

LOVE THY NEIGHBOUR

"The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it."

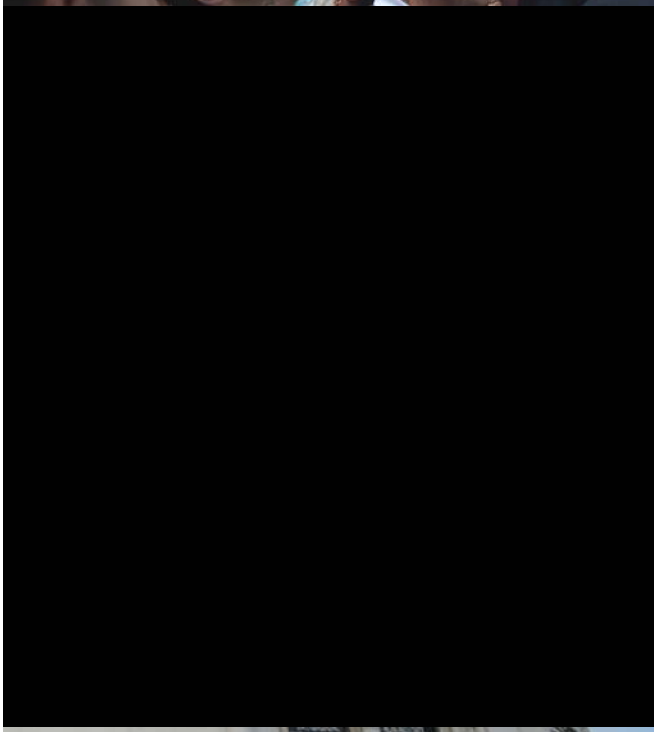
Albert Einstein

Including PowerPoint with videos

Dear Teacher,

Thank you for taking the time to address this vital topic. Anti-Jewish racism, known as antisemitism, is on the rise. Within living memory of the Holocaust, antisemitism is once again increasing. At Campaign Against Antisemitism (CAA) we pursue justice. Our motto is “Justice, Justice, you shall pursue” (Deuteronomy 16:20), and that is what we do. A core part of this work is ensuring that future generations are inoculated against antisemitism and to do this we need your help. Jews are a tiny minority and cannot fight hatred alone. Jews make up roughly 0.2 percent or 1 in 500 of the world’s population. In fact there are only 287,000 Jews in the UK, according to the most recent census. CAA's analysis of Home Office statistics shows that Jews are over five times more likely to be targets of hate crime than other faith groups per capita. They need the help of good people of other faiths and of none. This begins in the classroom. Education is critical to the fight against antisemitism. Hopefully this material will form a basis for challenging tropes before children are faced with them at university, work or even at home. This resource for teachers is designed to accompany a PowerPoint presentation but can also be used on its own.







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INTRODUCTION



SLIDE 2 - DAVID BADDIEL

Comedian and writer David Baddiel, in his book *Jews Don't Count*, says that there is a very deep problem with antisemitism in the UK. Even though it is the oldest hatred and once again on the increase it is low down on the perceived hierarchy of racisms. That is especially so amongst some progressives who, rightly, take other racisms very seriously indeed. This is dismaying, as only 75 years have elapsed since the worst genocide in history – the Holocaust. According to research by Campaign Against Antisemitism, Jews are on average more than FIVE times more likely to be targets of hate crime per capita than any other faith group per capita. In 2021, an innocent Facebook post from Aston Villa Football Club wishing their Jewish fans a 'Happy Passover' led to 27,000 'angry' reactions. In contrast, when Aston Villa posted a similar message for the Hindu festival of Holi, with a similar design saying 'Happy Holi', the post met with "an overwhelmingly positive response". Baddiel writes, "Jews are stereotyped, by the racists, in all the same ways that other minorities are – as lying, thieving, dirty, vile, stinking – but also as moneyed, privileged, powerful and secretly in control of the world."

In your own words sum up why David Baddiel finds hatred of Jews to be particularly pernicious.



SLIDE 3 - DAWN BUTLER

At the 2019 Labour Conference, Dawn Butler, the Shadow Secretary of State for Women and Equalities said: ‘If you are in social housing, if you are LGBTQ+, if you are straight, if you are a traveller, if you struggle to pay rent, if you wear a hijab, turban, a cross, if you are Black, white, Asian, if you are disabled, if you don’t have a trust fund, if you didn’t go to Oxbridge, if you are working-class, if you are under-eighteen, if you are aspirational, if you work, if you are a carer, if you feel you won’t live beyond twenty five, if you have ever ticked the 'Other' box – you have a future and you are worthy, worthy of equality dignity and respect.’

This exhaustive list of those deserving "equality, dignity and respect" leaves out one group. Which one? Do you think that the omission of the most persecuted group in human history is significant?

Why are Jews omitted from the community of the good? Is it fair to airbrush Jews from this list? Are Jews omitted because of a belief in the stereotype that all Jews are white and rich and therefore not deserving?

There is considerable poverty in the Jewish community, which in Britain and around the world is actually very diverse. For example, fifty percent of the residents of the Jewish State – Israel – are of colour. This is because around one million Jews found refuge in Israel after being expelled from Middle Eastern and North African countries such as Egypt, Libya, Iraq and Iran in the 1950s. One quarter of Israel's population is Israeli Arab.

Ashkenazi (European) Jews are themselves an ethnicity and often do not consider themselves white. Certainly white supremacists don't consider Ashkenazi Jews to be white.

Sadly Dawn Butler has been a victim of racist abuse. Do you think we should all support each other when it comes to racist abuse or just look after ourselves?



SLIDE 4 - FIYAZ MUGHAL OBE

Fiyaz Mughal OBE, the founder of the organisation Faith Matters, spoke with authority when he said on Podcast Against Antisemitism that antisemitism must be confronted. Mughal said that "We need to tackle them [antisemites], we need to call them out. We need to inform, we need to educate. But we can't hide this poison anymore under the carpet." He added: "It's [antisemitism] very much linked to Islamism, and the rise of Islamist extremism, and it's not clearly linked to being a Muslim or Islam but Islamists, the political ideology of taking the religion and fusing it with political ideology, and that political ideology, we know, has been influenced by groups like the Muslim Brotherhood…by groups like Hamas. And these groups actively use antisemitism to draw people into their web, into their activism, to draw money from them, to use them as cannon fodder in conflicts. And so it is clear that antisemitism is part of a campaign by Islamist groups as a means of mobilising more people against Jews. So, we need to tackle it. It can't just be swept under the carpet, This is dangerous, dangerous stuff."

Mughal added that whilst it is clear that polling has shown that the majority of Muslims do not harbour such views, Islamist ideas were "quite entrenched" within a "vocal minority" of the community, making the issue, as he sees it, "a long-term problem". "We know that British Muslims just want to get on with their lives. They want to have, like Jewish communities, the opportunity to be Muslims, be British, and to just get a job, get on with their lives," the Faith Matters founder said. "But correspondingly, that small but vocal minority within British Muslim communities has become much more entrenched, much more vocal, much more aggressive, and willing to turn out and intimidate Jewish institutions, Jewish communities, and those where there are larger concentrations of Jews". "Take for example, who would have thought in London, a convoy of people from Bradford would turn up in Golders Green to talk about sexually assaulting women and their daughters? That is a prime example of the violence, of the state of open violence, in that small but vocal section of Muslim communities."



SLIDE 5 – ARCHBISHOP JUSTIN WELBY

The head of the Church of England, Archbishop Justin Welby, expresses very similar views to Baddiel and Mughal. He says: ‘Antisemitism is an insidious evil. The habits of antisemitism have been burrowing into European and British culture for as long as we can remember.

‘Even today, in the 21st century, it is shocking that antisemitism still has traction; the virus continues to seek a host. It latches onto a variety of different issues: financial inequality, wars and depressions, education, politics and government, grave international issues, such as the rights of Israelis and Palestinians, and interfaith tensions. It twists them to its own ends, with the perverted and absurd argument that a small group runs or plots against our society and manipulates international affairs.

“Antisemitism is at the heart of racism. Yet, because it is so deeply entrenched in our thought and culture, it is often ignored and dismissed. This tendency must be vigorously resisted; antisemitism needs to be confronted in every part of our communal life and cultural imagination.”

DIVERSITY AND TOLERANCE

(PRIMARY SCHOOL LEVEL)

SLIDE 6



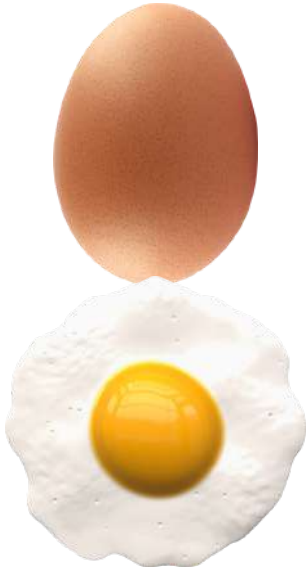
Eggs can look different on the outside – some are brown and some are white – but on the inside they are the same.

What are the eggs like on the inside?
What message is this giving you?

Teacher could bring one brown and one white egg, open them up and ask the children to explain the differences and similarities between the eggs.

It is easier to get along with and like people who are just like you. If we open ourselves up to mixing with or just listening to people who are not just like us we are opening ourselves up to kindness and making ourselves cleverer at the same time.

Why might mixing with people who are not just like you make you kinder and cleverer?



Slide 7 – Love Your Neighbour

“You shall love your neighbour as yourself.”

How can we be different from each other?

- Age
- School
- Youth club, Brownie or Cub group
- Race
- Religion or branch of religion ·
- Education
- Home town
- Football team

Being asked to mix with someone from a different culture or background requires us to leap outside our comfort zone.

Ask the children which is the most important for them in the list on the PowerPoint.

Can they think of other ways of loving their neighbour?

