

Grades 9 - 12

Informal Settings:

Youth Group/Service-Learning/
Camp Reunion Program
Creator: Erica Hruby



**SHINE
ALIGHT**
on Antisemitism

Educator Background Information/ Knowledge

The #ShineALight Campaign

The #ShineALight Campaign is a national initiative to create a collective light of celebration spreading the Jewish joy of Chanukah. Sponsored by two New York-based funders and the UJA-Federation of New York, the campaign is designed as a counter-expression to antisemitism and other messages of hate acts towards Jews and Israel. The Jewish Education Project is a proud content partner of the #ShineALight Campaign and is delighted to provide these materials to Jewish educators. We encourage you to utilize this education content in the weeks leading up to and through Chanukah (this year and in the future), and if applicable, at other times of the year.

Educator Lesson Notes:

Educator should thoroughly review the lesson, links, stats, and accompanying reference materials to familiarize themselves with the entire lesson. This lesson requires minimal technology, but can be enhanced if the educator wants to use some of the technology referenced in this program.

Review the history of the Maccabean Revolt. One example: [World History Encyclopedia by Harry Oates](#), published on 29 October 2015.

Educators will want to understand why the four books of the Maccabees are NOT included in the traditional Jewish canon (they are in apocrypha) and that history can be found here on [My Jewish Learning](#). We are utilizing some text from the Book of Maccabees so this is important information to share with learners.

Supplies can be found under each activity, and a comprehensive supply list is at the end of the document.



Social Media

Social Media: If your social media and safety policy allow, please join the national #ShineALight Campaign by sharing photos and videos on a variety of social media platforms (Facebook, Twitter, Instagram, YouTube, TikTok), and let the world know what you and your learners did today to inspire and celebrate the light of Jewish joy. Encourage teens with social media accounts to share images from today and their Chanukah celebrations using this hashtag.

Prep & Activity Time

Approximate Prep Time: 10-15 minutes depending upon whether program takes place online or in-person
Approximate Total Activity Time: 100 minutes



Lesson Flow:

Warm-Up Activity: Refresher! The Maccabean Revolt (15 minutes)

Activity One - What is Modern-Day Antisemitism? (15 minutes)

Activity Two - Exploring Quotes About Antisemitism (20 minutes)

Activity Three - Create a Response to Antisemitism Document for Middle and High School Teens (40 minutes)

Conclusion/Wrap-Up (10 minutes)

Educator Activity Guide



Warm-up Activity: Warm-up Activity: Refresher! The Maccabean Revolt

(15 minutes)

Computer, projector, wifi, speakers, screen: Mayim Bialik Chanukah overview video which touches on the role of the Maccabees (2020)

Copy of the decree found in II Maccabees 6:9 (printed for a student to read or on a slide to show)

REFERENCE EXHIBIT A

1. Show students [Mayim Bialik's Chanukah video](#) from 2020 - REFERENCE EXHIBIT A. This humorous video will reorient teens to Chanukah customs and traditions and frames them with the story of the Maccabees and their fight for religious freedom and national independence.
2. After watching the video, the educator will ask an opening set of questions to the whole group. The goal of these questions is to orient the group with the Maccabee story framed around the central question. Let teens know that the central question being explored today is, 'How could the bravery to preserve Judaism in the Maccabean era serve as our inspiration to act boldly in our challenge to stand against modern antisemitism?' **REFERENCE EXHIBIT A**
3. Discussion questions about the Maccabean Revolt framed around the central question:
 - a. How did the Maccabees preserve Judaism?
 - b. In what way did they exhibit bravery in their quest?
 - i. Ask teens how they would define bravery and what type of behaviors and/or emotions qualify as brave.
 - c. What would have been the outcome without the Maccabees?
 - d. Explain briefly why the books of Maccabees are not in traditional Jewish canon and therefore this text comes from outside. [following text can be read aloud by educator or student]

According to II Maccabees, in the second century B.C.E. the Seleucid king Antiochus IV outlaws temple worship, observance of Sabbaths and holy days, circumcision, and the keeping of Torah, and rules that the Jews who will not adopt Greek customs are to die.

King James Version of II Maccabees 6:9: "And whoso would not conform themselves to the manners of the Gentiles should be put to death. Then might a man have seen the present misery."
- e. Discuss:
 - Would you consider these decrees to be to antisemitic at that time? If yes, why? If no, why not?
 - If the above decrees were made in North America, would you think they were antisemitic today? Why or why not?
 - Some believe that the Maccabees fought for religious freedom and national sovereignty. In what ways are we, as a Jewish people, continuing to fight for these same beliefs.



