



THE
GOOD FIGHT
TOOLKIT



THE GOOD FIGHT TOOLKIT

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You're Part of The Good Fight

This toolkit is a resource for the Jewish community and its allies, designed to support each of us as we participate in The Good Fight. We hope this guide will help you identify and respond to the many manifestations of antisemitism and to create a safe and just world. We offer you this toolkit to support you in the extensive, complex, and urgent fight against hate.

Within this toolkit, you will find a compilation of ADL resources to guide you in identifying, responding to, and reporting antisemitic incidents. Here, you'll find concrete guidelines for interrupting and reporting antisemitism in public spaces, schools, online, and in the media. We've provided the best ways to get in touch with ADL, as well as ways to contact our community partners.

Like all forms of hate, antisemitism will best be dismantled as a community. We encourage you to continue learning, continue advocating, and continue participating in The Good Fight.



**SHARE FACTS
SHOW STRENGTH
SPEAK UP**

SHARE FACTS

In order to effectively confront antisemitism, it is important to educate yourself and your community. This includes having a working definition of antisemitism, thinking about answers to complex questions, and uncovering new ways to understand and explore relevant concepts. In a fight as big as this, we oftentimes want to know exactly what to do or say. We believe that the most effective and relevant solutions to the manifestations of antisemitism arise from a commitment to continuous learning.



Understanding Antisemitism

Antisemitism can be defined as the marginalization and oppression of Jews. Parallel to all systems of oppression, antisemitism manifests as exploitation, discrimination, and violence, as well as dehumanization of the Jewish people based on stereotypes and disinformation.

Systemic antisemitism has existed since ancient times, taking form as religious intolerance after Christianity became the central religious, cultural, and political force in medieval Europe. Following the development of “scientific” explanations for race, Jews were seen as a biologically inferior and distinct group, and attributed with immutable physical and character traits, oftentimes a justification for isolation and expulsion.

Central to antisemitism is the myth that Jews are to blame for society’s problems. Historical and contemporary depictions cast Jews as untrustworthy, disloyal, alien, greedy, and polluted. Throughout history, the scapegoating of Jews and the dissemination of these stereotypes have been used to uphold the institutions that create collective instability and insecurity in Jewish communities globally. Unlike other forms of prejudice and oppression, antisemitism simultaneously promotes and characterizes Jews as both inferior and contemptible and inordinately powerful, blaming them for social, political, economic and other problems, particularly during times of collective social anxiety induced by wars, political unrest, economic instability, and so on.

But like all systems of oppression, antisemitism is more than individual prejudiced attitudes or isolated violent incidents. Antisemitism is an amalgamation of formal and informal policies and practices, cultural norms, and social dynamics and the misguided beliefs used to justify the persecution of the Jewish people across time.



To learn more about antisemitism, visit:

<https://antisemitism.adl.org/> or scan the QR code.

Antisemitism Uncovered: A Guide To Old Myths In A New Era

The antisemitic myths about power, loyalty, greed, deicide, the blood libel, Holocaust denialism and anti-Zionism have persisted over time. A descriptive arc from historic origin to contemporary examples contextualizes the faulty logic behind each one.



POWER

Jews account for approximately 0.2 percent of the global population. And yet antisemites believe that this tiny minority is not only on a quest for total world domination, but is already in control of banks, the media, industry, government—even the weather.



DISLOYALTY

Antisemites frequently suspect Jews of holding allegiance only to fellow Jews and to a uniquely Jewish agenda. Jews are accordingly seen as untrustworthy neighbors and citizens, as if they are inherently disloyal — or have inherently dual loyalties.





GREED

One of the most prominent and persistent stereotypes about Jews is that they are greedy and avaricious, hoping to make themselves rich by any means. They are seen both as relentless in the pursuit of wealth and also as stingy misers determined not to let any money slip from their grasp.



DEICIDE

The myth that Jews collectively murdered Jesus, also referred to as “deicide,” has been used to justify violence against Jews for centuries. Historians as well as Christian leaders have agreed that the claim is baseless.



BLOOD

A major theme in antisemitic thought and propaganda is the blood libel, the myth that Jews murder non-Jews, especially non-Jewish children, in order to use their blood to perform religious rituals. Most prevalent in the medieval and early modern period, this peculiar accusation has plagued Jews and incited violence against them for centuries.