The Old Testament or Hebrew Bible says in the book of Leviticus (19:18): “You shall love your neighbour as yourself.”

Jesus’s second great commandment (Matthew 22:39) is: “You shall love your neighbour as yourself.”

Respecting neighbours is also a duty upon Muslims. The Prophet Mohammed stated (Mustadrak al- Wasa’il, v.2): “Whoever believes in God and the Final Day should not trouble his neighbours.”

What does “Love your neighbour” mean to you?

Some Christians, Jews, Muslims, Hindus and Sikhs may wear different clothes but this is no reason not to like them. Not judging a book by its cover is what tolerance and loving your neighbour is all about. In her Christmas message in 2018, the late Queen Elizabeth II said: “Even with the most deeply held differences, treating the other person with respect and as a fellow human being is always a first good step to greater understanding.”

Can you put this into your own words? Create a slogan.

There is a thriving Council of Christians and Jews and a Muslim Jewish Forum. Jews, Christians and Muslims can get along very well. But there is more to do to foster greater understanding and tolerance.

The former Chief Rabbi, Lord Jonathan Sacks said: “We are all different, unique, that is what makes us human. A society that has no room for difference has no room for humanity. The hate that begins with the Jews never ends with the Jews. Whenever you find antisemitism there will also be a threat to freedom.”

“The hate that begins with the Jews never ends with the Jews.”
Put this sentence into your own words.

PREJUDICE

Slide 8 – Prejudice

What is prejudice?

Prejudice is a dislike of an individual or group of people based on ideas that are false. As the word suggests, prejudice involves prejudging others. When prejudice occurs, stereotyping, discrimination and bullying may result.

Give each child a piece of paper and ask them to write down examples of prejudice that they have faced themselves, or seen take place.

How did it make you feel?

What can we do to overcome prejudice?

Slide 9 – Our differences

If you hear someone say "all Jews, black people or Irish are...", you know it is prejudice. Not all black people, Asian people or Jewish people are the same. There are good and bad people of all religions, colours and nationalities. People are just people. Prejudice against Jews is called antisemitism. Antisemitism is a hatred of Jews – individually or as a group. It is the world's oldest hatred.

As Rabbi Jonathan Sacks said: "Jews were hated because they were different, but difference is what makes us human. It is a fact that each one of us, even genetically identical twins, is different. That makes each one of us irreplaceable. It is our difference that makes every human life 'a universe'. And it is the difference in every culture that makes every culture unique, special, and have the non-negotiable right to exist."

Every single human being is holy, and every culture is special, because it is different. Difference is what makes us human. And a society that has no room for difference has no room for humanity.

Did Rabbi Sacks like difference?
Do you agree with Rabbi Sacks?
Write down what you think is good about difference and diversity.

Exercise: Ask all the children to stand up. Ask all the children with brown eyes to sit down. Then ask all the children with blonde hair to sit down. Then ask all the children with a sister to sit down. Then ask those who remained standing how they would feel if they were picked on because they were different.

Slide 9 – Our differences

At an interfaith event at a Salford school a few years ago, an eleven-year-old boy repeatedly asked the Rabbi to remove his hat. Why? He was not trying to be disrespectful. It was because he was looking for horns. It was because for centuries people believed that Jews had horns and were therefore devils. This is because the famous sculptor Michelangelo depicted Moses with horns. This was based on a bad translation of the book of Exodus (34:29) where it was reported that when Moses came down from Mount Sinai his face gave off rays of light. The Hebrew word 'karan', meaning "gave off rays" was translated as "gave off horns"!

Prejudice is often based on false 'facts'. Can you think of an example when someone spread a false rumour and everybody thought it was true?

In public life there is something known as fake news. For example, it was fake news that the measles vaccine was dangerous. It is also fake news that the Covid vaccines contain pig fat or micro-chips! There is a saying: "If you tell a lie often enough, people begin to believe it."

What does it mean?

A lot of prejudice starts with fake news. Some people who use social media spread fake news. If people read this often enough they begin to think it is true. It is important to speak to children about prejudice as it can motivate race crime.

What examples of race crime or hate crime can you think of?

Racism and racist bullying includes:

- *Being called racist names or sent racist messages. (Which messages are more cruel – face to face or online?)*
- *Being left out or treated differently.*
- *People making assumptions about you because of your religion or race – this is stereotyping.*
- *Being made to feel you have to change how you look.*
- *Racist jokes.*
- *Racist graffiti.*

Slide 9 – Our differences

In January 2020, a swastika and a Celtic cross (a symbol of white supremacy) were daubed on a Caribbean takeaway in Greenwich. Another Celtic cross, Stars of David, and the word “Jews” were daubed on a Barclays Bank nearby.

Racist graffiti has been found on gravestones in a Jewish cemetery in Blackley, Manchester.

The Labour MP for Tottenham, David Lammy, was trolled with the words: “Be glad we have taken in a Black man. Go back to where you originally came from.”

There are children from Poland/Romania/Pakistan/ India/Jamaica in your school. Would you say ‘Go back to where you came from’ to them?

Racism is even found in football.

At some Spurs matches the opposing fans make hissing noises to sound like the gas chambers where the Jews were murdered in World War II. They also chant, ‘Spurs are on their way to Auschwitz’. Spurs are called ‘the Yids’ because they have a history of Jewish supporters and owners. But, of course, the vast majority of Spurs supporters are NOT Jewish.

Black footballers such as Raheem Sterling have also received hurtful racist remarks.
At the Montenegro v England international match in March 2019 black players were subjected to appalling racist chants. Some fans even made monkey noises, a common insult made against black people.

Why do some ‘fans’ behave like this? What have they not learnt?

Would you report or ignore racist behaviour like this?

Why is it better to be an upstander than a bystander?

BLACK – JEWISH RELATIONS

Slide 10 – Black – Jewish relations



Black people and Jews have both been outsiders and victims of prejudice, degradation and murderous brutality. There is every reason why Jews and black people should empathise with each other's suffering and work together to fight prejudice. Historically Jews have been in the forefront of the fight for black rights.

In his autobiography *Long Walk to Freedom* Nelson Mandela noted, "I have found Jews to be more broad-minded than most whites on the issues of race and politics, perhaps because they themselves have historically been victims of prejudice."

It was the Jewish students Mandela met at university who became his comrades in the battle against apartheid. A Jewish lawyer, Lazar Sidelsky, gave Mandela his first job when many firms would not employ black people. And Jewish politicians like Helen Suzman were champions of black rights. Many Jewish opponents of apartheid in South Africa were murdered, tortured or mutilated.

The American Jewish Congress was a partner to Martin Luther King in the struggle for civil rights.

In 1958 King said: "My people were brought to America in chains. Your people were driven here to escape the chains fashioned for them in Europe. Our unity is born of our common struggle for centuries, not only to rid ourselves of bondage, but to make oppression of any people by others an impossibility."

The Jewish community and leaders showed their solidarity for Black Lives Matter by holding demonstrations throughout the country.

Do you think Mandela and King were right that Jews and black people should work together to fight prejudice?

Or should everybody fight for their own group?

Do you think Jews and black people have a lot in common?

STEREOTYPES

Slide 11

“Not all ‘whites’ are racists. Not all racists are ‘white’.”

Mokokoma Mokhonoana – author of ‘The Confessions of a Misfit’

Discuss

If you don’t get to know someone of a different race, religion or background you may believe stereotypes about them, such as all old people are unable to use technology, midwives and childminders are always women, all Asians are good at maths, all black people are good at sports, only men like watching football, all Jews are rich. Stereotyping people leads to prejudice and discrimination.

Stereotypes around Jews are centuries-old and they persist throughout the world. Jews are not all wealthy, do not wield some kind of collective power and are not responsible for the state of Israel or for the behaviour of other people who happen to be Jewish. In reality Jews in Britain work in exactly the same jobs as everybody else, ranging from taxi drivers and plumbers to doctors and teachers. Stereotypes that are often applied to Jews do not relate to reality. To break these stereotypes can be tough and takes serious analysis, honesty and open discussion.

Can you give me an example of a stereotype?

A clue is if someone uses the word ‘all’ when describing a group. Viewing someone as different or ‘the other’ can have tragic consequences. Stereotypes can not only lead to false beliefs, but they can also result in prejudice and discrimination and even bullying and violence.

How does prejudice start?

How does it end if left unchecked?

What do you think of when somebody mentions a Jewish person?

Do you know anybody who is Jewish or has Jewish relatives?

What do Jewish people do for a living? Are they all bankers or rich?

Jews are often portrayed as evil and money-grabbing characters in literature, like Fagin in ‘Oliver Twist’ by Charles Dickens or Shylock in ‘The Merchant of Venice’ by William Shakespeare. Why is this? Is this fair?

Some England football fans get drunk and behave badly. Does this mean that all English people drink too much and behave badly?

Slide 12

Belgian carnival float

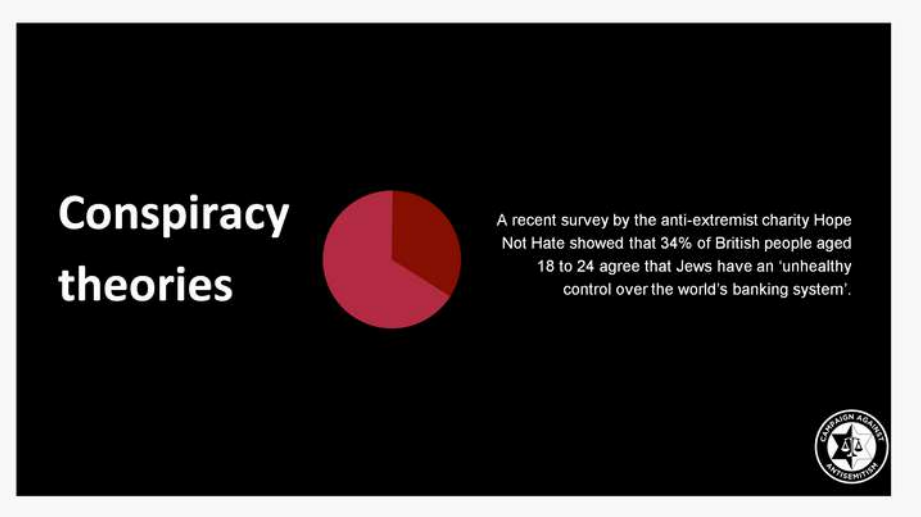


In March 2019 a carnival float going through Aalst, a Belgian town, showed grotesque caricatures of Chassidic Jews: hooked noses, hands reaching out for money, rat on shoulder and sitting on money bags. In 2020, the same carnival depicted Jews as hideous insects.