Activity One: What is Modern-Day Antisemitism?

(15 minutes)

Display on screen the definition of the non-legally binding working definition of antisemitism, REFERENCE EXHIBIT C

Optional: Hand out copies or share link to the newest AJC report, one per student

Notes to Educator: In this activity, educator will define antisemitism and share some statistics about antisemitism, primarily from incidents occurring in North America. Teens will be able to share any incidents of antisemitism that they have heard about or experienced themselves and think about what role bravery played in their response.

1. Educator announces that students are going to learn about several cases of modern-day antisemitism.
2. Educator shares a working definition of antisemitism from International Holocaust Remembrance Alliance (IHRA). This can be read aloud by the educator or a student or shared on a screen.
 - a. Non-legally binding definition: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."
3. Educator can share some facts about antisemitism in the US:
 - a. In 2020, the Anti-Defamation League tabulated 2,024 reported antisemitic incidents throughout the United States - the third-highest year on record since the ADL began tracking antisemitic incidents since 1979.
 - b. Of the 2,024 incidents, 1,242 were cases of harassment, a 10% increase from 2019.
 - c. Over the course of one week during the May 2021 conflict between Israel and Hamas, variations of the phrase "Hitler was right" were tweeted more than 17,000 times.
 - d. From May 11 - May 31, 2021, antisemitic incidents increased 115% from the same time period in 2020.
 - e. During the 2021 conflict between Israel and Hamas, 60% of American Jews witnessed behavior or comments that they deemed antisemitic.
 - f. In a 2021 study from the Cohen Research Group, 70% of Jewish college students surveyed reported having personally experienced or being familiar with an antisemitic attack in the past 120 days, with 65% of students feeling unsafe on campus due to physical or verbal attacks.
 - g. 50% of Jewish college students surveyed have felt the need to hide their Jewish identity.
4. Educator asks teens to share examples of cases of antisemitism that they have heard on the news, seen on social media, experienced themselves, etc.
 - a. Allow for a few minutes of open sharing.
 - b. Ask teens what they did to respond or what they would have done if they choose to share an experience that happened to someone else.
 - c. Ask how they believe bravery did or did not (would or would not) play a role in that response.



Activity Two: Exploring Quotes About Antisemitism

(20 minutes)

Computer, wifi, projector/screen for Jamboard - EXHIBIT C

OR Quotes from EXHIBIT C on large paper, seven total, on self-stick paper or with blue tape for hanging 3" x 5" sticky notes, seven for each teen

Pens or markers for each teen

Notes to Educator: In this activity, teens will then engage in a read and respond activity where they respond to quotes about antisemitism, asking teens to highlight the concept expressed in each quote, implicitly or explicitly, around the concept of antisemitism.

1. This activity can be done as a "museum walk," writing each quote on a piece of paper and having teens individually respond as stated below or as a Google Jamboard activity. If using Google Jamboard, first save a COPY of the Jamboard entitled "Exploring Quotes About Antisemitism." Have teens go from page to page in the document, reading and responding to each quote by typing text or adding a "post it note." REFERENCE EXHIBIT C
2. Educator shares [a working definition of antisemitism from International Holocaust Remembrance Alliance \(IHRA\)](#). This can be read aloud by the educator or a student or shared on a screen.
 - a. Non-legally binding definition: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."
3. Seven quotes about antisemitism:
 - a. Homophobia is like racism and antisemitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood. — Coretta Scott King
 - b. I'm horrified to have been alerted to antisemitism showing up in a Facebook group I'm associated with. As a busy mum I don't have time to monitor everything. — Gail Bradbrook
 - c. I have never, ever, received any taunts or any form of antisemitism. And I suppose being a Jewish football player with the Atlanta Falcons was no different than being a Baptist football player certain localities and societies. Though a disease of the mind, it is by no means confined to weak, feeble, or commonplace intellects; as history sadly records, its carriers have included men and women of otherwise powerful and subtle thoughts. — Paul Johnson
 - d. I have never, ever, received any taunts or any form of antisemitism. And I suppose being a Jewish football player with the Atlanta Falcons was no different than being a Baptist football player with the Atlanta Falcons. But in the back of your mind, you always expect something to happen. — Bill Goldberg
 - e. Without a Jewish state, the iron truth of history is that the Jewish people sooner or later become even more vulnerable to the next wave of antisemitism. — Jack Schwartz
 - f. Where antisemitism persists, the well-being of all our people is at risk. — Paul Sarbanes
 - g. I didn't know I was Jewish until I encountered antisemitism at the age of 10, when my best friend told me I couldn't come to their house because I was a Jew. — Peter Eisenman
4. Ask teens to add a post it note, text, or image (if using Jamboard) to highlight the concept expressed in each quote, implicitly or explicitly, around the concept of antisemitism.
5. Ask teens to begin thinking about what bravery may look like in each of these quotes.
6. After teens place their post it note on each piece of paper or Jamboard page, go through each paper/page, reading a few of the notes aloud, and asking teen volunteers to share what they wrote.
7. Also ask volunteers to consider and share the role bravery did or could play as well.