DENIAL

In the face of extensive credible evidence – volumes of governmental documents, thousands of eyewitness testimonies, firsthand admissions of guilt, photographs, film footage, meticulous written records, museums’ worth of artifacts, not to mention the remains of the concentration camps, gas chambers and crematoria themselves – there are ongoing efforts to distort, disprove and conceal the facts of the Holocaust.



ANTI-ZIONISM

Anti-Zionism or Criticism of Israel is Never Antisemitic. Criticism of Israel is not in and of itself antisemitic. But much of contemporary anti-Zionism, or the delegitimization of Israel and its supporters, draws on and perpetuates antisemitic tropes.

A Complex and Common Question

Is criticism of Israel Antisemitic?

THE SHORT ANSWER:

Israel, like every country, is subject to legitimate criticism. However, that criticism crosses the line into antisemitism when it delegitimizes Israel's right to exist as a Jewish state, demonizes Israelis or Jews, or draws on antisemitic tropes.

THE LONG ANSWER:

Criticism of Israel is not in and of itself antisemitic. But much of contemporary anti-Zionism, or the delegitimization of Israel and its supporters, draws on and perpetuates antisemitic tropes. Zionism's development as a modern movement reflects a historical moment in which numerous groups sought freedom from imperial rule through movements to cultivate and protect their identity and community peoplehood as a "nation."



Zionism posits that Jews ought to have a safe haven from the bigotry and endangerment they suffer perennially as a minority culture among non-Jewish majority cultures — be it from Tsarist pogroms, Hitler’s Europe, the expulsion of Jews from Arab lands, anti-Jewish restrictions in the Soviet Union or the increase in antisemitic violence in contemporary France.

Zionism asserts that the Jews have the same right to self-determination and nationhood that is typically afforded to other nations. Anti-Zionism and extreme criticism of Israel frequently demonizes the State of Israel as uniquely evil among all the nations of the world. Denying Israel’s right to protect itself from populations that have actively sought its physical destruction, it magnifies every mistake and wrongful act possibly associated with the country, strips these of all context and even invents new criminal accusations. In current forms, we often see such assertions in present-day Boycott, Divestment and Sanctions campaigns, whereby Zionism and the Jewish state are accused of being akin to other forms of hate such as racism or sexism.

Often these critiques project the historical sins and stereotypes once held against Jews onto the Jewish state. Those who propagate “anti-Zionism” distort what Zionism is and define it narrowly and perniciously. Some express criticism of specific Israeli policies by assigning blame to “Zionism” or “Zionists,” thereby turning a critique of policy into a negation and demonization of Jewish statehood and its supporters.

Denying the plurality of thought among Jews and Zionists, anti-Zionism envisions Zionists as a monolithic evil and as inherently opposed to Palestinians’ human rights and to the values of social justice. Like classic antisemites, sometimes anti-Zionists even use “Zionist” as a derogatory term for all Jews or interchangeably with all Israelis — a dangerous conflation.

Consciously or not, among today’s anti-Zionist leaders, and those who engage in harsh delegitimization of Israel, are individuals who often thinly disguise irrational antipathy toward Jews and use age-old anti-Jewish rhetoric in their charges against Zionism and Israel; for example, invoking dual loyalty, conspiracies of Jewish/Zionist power over a country’s policy and using classical antisemitic imagery to characterize Israelis, among others. Such expressions are also found in some harsh criticism of Israel, whereby Jews and Judaism are rejected or condemned based on perceived associations with Israeli policy.



Anti-Zionism views Jewish power as fundamentally malevolent and denounces the Jewish aspiration for sovereignty. Often anti-Zionists do not scrutinize other nations or movements for nationhood to the same degree. Israel is regarded simply as an illegitimate state, founded on a lie. Some anti-Zionist activists have even sought to normalize the exclusion of Jews en masse from political movements unrelated to Israel unless they proactively denounce Israeli policies. In February 2019, French President Emmanuel Macron stated, “Anti-Zionism is one of the modern forms of antisemitism. Behind the negation of Israel’s existence, what is hiding is the hatred of Jews.”



