STEP UP FOR ISRAEL TEEN COURSE———



BEFORE YOU BEGIN

Print/Copy: Guided Notes; Handout I, II & III **Supplies:** Board or Flipchart

GOALS

- Understand the rise in anti-Israel and anti-Semitic activity on university campuses.
- Learn the 3D framework for determining when anti-Zionism becomes anti-Semitism.
- Recognize practical ways to respond to anti-Israel activity on campus.

OBJECTIVES

- Students will identify when criticism of Israel crosses the line into anti-Semitism.
- Students will gain confidence in their ability to face anti-Israel activity.

INTRO (I MINUTE)

Wherever you go to college, you'll likely meet students with backgrounds and opinions that differ dramatically from yours—including opinions about Israel. The film we'll be watching, Crossing the Line 2, will explore how Israel is portrayed on some North American college campuses, addressing issues like anti-Israel professors, student government boycotts and distortions made about Israel both inside and out of the classroom. We'll learn how to recognize anti-Semitism, so we can differentiate it from reasonable and legitimate criticism. We'll also explore how to support Israel in many different types of situations—whether the problem is anti-Israel propaganda, or even student apathy.









NOTE TO TEACHER

If you chose the full version of *Crossing the Line* 2, continue to the conclusion on page five. If you have time, continue to the activity.



POST-FILM SIMULATION

CAMPUS SCENARIOS
(15 MINUTES)

GOAL

For the students to recognize that there are a variety of ways they can support Israel in the face of anti-Israel activity.

PREP

- Divide the students into groups of two to three.
- Distribute Handout I and Handout II.
 Handout III may also be distributed as an additional resource.
- Assign one of the scenarios on Handout
 I to each group.

INSTRUCTIONS

- Explain to the students that their job is to decide how they would respond to their anti-Israel scenario on **Handout I**.
- 2 Students should read **Handout II** for some approaches they could take. They may choose a response from the handout, combine a few or come up with their own.
- At the bottom of **Handout I**, students should describe their response, why they chose it and what they hope to accomplish. They should be creative and think outside the box!
- 4 After every group has completed **Handout I**, ask them to present their action plans to the rest of the class. Discuss the differences in each group's responses and general approach.

— Ask —

Which do you think is more important,

(1) portraying Israel positively or (2) defending against anti-Israel propaganda?

Are they equally important?

Does it depend on the circumstances?