Activity Three: Create a Response to Antisemitism Document for Middle and High School Teens - Review, Get Inspired, and Create!

(40 minutes)

Give the link to ADL's Words to Action 'Anti-semitism: 90 Ways You Can Respond' to explore online or print pages 1-7, 1-2 copies of for each group. - REFERENCE EXHIBIT D

Optional: Educator may want to show this video called 'Fighting Hate for Good' and if person will need computer, projector wifi, speakers, screen

Large self-stick sheets and markers (a few per group) or a pre-set Google doc if virtual.

Notes to Educator: In this activity, teens will learn about a tool created by ADL to help parents respond to antisemitism in their communities. Teens will be asked to create a similar document that can be used by middle and high school teens if/when they are faced with antisemitism.

- Educator should review this document, ADL's Words to Action 'Anti-semitism: 90 Ways You Can Respond'
- Educator may want to acquaint themselves with ADL and present a few statistics from their website. There is also a video called 'Fighting Hate for Good' that they may want to share with the teens. Both can be found at this link.

1. Using the ADL's Words to Action 'Anti-semitism: 90 Ways You Can Respond' for inspiration, create your own document with categories and examples that middle and high school teens can use to combat antisemitism in their own lives. Emphasize the fact that you expect teens to use their own thoughts, ideas, and words, not paraphrasing from the ADL document.
2. The goal is to empower teens to understand that they have a role in helping rid the world of antisemitism, and that they can do so by exerting confidence, assertiveness, knowledge, and bravery.
3. Educator divides teens into small groups of 3 or 4.
4. Educator gives each group a copy of ADL's Words to Action program (pages 1-7) or gives each group access to the online document linked above.
5. Educator gives a high-level overview of how the document is designed, pointing out the categories of places where antisemitism commonly happens and responses that ADL believes are appropriate or encouraged ways to respond/engage in each of these settings. The ADL document appears to be created for usage by parents of college age of younger children.
 - a. Educator may want to show this video called 'Fighting Hate for Good'
 - b. Educator calls attention to the categories of response in ADL's Words to Action program:
 - i. In Your Home and Personal Life
 - ii. At Your Children's School
 - iii. On College Campuses
 - iv. At Your Place of Work
 - v. At Your House of Worship
 - vi. At All Levels of Government
 - vii. In Your General Community
6. Educator asks teens in each group to:
 - a. On a piece of paper, large or regular, or on a computer, determine what categories of daily life would be most appropriate for middle and high school teens (4-6 categories)
 - i. Example categories could be: Online Gaming or Team Sports or School
 - b. Under each category, create at least four ways (more if desired) middle and high school teens can respond to each category.
 - i. Two example responses to Online Gaming could be:
 1. If I hear someone intentionally using antisemitic language while gaming online, I will report the situation and the screen name of the person to the gaming platform.

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Learning Activities, Continued

2. If I hear someone use an antisemitic slur (without seeming to understand what it means or how it impacts Jewish people) while participating in an online game, I will reach out the person and let them know that the term they used is inappropriate and that you would be happy to talk to them about what it means and how it negatively impacts or reflects upon the Jewish people individually or as a whole.
- c. Once each group completes their list of categories and responses, each group will present their categories and their suggested ways to respond to antisemitism to the entire group. If there are too many groups, you can ask groups to volunteer to present, you can ask them to display their list on the wall for other students to walk by and view, or you can have two or three groups present to each other.
- d. If desired, the educator or notetaker can combine the lists from the groups and create one document with the categories and idea suggestions, eliminating duplicates.
- e. This final document can be circulated to middle and high school teens in your community.



Conclusion/Wrap-Up

(10 minutes):

Notes to Educator: Educator leads teens on a quick full circle overview of the program, helping them connect the bravery of the Maccabees in defending freedom of religion and national independence to opportunities for them to be brave and empower other teens to do the same as they respond to antisemitism that they may experience in their own lives.

1. The educator can ask each student to share one new piece of information they learned or a new way of thinking about the importance of standing up to antisemitism.
2. The educator should emphasize that if each teen leaves the program with a new understanding or a new way of thinking about antisemitism AND they choose to do something with that knowledge or understanding, their community will quickly begin to feel the positive impact.