Watch this video learn how to decode the use and misuse of these terms in our society.



BDS & Anti-Zionism

Understanding BDS, Anti-Israel bias, Anti-Zionism, & Antisemitism.

BDS

BDS is an international campaign aimed at delegitimizing and pressuring Israel through diplomatic, financial, professional, academic and cultural isolation of Israel, Israeli individuals, Israeli institutions, and, increasingly, Jews who support Israel's right to exist.

- The BDS movement asserts that Israeli policies towards Palestinians in the Gaza Strip and West Bank, and even some within the Green Line, are akin to those of apartheid South Africa, and that the same boycott and isolation tactics used to help dismantle the South African White minority government should be used against Israel.
- The BDS movement uses inaccurate and demonizing terms like “apartheid”, “genocide”, “settler colonialist,” and “supremacists” to refer to Israeli actions. Some BDS advocates and campaigns engage in antisemitic rhetoric, including allegations of Jewish power, dual loyalty, and Jewish/Israeli culpability for unrelated issues and crises.
- ADL believes that the founding goals of the BDS movement, which doesn't seek the creation of a Palestinian state but rather aims to dismantle the Jewish state and end the right to Jewish national self-determination, are antisemitic.

Anti-Israel Bias

What is Anti-Israel Bias?

- Anti-Israel bias is extreme criticism of Israel, including holding Israel to a different standard than other countries around the world
- It promotes false accusations against Israel, often with the aim of delegitimizing the country.
- **Anti-Israel bias does not include legitimate criticism of the Israeli government, its policies, or its politicians.**

Anti-Zionism

What is Anti-Zionism?

- Zionism is the movement for Jewish self-determination and statehood reflecting the millennial longing of Jews to return to their ancestral homeland, Israel. Being a Zionist is distinct from supporting the policies of the government of Israel.
- Anti-Zionism seeks to diminish, distort or ignore the history of Jewish nationhood, its connection to the biblical land of Israel and the millennial longing of Jews to return to their ancestral homeland. **Anti-Zionists advocate for policies that would lead to the demise of the Jewish state, and reject the relationship between Zionism and Judaism.**
- There is overlap between anti-Zionism and antisemitism.





Antisemitism

What is Antisemitism?

- Antisemitism is a form of prejudice or discrimination directed toward Jews as individuals or as a group.
- It is based on age-old stereotypes and myths that target Jews as a people, their religious practices and beliefs, or the Jewish State of Israel.
- Parallel to all systems of oppression, antisemitism manifests as exploitation, discrimination, violence and dehumanization of the Jewish people based on stereotypes and disinformation.

To learn more visit www.newengland.adl.org or email newengland@adl.org

Why People of All Ages Should Be Fighting Hate

Young people are witnessing and experiencing manifestations of hate and need support in understanding and responding to these injustices. Not engaging young people in conversations about big social problems and events doesn't shield them from the impact. In fact, leaving young people of all ages out of the dialogue does everyone a disservice—an opportunity for learning, processing, developing language, and thinking critically passes by.

Our country has a long history of youth-led movements that brought about significant social change. Young people have advocated for child labor laws, voting rights, civil rights, school desegregation, immigration reform, climate change and LGBTQ+ rights. Through their actions, the world has changed. Because young people often have the desire, energy, and idealism to do something about the injustice they see in the world, they are powerful agents for change.

But young people don't have to be engaged in 'traditional' activism to have an impact on our society. School culture and curriculum help shape young people's lives and minds. If young people are outfitted with the knowledge and language to connect individual acts to larger systems of oppression, they are much more likely to push back against things they know are wrong and do so effectively.

While we can't always control what young people hear, see, think, learn, and know, we can validate their right to engage with and interrogate the world. Protecting our young people doesn't come from shielding them from the tough or painful conversations. It comes from reminding them that as long as there's injustice, it's everyone's responsibility to push for change.



Family Conversations about Current Events

Antisemitism Today



For additional tools to facilitate intergenerational conversations about hate, visit [adl.org/education](https://www.adl.org/education) and locate *Table Talk: Family Conversations about Current Events* or scan the QR code below.