What stereotypes of Jews can you identify?

COVID-19 AND CONSPIRACY THEORIES

Slide 13



During the pandemic people were stuck at home more. That included extremists who had more time to spread their extremist views on social media. The internet can enable hateful racism from the extreme right and left to circulate the world in minutes.

A recent survey by the anti-extremist charity Hope Not Hate showed that 34% of British people aged 18 to 24 agree that Jews have an 'unhealthy control over the world's banking system'.

The survey found a high degree of 'openness to conspiracies' in under-35s. This comes at a time when the Community Security Trust found in the first half of 2022 that there was a higher percentage of antisemitic incidents involving minors, both as perpetrators and as victims, than in previous years. The survey concludes that even "seemingly innocuous conspiracy theories can be a gateway into conspiratorial racism, islamophobia and antisemitism''.

Campaign Against Antisemitism's Binyomin Gilbert says:



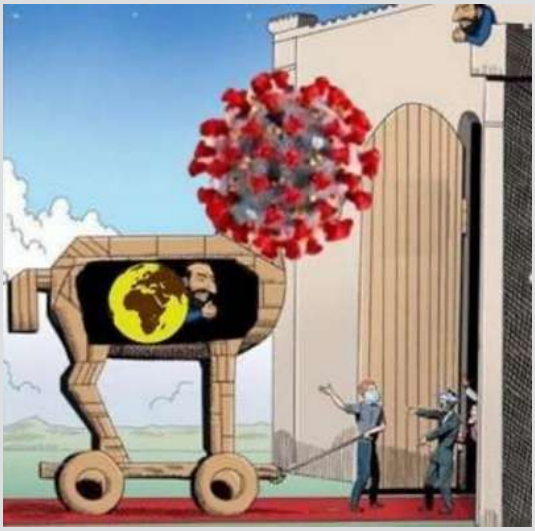
"These are frightening statistics. Even a fraction of these figures would serve to highlight just how widespread antisemitic conspiracy theories have become. The numbers here are downright terrifying. It is particularly alarming that these tropes are so popular among the younger population, which raises serious questions about the quality of formal education in this area and the critical role that social media plays in propagating these racist ideas. It means that the fight against antisemitism is only going to have to intensify and more must be done to prevent the indoctrination of children into antisemitic conspiracy online."

Slide 14 – Antisemitic graffiti



Antisemitic graffiti scrawled in a UK doorway juxtaposes Holocaust imagery with the coronavirus pandemic.

Slide 15 – Trojan horse



What antisemitic tropes are there in this cartoon?

(Coronavirus presented as a plot by Nazi-style stereotyped grotesque Jews.
Jews rule the world.
Jews spread disease.
Jews are scheming.)

Antisemitic extremists claim Jews plotted the pandemic to make money. In fact, Jews have lost jobs and relied on foodbanks just like so many other people. Online conspiracy theories have blamed Jews for the pandemic's medical and economic hardship. Israeli and Jewish executives in vaccine companies have been compared to Nazis.

President of the European Jewish Congress says:

"Anti-Jewish hatred online never stays online. We have to be prepared that antisemitic conspiracy theories could lead to physical attacks when lockdowns end."

Historically, Jews have been made a scapegoat for all the ills that have befallen society. Jews were blamed for the Black Death in medieval times.

The Nazis made Jews the scapegoat for Germany losing the First World War and the subsequent economic slump.

Slide 15 - Trojan horse

The French philosopher Jean-Paul Sartre said: “If the Jew did not exist, the antisemite would invent him.”

What is Sartre saying about scapegoating 'the other' here?

The writer Christopher Hitchens said: “Antisemitism is the godfather of racism and the gateway to tyranny and fascism and war, it is to be regarded not as the enemy of the Jewish people, I learned, but as the common enemy of humanity and civilisation, and it has to be fought against very tenaciously for that reason.”

Do you agree with Christopher Hitchens?

The late Rabbi Sacks stated: “Antisemitism is the world’s most reliable early warning sign of a major threat to freedom, humanity and the dignity of difference. It matters to all of us. Which is why we must fight it together.”

Slide 16 – Far-right blame Israel and Jews for coronavirus

A study produced in July 2020 by the Kantor Center for the Study of Contemporary European Jewry showed that coronavirus-inspired antisemitism has gone viral on social media networks, with widespread claims that Jews either created the disease or were profiting from it. The protesters in the picture are in the USA. There is also widespread coronavirus-related antisemitism in Iran, Turkey and the Palestinian territories.



What antisemitic tropes are there in this cartoon?

Answer: Coronavirus is presented as a plot by stereotyped Jews. Jews rule the world. Jews spread disease. Jews are scheming.

The protesters in the picture are in the USA. There is also widespread coronavirus-related antisemitism in Iran, Turkey and the Palestinian territories among others.

Associating Jew with disease and infection dates back to the Black Death in the 1340s, which killed around 20m people in Europe. Jews were falsely blamed for causing the plague by poisoning the wells. Thousands of Jews were murdered and communities were destroyed. A chronicler in Strasbourg in 1349 wrote:

“In the matter of this plague the Jews throughout the world were reviled and accused in all lands of having caused it through the poison which they are said to have put into the water and the wells – that is what they were accused of and for this reason the Jews were burnt all the way from the Mediterranean into Germany, but not in Avignon, for the Pope protected them there.”

Can you see the similarity between the conspiracy theory of 900 years ago and the current conspiracy theory that Jews are responsible for Covid?

Slide 17 - Then and now

Cartoons have appeared showing Jews trying to conquer the world through spreading the virus. This echoes Nazi propaganda.



On the left is a Nazi poster saying “Jews are lice. They cause typhus.” On the right is the placard we saw at the recent demonstration in Columbus, Ohio in the United States.

In both cases, Jews are portrayed as vermin spreading disease. Contemporary propaganda echoes Nazi propaganda. But they also both echo the Black Death conspiracy theories of the 1340s.

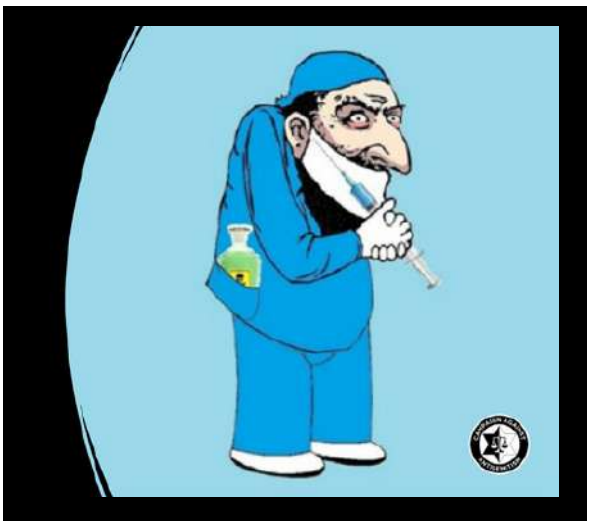
Slide 18 - Then and now



On the left is a Nazi cartoon showing a Jewish doctor immunising a child. The caption says: “It occurs to me that little good comes from poison or from Jews.” On the right is a current propaganda cartoon expressing mistrust of the Covid jab as a supposedly Jewish jab. Little has changed.

What is abhorrent about both cartoons?

Slide 19 – Poison myth again!



Here is another contemporary image portraying a Jewish doctor with a bottle of poison in his pocket. It is a modern updating of the well-poisoning libel of the 1340s.

An Oxford University survey of over 2,500 people showed that around one-fifth agreed that to some extent 'Jews have created the virus to collapse the economy for financial gain'. Nearly twenty percent said 'Muslims are spreading the virus as an attack on Western values'.

Discussion: Why would people seek to blame completely innocent Jews and Muslims for Covid-19?

Why do people need a scapegoat?

Why do people fall for conspiracy theories?

Why do conspiracy theories spread on the internet?

What type of people start them and spread them?

Who is to blame for Covid-19 and the resulting unemployment?

How does the placard in the slide hark back to Nazi propaganda?

Slide 20 - Nazi propaganda stereotype of a Jew

Compare with Nazi poster from 1937



What are the similarities between the two?

Answer: Both feature grotesque images of religious Jewish men with big noses holding or hoarding money.

These are all classic anti-Jewish stereotypes. If you saw a float like this showing a stereotype of a Jew, a Black person or a Muslim what would you think?
Would you be a bystander and do nothing?
How could you be an upstander and make a difference?

SCAPEGOATS

Slide 20

When times are bad, communities project their fears and aggressions on 'the other'. 'The other' is usually different in ways such as colour, culture, dress, language or nationality. For centuries the Jew had been 'the other' in Europe and elsewhere and the one to blame when things went wrong. In the 18th century during the Enlightenment, Jews became more accepted in European society. Jews became successful in the professions, industry, commerce and the arts, yet were still persecuted. After World War I Germany and Austria were humiliated by their defeat and their economies were in ruins. The Jews became a scapegoat, leading to the Holocaust in World War II

An Irish lady returning from a week's holiday during the Brexit campaign said to the taxi driver: 'I'm glad I've been away from Brexit for a week!' The taxi driver replied: 'It's the Jews' fault.' This is an example of scapegoating and blaming the troubles of society on the Jews.