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REFERENCE EXHIBIT A

Warm-up Activity: Refresher! The Maccabean Revolt

Mayim Bialik Chanukah Video (2020)

Central Question Explored in the Lesson

How could the bravery to preserve Judaism in the Maccabean era serve as our inspiration to act boldly in our challenge to stand against modern antisemitism?

King's Decree

Educators will want to understand why the four books of the Maccabees are NOT included in the traditional Jewish canon (they are in apocrypha) and that history can be found here on [My Jewish Learning](#). We are utilizing some text from the Book of Maccabees so this is important information to share with learners.

According to II Maccabees, in the second century B.C.E. the Seleucid king Antiochus IV outlaws temple worship, observance of Sabbaths and holy days, circumcision, and the keeping of Torah, and rules that the Jews who will not adopt Greek customs are to die.

King James Version of II Maccabees 6:9: "And whoso would not conform themselves to the manners of the Gentiles should be put to death. Then might a man have seen the present misery."

REFERENCE EXHIBIT B

Activity One: What is Modern-Day Antisemitism?

Working Definition of Antisemitism

Non-legally binding working definition of antisemitism from International Holocaust Remembrance Alliance (IHRA).

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

REFERENCE EXHIBIT C

Activity Two: Exploring Quotes About Antisemitism

Quotes to Read and Respond To

Jamboard

Seven Quotes About Antisemitism:

1. Homophobia is like racism and antisemitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood. — Coretta Scott King
2. I'm horrified to have been alerted to antisemitism showing up in a Facebook group I'm associated with. As a busy mum I don't have time to monitor everything. — Gail Bradbrook
3. Like many physical diseases, antisemitism is highly infectious, and can become endemic in certain localities and societies. Though a disease of the mind, it is by no means confined to weak, feeble, or commonplace intellects; as history sadly records, its carriers have included men and women of otherwise powerful and subtle thoughts. — Paul Johnson
4. I have never, ever, received any taunts or any form of antisemitism. And I suppose being a Jewish football player with the Atlanta Falcons was no different than being a Baptist football player with the Atlanta Falcons. But in the back of your mind, you always expect something to happen. — Bill Goldberg
5. Without a Jewish state, the iron truth of history is that the Jewish people sooner or later become even more vulnerable to the next wave of antisemitism. — Jack Schwartz
6. Where antisemitism persists, the well-being of all our people is at risk. — Paul Sarbanes
7. I didn't know I was Jewish until I encountered antisemitism at the age of 10, when my best friend told me I couldn't come to their house because I was a Jew. — Peter Eisenman

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REFERENCE EXHIBIT D

Activity Three: Create a Response to Antisemitism Document for Middle and High School Teens

Review, Get Inspired, and Create!

Using the ADL's [Words to Action 'Antisemitism: 90 Ways You Can Respond'](#) for inspiration, create your own document with categories and examples that middle and high school teens can use to combat antisemitism in their own lives. (give link to explore online or print 1-2 copies of pages 1-7 for each group)

Comprehensive Supply List

Warm-up Activity: Refresher! The Maccabean Revolt

Computer projector, wifi, speakers, screen: [Mayim Bialik Chanukah overview video](#) which touches on the role of the Maccabees (2020)

Copy of the decree found in II Maccabee 6:9 (printed for a student to read or on a slide to show) - REFERENCE EXHIBIT A

Activity Two: Exploring Quotes About Antisemitism

Computer, wifi, projector, screen for [Jamboard](#) - EXHIBIT C

OR Quotes from EXHIBIT C on large paper, seven total, with self-stick paper or blue tape for hanging

- Homophobia is like racism and antisemitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood. — Coretta Scott King
- I'm horrified to have been alerted to antisemitism showing up in a Facebook group I'm associated with. As a busy mum I don't have time to monitor everything. — Gail Bradbrook
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3" x 5" sticky notes, seven for each teen

Pens or markers for each teen

Activity Three: Create a Response to Antisemitism Document for Middle and High School Teens

— Review, Get Inspired, and Create!

- Give the link to [ADL's Words to Action 'Antisemitism: 90 Ways You Can Respond'](#) to explore online, or print copies of pages 1-7, 1-2 for each group. - REFERENCE EXHIBIT D
- Optional: Educator may want to show this video called '[Fighting Hate for Good.](#)' If so, computer, projector wifi, speakers, screen will be needed
- Large self-stick sheets and markers, a few per group, or a pre-set Google doc if virtual