Questions to Start Conversations with Young People

- Have you seen or heard about antisemitism in your school community, the news, or online?
- How do you feel when you see or hear manifestations of antisemitism?
- How do you think this impacts the Jewish community and the larger society?

Questions to Dig Deeper

- Have you noticed an increase in bias, hate, and oppression? Can you tell me more about that?
- What do you think we should do about antisemitism and other forms of bias and injustice?
- Do you talk with your peers about antisemitism or other forms of bias and hate? What are those conversations like?

Speak Up

- What can we do to help? What individual and group actions can help make a difference?

Symbols of Hate



To learn more about the origin and current use of hate symbols, visit ADL's Hate on Display: Hate Symbols Database. www.adl.org/hate-symbols or scan the QR code below.



Questions to Start Conversations with Young People

- What are symbols and how do they play a role in your life?
- What hate symbols have you seen or heard in your community or online? What are your first thoughts and feelings when you see them?
- Have you ever seen a swastika or other hate symbol at your school? What happened?
- How do you think hate symbols make others feel, especially those who are targeted by them?
- Have you ever seen or heard about someone getting rid of a hate symbol or doing something else about it?

Questions to Dig Deeper

- What do you think we should do about hate symbols—either as individuals or as a community?
- What impact do you think hate symbols have on our society?
- How can we prevent hate symbols from being written or drawn?



SHOW STRENGTH

Mobilizing our community and our allies requires sharing clear actions to take when combating antisemitism and all forms of hate. While different situations call for different responses, we know that being prepared makes navigating a challenging situation more manageable.

Responding to Antisemitic Language

One common way systems of oppression are upheld is through language. Below are effective ways to respond to antisemitic remarks. Remember to consider your physical safety before deciding whether to engage.

STRATEGY #1: Ask a question.

- What do you mean?
- Do you mean everyone who is _____, or are you speaking of someone in particular?

STRATEGY #2: Explain impact.

- When you say that, it is really damaging to an entire group of people.
- Statements like that reinforce systems that really harm people.

STRATEGY #3: Broaden to universal behavior.

- I don't think that's a _____ thing. I think lots of different people have that quality.
- You can't make a generalization about any one group of people based on your interaction with one person.
- Every human is deserving of respect and decency.

STRATEGY #4: Connect to a historical context.

- What you're saying actually feeds into a really old stereotype...
- That language supports a legacy of disrespect, violence, and oppression...
- Let me explain how that language was historically used to talk about people...



Watch this video to learn and practice these strategies.



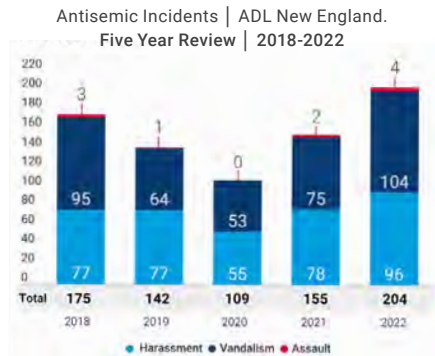
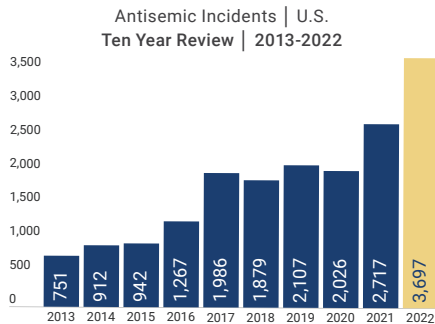
Reporting Incidents of Antisemitism

Being prepared to report antisemitic incidents is important. It makes individuals and communities more secure and empowers us in challenging moments. Here are tips for reporting antisemitism and other forms of hate in **public spaces, schools, online, and in the media**. We encourage you to always contact ADL.

How to report incidents to ADL:

1. If you fear for your safety or the safety of others, call 911 or contact your local police department immediately.
2. Go to [adl.org](https://www.adl.org) reportincident.
3. Fill out the form, including what happened, a detailed description, and the remedy that you are seeking.
4. If you have any supporting materials, such as a website link, photo, or video, attach them to the report.
5. Fill out details about the location of the incident and your contact information.
6. An individual from an ADL regional office will call you to follow up.