In December 2019 antisemitic graffiti '9.11' was daubed outside a London synagogue.

Why was this offensive. Discuss?

Answer: 9.11 refers to the attack on the twin towers office blocks in New York on September 11 2001, in which almost 3,000 people were killed. It implies that Jews, rather than Islamic terrorists, were responsible for the attack.

Is it human nature to blame somebody else when something goes wrong rather than take responsibility for the problem yourself?

What's the right thing to do?

Can this be true of nations as well as people?

Is it fair to blame all Chinese people for the coronavirus pandemic that started in Wuhan in China?

THINKERS

Slide 21-23 – Pastor Niemöller's message



Who was Martin Niemöller?

He was born in Germany in 1892. He served in the German navy in World War I but was discharged for failing to obey orders. Niemöller began training to become a pastor, got married and had six children.

Like many Germans he believed Germany needed a strong leader and welcomed Hitler's rise to power. But Niemöller came to realise that Germany was becoming a dictatorship. He began to openly oppose the Nazis, who wanted to 'purify the German race' by killing Jews, political dissidents and others.

This led to Niemöller being arrested several times and thrown into a concentration camp. He remained in a concentration camp for seven years.

After the War, Niemöller became President of the Protestant Church in Hesse and Nassau. He spent the rest of his life working for peace. Niemöller's famous poem recognised that hatred towards one group usually does not end there, and is about the importance of being an upstander and not a bystander.

Upstander definition:

"An upstander is someone who recognises when something is wrong and acts to make it right. Being an upstander is being a hero: we are standing up for what is right and doing our best to help support and protect someone who is being hurt."

Bystander definition:

"A bystander is someone who does not speak up or act when they see an act of intolerance taking place."

Which groups, according to the poem, did Hitler and the Nazis come for?

Answer: Socialists (Communists), trade unionists, Jews, everyone else they did not like.

Is the person in the poem an upstander or a bystander?

What is the message of the poem?

The Nazis singled out the Jews as the main target for killing but they also picked out:

· People with mental and physical disabilities
· Psychiatric patients
· Gay men
· Roma and Sinti
· Criminals
· Alcoholics

Did anybody stand up for these groups?
Were they upstanders?

Why did people stay quiet?
Some supported the Nazis and some were afraid or didn't care what happened to others as long as their own lives improved.

You do not have to risk your life to be an upstander but you can do something small to show that you think bullying people of a different race or religion is wrong.

What can we do if we witness injustice, brutality, hatred or discrimination?

If we all had the courage to stand up to bullying of 'the other' we could make a difference and make the world a better place.

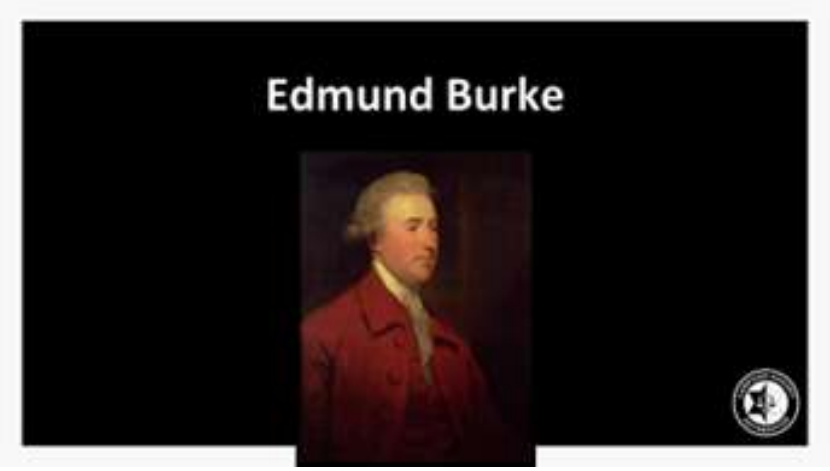
Was Niemöller an upstander or a bystander?
Was he brave?

What traits do you need to be an upstander?
Courage, open-mindedness, good conscience.

What can you do if someone is being bullied in a racist manner?

Don't laugh, don't encourage bullying, don't join in. Speak out, befriend victims, tell a teacher or a parent/guardian, etc.

Slide 24-25 Edmund Burke





Edmund Burke was an 18th century Anglo-Irish philosopher, politician and writer. He said: “The only thing necessary for the triumph of evil...is that good men do nothing.”

What does this mean?

Edmund Burke means that good people should oppose evil actively. If they just ignore evil it will grow and spread. Eventually evil will become so powerful that it will win over good.

Do you agree with Edmund Burke? Is Edmund Burke an upstander or a bystander?

Is Germany under the Nazis an example of good men doing nothing in the face of evil?

“Nobody made a greater mistake than he who did nothing because he could do only a little.”

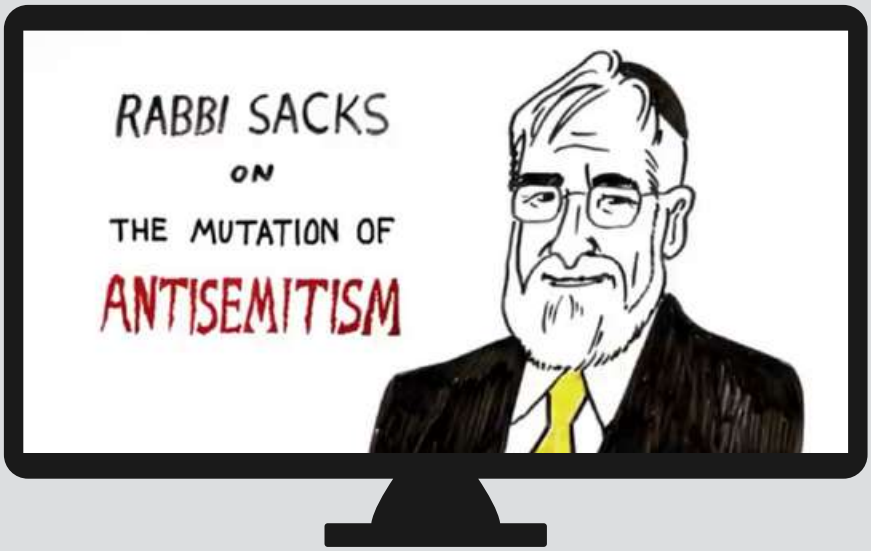
Explain: “I am only one small person, what can I do to change the world for the better?” Give an example of how you could do something small to help wipe out racism.

As former Chief Rabbi Jonathan Sacks said: “Antisemitism is a hatred that begins with Jews, but never ends with Jews. And that is why we have to stand together with as many friends and allies as we can, with Christians, with Muslims, with Sikhs, with Hindus.”

HISTORY

(HIGH SCHOOL YR 8 – 13)

Slide 26



Video: Jonathan Sacks on The Mutation of Antisemitism
https://www.youtube.com/watch?v=3UAcYn4uUbs

PowerPoint note: When the embedded video ends, click to advance the presentation.

It is useful to know the history of antisemitism before looking at the present.

Antisemitism mutates to survive and has always spanned the political spectrum. In ancient times, the Egyptians, Greeks and Romans, who worshipped many gods, expressed hatred toward the Jews, who worshipped only one God. Pontius Pilate, a Roman governor, killed Jesus, himself Jewish, but the Jews were blamed.

Historically, racism against Jews in England and Europe has been based on religious persecution, accusing Jews of Satanic rituals, the killing of Jesus and even child sacrifice in the form of the 'Blood Libel', an infamous claim that Jews use the blood of Christian children in their bread – a baseless claim that persists to this day. In the Middle Ages, Jews were told that they were guilty of killing Jesus, despite the fact that he was Jewish and was crucified by the occupying Romans.

In 1096, the armies of the First Crusade set out from Western Europe to take the holy places of Christianity from Islamic rule. On their way they slaughtered Jews in France and Germany. In Christian medieval Europe, Jews were said to have a special smell and were prohibited from entering many professions.

Throughout the centuries in Europe, the Jew has been 'the other' – set apart by culture, religion, rituals and dress.

Slide 27 – Medieval Jewish hat



Write down what you might say if a bully told your Jewish friend that they had to wear a humiliating hat or similar.

Slide 28 – The mutation of antisemitism



In medieval Europe, Jews were not allowed to own land or enter trades so many were made to be moneylenders – a trade forbidden to Christians.

They were often accused of the Blood Libel. Jews were further blamed for causing the Black Death by poisoning wells. In medieval art Jews were portrayed as devils with evil faces, horns and tails. The Protestant Church inherited much anti-Jewish prejudice from Catholics. In 1543, Martin Luther, the great reformer, initially supportive of the Jewish community, reacted badly to the Jews' refusal to convert and wrote an antisemitic book, titled, "On the Jews and Their Lies", in which he describes Jews as "the devil's people", "liars and bloodhounds" and a "bloody and revengeful people". He said: "We are not at fault in slaying them. Set fire to their synagogues and schools and bury or cover with dirt whatever will not burn."

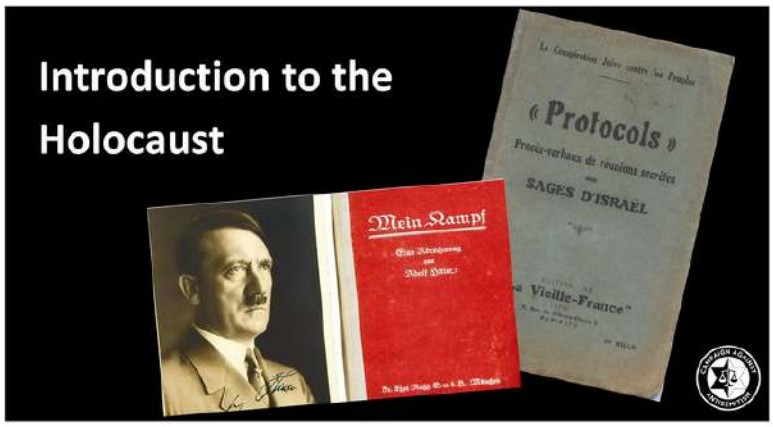
Luther also had a big influence on later European antisemitism, including the Nazis in the 20th century.

