi swastika. These resources are intended to supplement the case studies and provide more in-depth detail about why these manifestations of antisemitism are so troubling.

Topics addressed in the videos

Story 1 - Sara

Antisemitic attack at the [Tree of Life Synagogue in Pittsburgh](#)
[Jewish High Holidays](#)
[Accommodation for religious observance](#)
[Antisemitism as it relates to Jewish Identity and Relationship to Israel](#)

Story 2 - Ethan

Stereotypes of Jews

- [Being cheap / greedy](#)
- [Being in power and having control](#)

Story 3 - Alex

[Online hate](#)
[Hilter salute](#)
[Being an upstander](#)

Questions for analyzing, understanding, and debriefing the stories



Story 1 – Sara

1. Was there anything in the story that surprised you? Are there clarifying questions you have before we begin to discuss the story?
2. Is there a personal connection that you make to the story?
3. Why is what happened in the schoolyard antisemitic?
4. If you were one of Sara's friends, what would you say to the teacher when you went to report what happened in the schoolyard?
5. What are some of the positive parts of Sara's story?

Questions for analyzing, understanding, and debriefing the stories



Story 2 – Ethan

1. Was there anything in the story that surprised you? Are there clarifying questions you have before we begin to discuss the story?
2. Is there a personal connection you make to the story?
3. The stereotypes that are behind the bullying that Ethan experienced have been around for hundreds of years. Why do you think that these myths and stereotypes are so hard to dispel and are still around today?
4. The definition of an Upstander is 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. If you were a player on Ethan's team and saw how he was being bullied by players on his team, how could you be an upstander? What might you say or do?
5. Ethan worried that things on his team might get worse because he told the coach and the team will get in trouble and be angry with him. What would you say to Ethan about the choice that he made to share what was happening?

Questions for analyzing, understanding, and debriefing the stories



Story 3 – Alex

1. Was there anything in the story that surprised you? Are there clarifying questions you have before we begin to discuss the story?
2. Is there a personal connection you make to the story?
3. Why do you think that it was easy at the beginning for Alex to dismiss his friends' problematic behaviour? What do you think changed for him?
4. Alex's friend says that he was "only being ironic" and he brushed off his online behaviour as harmless jokes. When are jokes not harmless? What is the difference between intent and impact?
5. Hate and discrimination often go unchecked in online spaces. If you encounter hate online, what are ways that you can respond to it?