ADL tracks antisemitic incidents and includes them in our annual audit. Your report will help ADL keep accurate data, determine trends, and combat antisemitism. You can find our most recent audit at [adl.org/audit2021](https://www.adl.org/audit2021).



Reporting Public Incidents:

1. **Document** the incident. If you discover antisemitic graffiti or posters, take a photo of the scene.
2. **Report** the incident to authorities, if you feel safe doing so. Ask police to take an incident report. Although you may be eager to remove offensive content, we recommend you wait until police investigate. Even if authorities determine that the action was not illegal, you are ensuring that some type of follow-up will take place.
3. **Complete** ADL's online incident report form ([adl.org/reportincident](https://www.adl.org/reportincident)). ADL staff can provide support and advice. (All reports are confidential)
4. **Report** incidents of graffiti or flyering to a representative of the building or public space on which you find them.
5. If possible, **turn** the incident into a teachable moment. Organize a small gathering, event or conversation on the topic of mutual respect and understanding for all religious, racial, ethnic, and social identity groups. A collective message against antisemitism and all hate can be very powerful.



Reporting & Responding to School-Based Incidents

1. Students and/or families should report incidents to school principals, guidance counselors, and other administration officials.
2. **Report to ADL** to document the incident and receive necessary support.
3. Ask schools for their **updated policies** on bullying, cyberbullying, harassment, and other prohibited in-person and online behavior.
 - Policies should clearly include anonymous, in-person and online reporting procedures, and consequences for violations of prohibited behavior and for acts of retaliation.
 - Schools should have a developed **data collection** protocol consistent with state standards to track the types and frequency of incidents.
4. Ask schools for their plans around transparent **communication** to the school community after an in-person or online bias incident. Remember that transparent communication about an incident should still maintain respect for students' privacy.
5. Ask schools what **mental health** or social service professionals are available for school community support.
6. Discuss plans for **ongoing anti-bias educational programs**.

A Guide for Responding to School-Based Bias Incidents



Share this guide with school administrators in your area



For more information on ADL's education programs, [visit **adl.org/education**](https://adl.org/education) or scan the QR code below.

Reporting Online Harassment:

1. If you sense you are in danger, call 911.
2. Document any harassment by taking screenshots and saving web addresses.
3. File a report with the **FBI Cyber Incident Reporting** platform.
 - When reporting harassment to the FBI, include as much information as possible in a single report. Save any case numbers, claim numbers or correspondence you receive.
4. Report hateful content to an online platform directly (i.e. Facebook, YouTube, etc.)
 - If there is no way to report a post through a platform's system, look for contact information and email them directly.
 - Please report the harassment to the platforms before you contact ADL, schools or employers, and retain the documentation and case numbers for reference.
5. Try to stop the harassment through blocking and muting users and disengaging from the conversation. You may have an impulse to engage, but those interactions are often not useful and escalate the issue.



ADL's Cyber-Safety Action Guide has more information about the policies and reporting options for specific websites and social media platforms.

Visit <https://www.adl.org/cyber-safety-action-guide> or scan the QR code on the right.



Reporting & Responding to Media-Based Incidents:

- 1. Assess** media coverage. Before taking any action, determine whether the material you are concerned about is in fact antisemitic, or simply represents a viewpoint that differs from your own. If you are unsure whether content is antisemitic, contact ADL for guidance.
- 2.** If you suspect a news story misrepresents facts or contains an error, **review** the item carefully and check your facts before drafting a letter to the editor in response.
 - National and local Jewish organizations can help you to assess the accuracy of a news story and determine the most appropriate course of action.
- 3. Write** a letter to the editor and/or a brief comment in the publication's online comment section.
 - **Letters must be timely.** Allowing a week, or even a few days to pass before responding to an article will greatly diminish the likelihood of your letter appearing online or in the print edition.
 - **Write in response to a particular news item, editorial or op-ed.** In your letter, make specific reference to the story's headline and the date it appeared. Most newspapers/news sites offer online comment sections where you can allow your voice to immediately be heard.
 - **Be brief.** Many newspapers only accept letters for publication of 250 words or less. Review the publication's instructions for submitting a letter to the editor.