In the early modern period Jews were made outcasts by being made to live in ghettos – enclosed areas for Jews – and to wear special badges or hats. Throughout this period, religion-based antisemitism continued and Jews continued to face discrimination and separation. [Note: Ghetto is Italian for foundry. The first ever ghetto was on the site of a former foundry in Venice. The word came to mean any enclosed area for Jews.]

Following the Enlightenment in the 18th century, religion ceased to be an acceptable basis for discrimination. Jews subsequently became more accepted in society and were afforded a measure of equal rights. But antisemitism mutated and religious persecution gave way to racial hate. Jews were discriminated against for their genetics rather than their beliefs. This has predominantly come from the far-right, culminating in the worst atrocity committed on European soil, the Holocaust, in which six million Jews, as well as LGBTQ+, Roma, disabled people, communists, socialists and others, were murdered.

INTRODUCTION TO THE HOLOCAUST

Slide 29



Hitler believed that Aryans – white Northern Europeans – were the superior race. Hitler believed in euthanasia for those who were considered inferior in society. When the Nazis came to power in 1933, they carried out "mercy killings" on 70,000 men, women and children in institutions. This included old people, disabled people, sick people, mentally ill people and people with special educational needs.

Hitler also believed a forged document called The Protocols of the Elders of Zion. This document, which was actually written by a Russian Jew-hater, pretended to show that Jews were planning to rule the world. It was an early example of fake news. In 1925, Hitler wrote *Mein Kampf* [My Struggle]. In it he said: "No boy or girl must leave school without having a clear insight into the meaning of racial purity and the importance of maintaining the racial blood unadulterated."

This is what the white supremacists who killed Jews in a synagogue in Pittsburgh, Pennsylvania in the United States, and Muslims in a mosque in New Zealand and other racist attackers believe. They admire Adolf Hitler because, like him, they think white people are superior to other groups and races. The Nazis wanted to create a Jew-free Europe. To do this, they took concrete steps to dehumanise Jews, stopping people from seeing their Jewish friends and family as human.

First the Nazis spread vicious stereotypes against Jews, such as:
· All Jews are rich
· Jews control the banks
· Jews control the news and the radio
· Jews are stingy

The Nazis also made the Jews the scapegoat for all the bad that had happened to the Germans, such as losing World War I, the negotiation of the Treaty of Versailles, rising prices and a poor economy.

Slide 30-33

Nazi-era anti-Jewish laws

Beginning with the Nuremberg Laws, anti-Jewish laws were introduced by the Nazis in stages from 1933. At first, the laws made life difficult for the Jews. As more were introduced they made life unbearable.

- Jews cannot own agricultural land
- Jews are banned from smoking
- All Jewish organisations are dissolved and their assets seized
- Jews must hand in their radios
- Jews are banned from the Civil Service
- Jews must hand in their pets
- Jews are banned from senior positions in the unions
- Jews must hand in their bikes
- Jews are banned from swimming pools
- Jews may sit only on yellow Jew-only park benches

This, combined with propaganda that made Jews appear evil, led many Germans, Austrians, Poles and others to turn a blind eye when Jews were dismissed from their jobs and Jewish children were sent home from school. They looked the other way when Jewish shops were boycotted and Jews had their homes and businesses taken from them.

- Jews cannot be members of sports clubs
- Jews have to have a permit to travel
- Jews cannot buy newspapers
- Jews cannot buy magazines
- Jews cannot meet together
- Jews over the age of six must wear a Yellow Star
- Jews are banned from exhibitions
- Jewish converts are still Jews

- Jews can be thrown out of their house at any time
- Jews cannot have clothes ration cards
- Jews who entered Germany after 1914 are stripped of their citizenship
- Who is a Jew defined by Nazis
- Jewish children cannot ask or answer any questions in class
- Jewish children must sit separately in class
- Jewish children cannot mix with non-Jewish children at break or at lunch
- Jewish children are forbidden to use playground equipment

- Jews cannot buy milk and eggs
- Jews must be in their house by 8pm in Winter and 9pm in Summer
- Jews cannot buy white bread
- Jews cannot buy vegetables
- Jews cannot employ non-Jews
- Jews cannot be pharmacists or lawyers
- Jews cannot hold political office or vote
- Jewish journalists cannot work for German papers
- Jews must not say “Heil Hitler”

Was Albert Einstein right when he said "the world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it?" Could more good people have done more?

Following this, Jewish people were crammed into ghettos such as the Warsaw Ghetto, where many died of starvation or disease. Those who survived the ghettos were sent to concentration camps where they were worked to death, shot or gassed. Eventually the Nazis introduced the industrial slaughter of Jews by gassing in extermination camps such as Auschwitz. A new word was invented to describe this mass killing of Jews: genocide.

The Nazis held Jews collectively responsible for the perceived actions of any Jew they disliked, and many non-Jews as well, from communists to capitalists.

Hitler also murdered people who disagreed with his political views, people with mental and physical disabilities, LGBTQ+, Roma and Sinti people.

Discuss these laws, especially the ones relating to children and school and ask how they would feel.

Put the laws in order of, in your opinion, the least to the most horrible and severe.

What makes the law you have chosen as most severe and the most repellent?

Imagine you were a Jewish child living in a Nazi-occupied country during World War II. How would these laws affect you?

Can you explain what 'collective responsibility' means? Why is holding a group collectively responsible for society's problems bad?

If you would like more educational material and resources relating to the history and impact of the Holocaust, please contact Campaign Against Antisemitism.

MODERN ANTISEMITISM

(YR 5 – 13)

Slide 34

Modern antisemitism



Following the Holocaust, the ideology of racial antisemitism lost mainstream support. Although groups such as the British National Party, National Action and Combat 18 (the number 18 stands for Hitler's initials, as A is the first letter of the alphabet and H is the eighth letter), continue to promote it, and racial antisemitism continues to flourish in dark corners of the internet, it is not presently a viable political movement in the UK and lacks mainstream sympathy. However, racial antisemitism endures in several areas such as among some political parties in Eastern Europe, as well as within far-right movements in Western Europe and America. Meanwhile, religious and racial antisemitism remain very influential ideologies in parts of the Middle East and Asia.

Incidents of antisemitic crimes against Jews in Manchester in recent years include a plot, foiled by relatives, to plant a bomb in a Jewish communal building in Salford, and a man with an axe threatening people leaving a synagogue in Prestwich after Jewish New Year services.

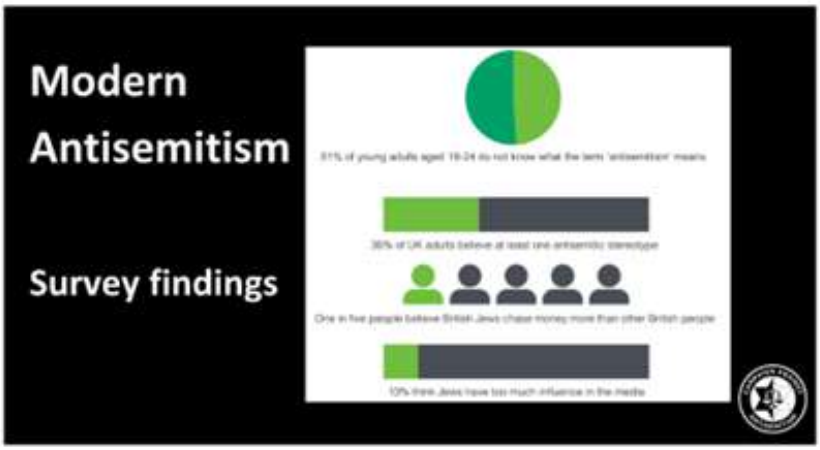
In 2019 a Jewish man at a kebab shop in Manchester was given the Nazi-salute and subjected to vile antisemitic abuse. He was told that Jewish people should be "wiped out" and his abusers even denied that the Holocaust took place.

Why would this incident be particularly hurtful to Jewish people?

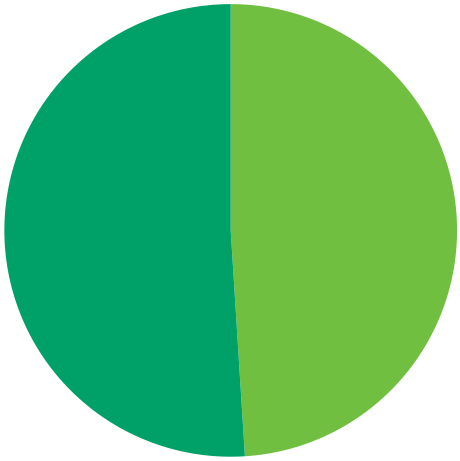
While religious and racial antisemitism persist, a modern antisemitism has also developed for the present era. Today, antisemitism often takes aim at the Jewish state, Israel. This 'new antisemitism' transfers many historic antisemitic tropes and ascribed characteristics onto the nation state of Israel, for example, claiming that it has outsized influence over world affairs. Just as in the past, people blamed Jews for social evils and persecuted them, today, people blame the Jewish state for the wrongs of the world and claim that Israel should not exist. Calling for the destruction of the one and only sovereign Jewish state is antisemitic as it removes from Jews their right to self-determination. Whereas, in the past, people would proudly call themselves antisemites, today it is no longer fashionable to do so, and many Jew-haters, who do not believe themselves to be antisemitic, are obsessively critical of Israel whilst ignoring the outrages committed by other countries.

Antisemitism is racism against Jews.
Antisemitism can target Jews in religious terms and in racial terms.

Slide 35



A survey by Deltapoll taken in March 2019 showed that 51 percent of young adults aged 18-24 did not know what the term 'antisemitism' meant.



Slide 35

A survey, commissioned by Campaign Against Antisemitism, of 1,500 adults across the UK showed:



36% of UK adults believe at least one antisemitic stereotype

36% of UK adults believe at least one antisemitic stereotype



One in five people believe British Jews chase money more than other British people

One in five people believe British Jews chase money more than other British people



13% think Jews have too much influence in the media

13% think Jews have too much influence in the media

These notorious falsehoods about undue influence come from the fraudulent 'Protocols of the Elders of Zion', which was published in Russia in 1903. It was meant to show that the Jews had a plan to rule the whole world. Though obviously absurd, it was also debunked by 'The Times' in 1921. Still, it remained popular, with Henry Ford (the car magnate) publishing it in the United States, Hitler using it as a basis for his hatred of the Jews and Islamists using it for propaganda purposes (one report suggested that Arabic translations were even being sold in London). Today, images portraying Jews as rich and exploiting or dominating others persist, for example some critics of the billionaire and political activist George Soros needlessly emphasise his Jewishness and portray him as an octopus whose tentacles dominate the world, which is also a classic antisemitic trope.

More than one in ten people said that Jewish people talk about the Holocaust just to further their political agenda.

According to a CNN poll in 2019: One in five people said racism against Jews was a response to the way Jews behave.

Can you say ALL Jews behave in a certain way or is this stereotyping?
If certain Jews, Christians, Muslims or Hindus behave badly should you blame ALL of that group?

If some England football supporters are drunk and disorderly, does this mean ALL England fans behave badly?
This is an opportunity to discuss collective blame.

ANTISEMITISM TODAY IN ENGLAND

Slide 36



https://www.youtube.com/watch?v=kej1Y84OdGM

PowerPoint note: When the embedded video ends, click to advance the presentation.

After the Holocaust – the worst genocide in human history – people said “never again”. This represented a commitment that the Jews would never again be the targets of racism and antisemitic violence. But 2020 saw the highest number of antisemitic incidents ever recorded in a single calendar year in the UK, a growth on a continuous spike going back four years. We are living through a period of record levels of race hate crime. The Community Security Trust (CST), which monitors race hatred against Jews in the UK, recorded nearly 1,700 antisemitic incidents in 2020. This is the third-highest level since records began. And remember: most incidents go unreported, so the real figures are likely much higher.

The most common form of incident was verbal abuse directed at visibly Jewish people in public. As well as Orthodox Jews who wear traditional religious garb (so are obviously Jewish) being targeted, children from Jewish schools have been subjected to abuse on the way to and from their schools.

There have been numerous incidents of damage to and desecration of Jewish property. For example there was £100,000 worth of damage to the Jewish cemetery in Urmston, Manchester. Police have treated the incident as a hate crime.

There have also been violent attacks on Jewish people and threats against Jewish children in their schools.

Most Jewish institutions - including synagogues, schools and community centres - have security guards and other safety measures in place.

Holocaust denial is another key and prominent problem today. Some Holocaust deniers refer to the "holohoax", downplaying the extent of the Holocaust or claiming it never really took place. This is happening despite all the excellent Holocaust education going on in schools across the country.

Jews are a tiny minority and cannot fight antisemitism alone. They need the support of Christian, Muslim, Hindu and Sikh friends.

Antisemitism and racism are not just about violence and bullying but can also be expressed as verbal insults, social media trolling and social and professional exclusion.

Sadly Jews know that hatred that begins with words rarely ends with words.

Today the internet is providing a platform for repackaging old antisemitic tropes and spreading new ones.

This is common on the far-right and has also become prevalent on the far-left: The former MP for Liverpool Wavertree, Luciana Berger, experienced such hateful antisemitic internet trolling and death threats from far-left members of the Labour Party that she left the party.

"Shame on Luciana Berger, a Zionist bitch, I hate her, I hate her baby, her Israel."

What hatreds can you identify in this statement?

Answer: "Zionist" is being used in a way that "Jewish" used to be. References to "bitch" and "baby" (Berger was pregnant at the time) may also be indicative of misogyny.

She also has had comments directed at her such as: "Hitler was right."

Why do you think this would be particularly hurtful to Jews?

Answer: It suggests that Hitler and the Nazis were right to try to exterminate the Jewish people and implies regret that some Jews survived the Holocaust.

There was also an internet picture of Luciana Berger with a yellow star over her face with the words: "You can always trust a Jew to show their true colours eventually".

What is the yellow star a reference to? Why is this offensive?

Answer: The Nazis made the Jews wear yellow stars to identify them (Jews have also been made to wear stars or other distinctive clothing in other periods and places in history), and thereby functions as a threatening reference to the Holocaust and signals the user's agreement with the Nazis.

Why is it offensive to call Luciana Berger a Judas, a parasite, a Nazi?

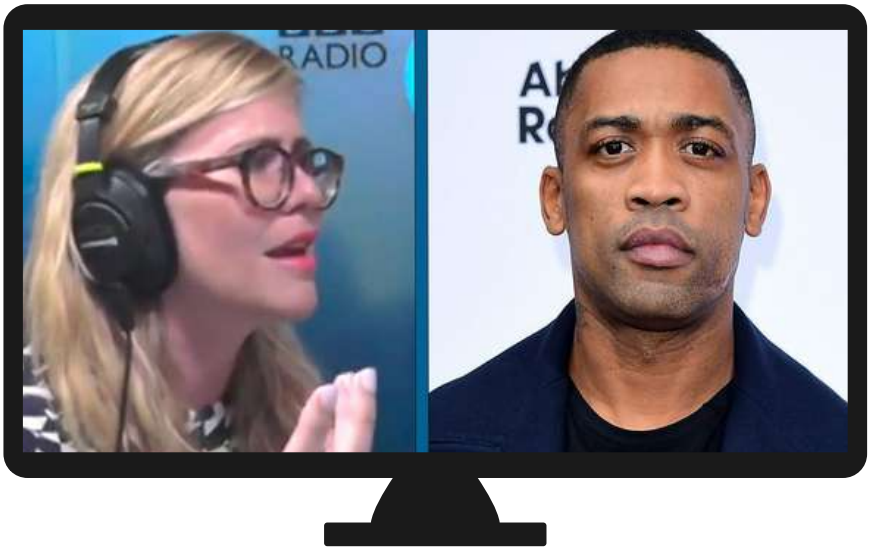
Answer: Referring to her as Judas suggests she is a traitor to her countrymen and alludes to old Christian antisemitism. The reference to "parasite" is also a classic antisemitic trope claiming that Jews exploit others for personal or collective gain. Calling her a "Nazi" is to suggest that Jews are perpetrators of great evil (another antisemitic trope) and that they deserved the Holocaust, and it is even more offensive for equating/substituting the victims of the Holocaust with their oppressors.

Discuss points on this video
Should Luciana Berger put her head in the sand and ignore racism?

Lord John Mann, the former Labour MP, who is not himself Jewish, has spoken up for MPs like Luciana Berger who have been driven out of the Labour Party just because they are Jewish. Because John Mann has challenged racism against Jews, his wife was sent a dead bird through the post by a Marxist antisemite. His wife was threatened with violence by far-left members of the Labour Party and their allies just because her husband spoke out against antisemitism. His teenage son received an Islamist death threat. His daughter had to be protected by the Special Branch of the Police.

In July 2020, 41-year-old 'Godfather of Grime' Wiley, MBE was suspended from Twitter for antisemitic posts. He is an influential figure with almost a million followers on social media. He has compared Jews to the Ku Klux Klan – a white supremacist hate group in the USA. He called Jewish people "snakes" and "cowards" and said that they were at "war" with black people. He said they were responsible for the slave trade and deserved to be 'shot'. He repeated tropes such as Jewish people controlling wealth and said he did not care about Hitler. He asks, "Who runs the world?" or "Who runs the police?"

Slide 37 – Emma Barnett reaction to Wiley



https://www.youtube.com/watch?v=tULV- ocWyQs

https://www.bbc.co.uk/programmes/p08lz3dh

PowerPoint note: After the embedded video, click to advance the presentation.

Why did Wiley post antisemitic tweets on Twitter?

Where did he get his untrue tropes from? Do you think hate spewed out on social media can lead to attacks on minority groups in real life?

How do you think Emma Barnett feels about Wiley?

Can you understand how she feels?

Slide 38 – Hitler you were right



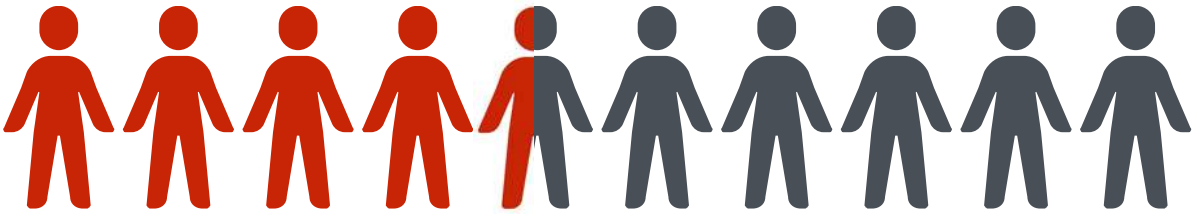
Why is this banner hurtful for Jewish people?

Answer: Because of the Holocaust, Nazi imagery and prejudices are particularly hurtful and threatening.

How would you feel if you were Jewish and had relatives who were killed in the Holocaust and you saw this message? Would you do anything about it? If so, what?

The Head of the Board of Deputies of British Jews, Marie van der Zyl, said: "We cannot let Britain become a place where a hijab or a kippah makes somebody a target." Teachers may put a kippah on pupils' heads (if available).

Campaign Against Antisemitism's Antisemitism Barometer showed that:



45 percent of British adults still believe at least one antisemitic stereotype such as "Jewish people have too much power in the media", "Jewish people talk about the Holocaust just to further their political agenda" or "Jews chase money."



Almost half of Jews conceal their Judaism in public.

For example: Some Jewish girls used to wear a Star of David pendant on their necklaces but no longer feel safe doing so. Religious men cover their kippah (skullcap) with a baseball cap so as not to stand out as Jewish and become a target of antisemitism.

Slide 39 – Avrom

Here are a few stories to give you an idea of what it is like to suffer antisemitism in Manchester today.



How would you describe this man? – Note that he is wearing a black kippah on his head. He is also wearing traditional black clothes worn by Orthodox Jews and has a beard, another sign of observant Judaism.

Let me tell you his story. His name is Avrom and he works as a social worker in a community centre for older, disabled and visually impaired people. When asked if he ever experienced antisemitism, he replied: "Are you joking? Look at me."

He said he could not walk down Bury New Road in North Manchester to synagogue any more because people opened their car windows and shouted "Dirty Jew". He has even had a McDonald's meal thrown at him. He has stopped going for walks in the evening because he does not feel safe. He does not go into Manchester by bus any longer because of the abuse he has received at the bus station at Piccadilly Gardens.

The secretary in a large synagogue office was asked if he suffered antisemitism as he wears a large black kippah. He said: "No, not really." But when asked "Do people shout insults out of the car window at you?" He said: "All the time." This antisemitism had gone on for so long that he saw it as normal.

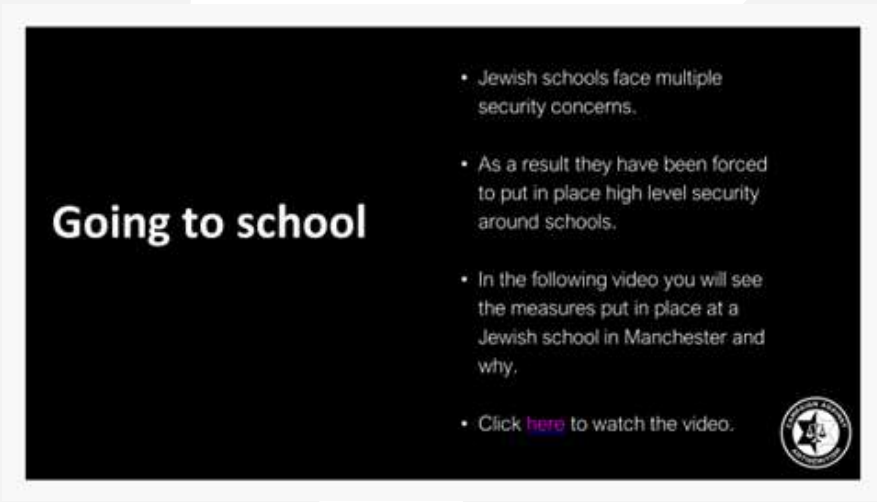
Should men wear a kippah on the way to the synagogue or should they hide the fact that they are Jewish? What do you think? Should you be frightened to wear a religious symbol in public such as a cross, a hijab or a turban?

A young Jewish man who dresses very modernly but wears a kippah and tzitzit (a garment with fringes – a visible sign of being a religious Jew) has been told:

"Go back to where you come from – you don't belong here."
He has been shoved and sworn at and referred to as "You people".

What is wrong with saying 'You people'? Is he any less British than anybody else?

Slide 40 - Going to school



Do you want to know what it is like to go to a Jewish school?

Many Jewish schools in the UK are surrounded by high fences, have bulletproof windows and are guarded 24 hours a day, seven days a week. Young children have sleeping bunny drills, a security measure in response to intruders and potential terrorists. The head teacher of a Jewish school in Bury says that the parents of her pupils hear people shouting “Dirty Jew” at them as they deliver their kids to school.

A newly-appointed head at a Bury primary school attended the local mosque. The headline in the Manchester Evening News quoted the worshippers reporting:
“She’s Jewish but she’s OK.”
What is wrong with this?

Another headteacher in a Jewish school reports that there are one-way windows in her school so people can look out but not look in. As well as the sleeping bunny exercises, where children hide under tables and remain silent, there are secret hiding places.
Does this trouble you?

Many Jewish schools in the UK have been installing extra security due to increased reports of anti-Jewish hate crime, incidents, and threats. In many countries in Europe, Jews have armed police to protect them while they pray. Jewish children have armed guards protect them at school.

Why do the schools need so much security?

Answer: Unfortunately Jewish buildings and people are at a higher risk than the rest of society. Visibly Jewish buildings have been targeted in the UK. Extremists say they will kill children in their schools. Children have already been killed at Jewish schools and synagogues in France and Italy, and there have been attacks in the United States, Denmark and Turkey as well as on Jewish community centres, memorials and museums in Belgium, Greece, the United States, India and Argentina.

A non-Jewish teacher who used to teach at King David High School in Crumpsall, Manchester, which is a Jewish school, discovered what it was like to be Jewish in Manchester today. He reported that all members of staff had to wear a lanyard with their name and the name of the school. When he started, other teachers said "Take that lanyard off before you go out of school at lunchtime." They said if people saw the school name he would be called racist names and even attacked. He said "I am not even Jewish but I could be a victim of antisemitism."

The charity the Henry Jackson Society, which is a think tank focussed on freedom, democracy and human rights, made Freedom of Information requests to over 3,000 secondary schools in Britain and found that antisemitic incidents have almost trebled in the past five years. Examples cited by schools included:

- The practice of hissing at Jewish students to emulate the supposed sound of Nazi gas chambers. Ironically, it appears that these taunts took place immediately after Holocaust education classes in some schools.

- Why do you think it is particularly offensive to make gas hissing noises at Jewish people?

- In Cumbria a student brought in a copy of Hitler's 'Mein Kampf' and suggested his class read it as a set text.

- Another pupil at that school in Cumbria asked questions about "the Jewish conspiracy that runs the world."

This is a throwback to the 'Protocols of the Elders of Zion', which first appeared in Paris in 1897, which was a fake account of a supposed meeting of Jewish leaders who were hatching a plot to take over the world. In fact, this was written by a Russian antisemite before being published in the west. Many school textbooks in Arab and Islamic countries still teach the Protocols as fact and even children's cartoons are based on the Protocols.

- At a school in Lancashire a swastika was drawn on a classroom wall.

- A pupil in year 7 at a south London school was subjected to a campaign of hate by fellow pupils, lasting months, that included taunting with swastikas and Nazi salutes. Teachers did not act upon this as they did not see it as antisemitic

Who was more at fault, the pupils or the teachers?

What would you have done if you had been one of the teachers?

- In one school, a Jewish girl was told by several classmates: "Hitler had it right, he should have killed all the Jews." The pupils drew swastikas in the playground.

- In another case, a months-long campaign of abuse culminated in a child being called a "Jew boy" and then being told: "If Hitler had finished the job on your grandparents you wouldn't be here."

In a number of cases, year 11 students have been signing shirts and some of the students had swastikas and SS logos written on their shirts.
How should teachers deal with pupils wearing swastikas on their shirts?

In one case very recently, a girl saw a classmate had drawn a swastika on his hand. The boy said it was a "smiley face." Another boy heard this and said: "Hitler didn't do a very good job killing the Jews so maybe I could do it for them." A third boy heard this and did a Nazi salute to the girl.

How does this example show that words are dangerous?
(Boy 1 influenced boy 2. They both influenced boy 3.)

Slide 41

Can you see what is missing from this road sign?



PowerPoint note: Click to display the answer

Answer: It's the letters JPS that have been removed. Hertsmere Jewish Primary School, with the JPS removed for safety.

Have you ever seen any other road sign which has been disguised?

What does this say about the safety of Jewish pupils?

RACE HATE IN THE WORLD

Slide 42



In October 2018, Robert Bowers, a white supremacist, opened fire and killed eleven worshippers at the Tree of Life Synagogue, Pittsburgh, USA. Inspired by Bowers, in March 2019, another white supremacist, Brenton Tarrant, murdered 50 Muslims and injured dozens of others in two mosques in Christchurch, New Zealand.

Why did they do this? The clue is in the term white supremacist. White supremacists think anyone who is not white is inferior. They are often openly antisemitic, racist, homophobic and Islamophobic.

The Jewish community in Pittsburgh responded by raising £150,000 to support the Muslim communities affected by the Christchurch shootings. Meanwhile, the Jewish community in New Zealand showed their solidarity with the Muslim community by shutting down all the synagogues in the country on the sabbath after the attack.

Chief Rabbi Sir Ephraim Mirvis said in response to the Christchurch attack: 'There can be few acts of greater evil than the massacre of peaceful people at prayer. The victims and their families are in our hearts and prayers.'

Are these examples of upstanding? Why?

In Germany, in 2019, there were 2,032 crimes linked to hatred of Jews, a 13% increase on the previous year.

In 2018, German Families Minister Franziska Giffey announced that Germany was to send 170 anti-bullying experts into selected schools to tackle antisemitism among children. 'Antisemitism in schools is a big problem', she said.

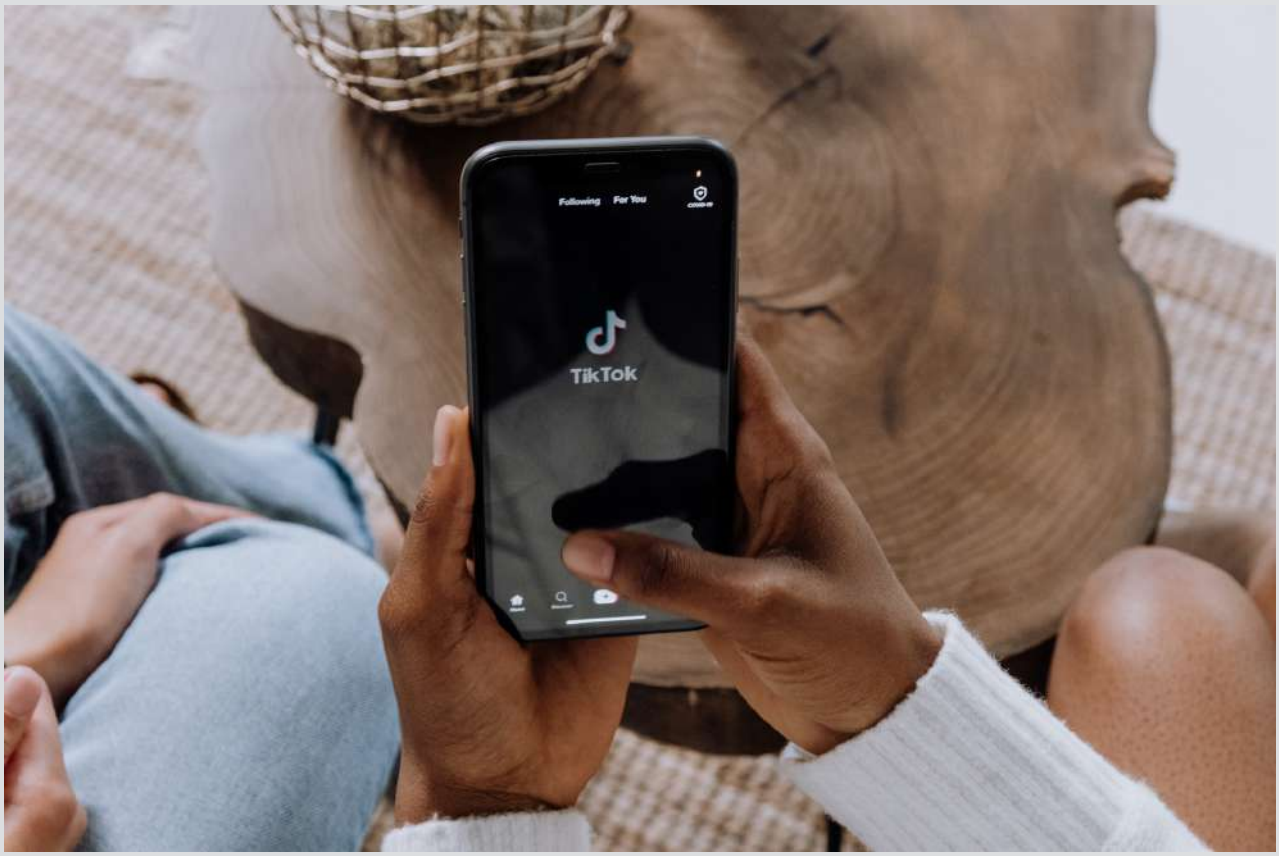
Does it surprise you that German schools need to do this?

Do you think it is particularly significant that antisemitism is on the rise in Germany?

ANTI-JEWISH RACISM ON TIK TOK

Slide 43 – Tik Tok

In July 2020, a song about Nazis and the Holocaust went viral with over six million views before it was taken down. Lyrics of the song went: “We’re going on a trip to a place called Auschwitz, it’s shower time.” (Auschwitz was an extermination camp where the gas chambers were disguised as shower rooms – but the showers dispensed poison gas.) A video of the song depicted a robot scorpion with a swastika grabbing and burning Jews. A 2018 investigation by ‘Vice’ magazine found that there was a problem with TikTok including content that was anti-black and antisemitic.



Discussion:

Do you use Tik Tok?

Does this story surprise you?

Have you come across racist content on Tik Tok?

Why are the video and lyrics in question offensive?

IMPORTANCE OF INTERFAITH

Slide 44 – Interfaith

The more people of different religions meet and get to know each other and their customs the better your understanding of one another will be. Loving your neighbour is an important principle in Christianity and Judaism. Much of the evil in the world starts with thinking and saying bad things about people from a different religion, race or colour.



Learning about other faiths increases understanding and fosters tolerance. Christianity, Judaism and Islam are all monotheistic faiths, which means they all believe in one God. All three religions started in the Middle East and trace their beginnings to Abraham, therefore they are known as the Abrahamic faiths. Interfaith means working together on issues of common concern and learning about what all faiths have in common, and also what sets them apart. Too often difference can lead to suspicion and hatred, therefore it is important to have the courage to acknowledge and respect differences between faiths, cultures and communities.

Education and interfaith work are therefore important ways to fight hatred and discrimination.

SUGGESTED SUMMARY

Slide 45 – Love Your Neighbour

What have you learned over the last term about being tolerant? How do you understand "Love your neighbour as yourself"?

The late former Chief Rabbi, Lord Jonathan Sacks, said: "We are all different, unique, that is what makes us human. A society that has no room for difference has no room for humanity."

What do you think this means?

Rabbi Sacks also said: "The hate that begins with the Jews never ends with the Jews. Wherever you find antisemitism there will also be a threat to freedom."

What does this mean?

What is prejudice?
Answer: Dislike of an individual or group of people based on ideas that are false. As the word suggests, prejudice involves prejudging others.

What is prejudice against Jews called?
Answer: Antisemitism or anti-Jewish racism.

Is it easier to hate somebody you do not know? Why?

Is it easy to spread hate on the internet? Why?

How do racist attacks, such as those perpetrated on the synagogue in Pittsburgh, or on the mosques in Christchurch start?

What would you do if you heard somebody say "I hate the dirty Jews"?

What does it mean to be an upstander?

Why should you be an upstander and not a bystander?

Slide 45 – Love Your Neighbour

How brave will you be in speaking out against racism and hatred? If everyone does it together, in solidarity, then we can beat race hatred.

Chief Rabbi Lord Sacks said: “Antisemitism is not about Jews it is about antisemites.”

What did he mean? Do you think being antisemitic or hating other groups has an effect on the hater?

He explained: “It is about people who cannot accept responsibility for their own failures and instead have to blame somebody else.” For example, the Nazis blamed losing World War I, among many other things, on the Jews.

Was it the fault of the Jews?

Slide 46



Archbishop: ‘We must stand together against antisemitism’

“All humans are made in the image of God. Antisemitism undermines and distorts this truth: it is the negation of God’s plan for his creation and is therefore a denial of God himself. There is no justification for the debasing and scapegoating of other people. Antisemitism is the antithesis of all that our scriptures call us to be and do, to work together for the common good and to seek the flourishing of all.”

What do you think he means?

We all have a responsibility to remain vigilant, to stand together and to be upstanders in the fight against antisemitism.

APPENDIX- DEFINING ANTISEMITISM

Appendix - Defining Antisemitism

A recent poll for the 'Jewish Chronicle', a national Jewish newspaper, showed that fewer than half of British adults know what antisemitism means. This is in spite of the fact that nearly 1,700 antisemitic incidents were recorded in 2020, the third highest number on record. The lack of awareness is shocking and shows just how much education is needed. This reinforces just how vital it is that children learn this from an early age.

Defining Antisemitism

The truth is that antisemitism mutates. It has become clear that to identify it can sometimes be a struggle. It has become vitally important therefore in tackling antisemitism first to define it. You may have noticed high profile discussions around this. The International Definition of Antisemitism has become the standard definition used around the world, including by the European Parliament, the UK College of Policing, the US Department of State, the US Senate, and the 31 countries comprising the International Holocaust Remembrance Alliance.

In 2016, the House of Commons Home Affairs Committee joined Campaign Against Antisemitism's longstanding call for the British government and its agencies, as well as all political parties, formally to adopt the International Definition of Antisemitism, following which the British Government formally adopted the definition. In 2018 the Church of England formally adopted this definition of antisemitism in a meeting of the Council of Bishops.

The full International Definition of Antisemitism is as follows:

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.

Manifestations might include the targeting of the state of Israel, conceived as a Jewish collectivity. However, criticism of Israel similar to that levelled against any other country cannot be regarded as antisemitic. Antisemitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for "why things go wrong." It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits.

Appendix - Defining Antisemitism

Contemporary examples of antisemitism in public life, the media, schools, the workplace, and in the religious sphere could, taking into account the overall context, include, but are not limited to:

- Denying the Jewish people their right to self-determination (e.g. by claiming that the existence of a State of Israel is a racist endeavour).

- Drawing comparisons of contemporary Israeli policy to that of the Nazis.

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion.

- Making mendacious, dehumanising, demonising, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.

- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews.

- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust).

- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust.

- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations.

- Applying double standards by requiring of Israel a behaviour not expected or demanded of any other democratic nation.

- Using the symbols and images associated with classic antisemitism (e.g. claims of Jews killing Jesus or blood libel) to characterise Israel or Israelis.

- Holding Jews collectively responsible for actions of the state of Israel.

What can you do?

Subscribe and stay informed

at antisemitism.org/subscribe

Get involved, join our team of volunteers

at antisemitism.org/volunteer

Invite us to speak

Campaign Against Antisemitism can also provide education and training for your school. Our team of experienced speakers can come and run talks or debates, be it about antisemitism or what you can do to fight racism in general. If you have any questions don't hesitate to get in touch at outreach@antisemitism.org

Support us with a donation

Campaign Against Antisemitism is a volunteer-led charity and proud to operate with extremely low overheads, however our work costs money, whether it is to pay court fees when we litigate, or to commission important research. Consequently we fundraise throughout the year to raise the sums needed to enable our work to continue. Please consider supporting us with a donation at antisemitism.org/donate

Campaign Against Antisemitism is a volunteer-led charity dedicated to exposing and countering antisemitism through education and zero-tolerance enforcement of the law.



Notes