- **Do not personally attack the writer.** If responding to an opinion column or op-ed, you may refer in your letter to the writer by name, indicate that you disagree with his or her point of view, and explain why.
 - **Be sure to include your name, address and a daytime telephone number.** With the exception of online comment boards, most newspapers will not accept anonymous letters and will not publish a letter without first attempting to check the identity of the author.
4. Many newspapers, network news outlets, and some Internet news sites have a designated ombudsman or “reader’s advocate” – a staff member whose job is to address specific grievances of readers. If you feel strongly that a certain writer or columnist continues to unfairly portray the issues or facts, or you see a pattern of unfair bias in the publication’s coverage, a **letter to the ombudsman** may be another effective route. Most news outlets have social media that readers may use to interact with the staff. Social media may also serve as an effective method of communication.
 5. Report to ADL: [adl.org/reportincident](https://www.adl.org/reportincident)

For additional tools for advocating to the media, visit <https://www.adl.org/resources/tools-and-strategies/tools-advocating-media> or scan the QR code below.



School Sports and Bias

Best Practices and Resources for Athletic Directors, Coaches, and School Administrators



ADL has developed the P.E.A.C.E. framework as an acronym to use when preparing for and responding to school-based hate and bias incidents. This framework is as applicable to the athletic arena as it is to the classroom, cafeteria, cyberspace and all other areas of student life.

Prevent and Prepare

Sports-based bias incidents can be carried out by spectators, including students and family members, and witnessed by others. Therefore, it is critically important to educate the entire school community to recognize and address bias. The educational process should occur throughout the school year in schoolwide discussions and pre-season team meetings. Towards the end of this guide are examples of bias incidents in the athletic arena that can be introduced at pre-season team meetings in order to engage in discussions on the nature and impact of bias incidents, and on intervention and prevention strategies. Preparation is key to prevention.

Encourage Reporting

Young people are often very reluctant to tell adults about incidents because they believe reporting may make things worse.

Act Quickly and Respond

Every bias incident should be addressed in the moment when possible and in a serious manner to reassure the school community that hateful, biased language and actions are unacceptable. Understand that the impact of an incident on your school community—and therefore your response—will vary based on the type of bias or hate and the method of dissemination.

Communicate

Prompt, intentional and specific communication with the school community makes a big difference. Statements from school leadership set the tone for the community.

Educate and Heal

Make sure you are teaching students about bias, its harmful effects and how to challenge it throughout the school year. Don't wait for an incident to occur to talk about these important issues.



Be an Ally



Allies are people who fight for justice alongside groups that are marginalized. Remember that the safety and freedom of the Jewish community is directly connected to the safety and freedom of all marginalized communities. Practice allyship for others, just as you want others to practice allyship for you.

- 1. Call 911** if the situation poses a threat to the safety of those present.
- 2. Support targets, whether you know them or not.**

Show compassion and encouragement to those who are the targets of biased behavior by asking if they're okay, getting help, and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.
- 3. Don't participate.**

By refusing to join in when hateful behavior occurs, you are sending a message that you do not condone it.
- 4. Tell aggressors their behavior is unacceptable.**

If it feels safe, tell the person behaving disrespectfully to stop. You can let them know at the time or later during a private moment. Whenever you do it, letting aggressors know how damaging their behavior can be may prevent them from behaving similarly in the future.
- 5. Ask for help.**

Sometimes, you may need additional support in stopping the behavior. You may decide that law enforcement or an organization such as ADL is best equipped to confront the situation.
- 6. Be an ally online.**

Hate happens online, too. All the rules above are just as important to follow when texting and on social media. So online and offline—do your part to be an ally to others.

Student Action

You are never too young to make a difference. Below are steps for action NOW!

- Help to organize an educational forum in school to talk about antisemitism and other forms of bias, hate and oppression. In the forum, explore and strategize about what can be done in school, your community or society at large.
- Start a public awareness campaign in school and online.
- Write a letter to your school or community newspaper about your thoughts and feelings about antisemitism and other manifestations of bias and hate. In the letter, explain what you think should be done about it.
- Write a letter to your members of Congress or state legislators (or to the school or local newspaper) that conveys your position about important issues and what you think should be done.
- Educate others by sharing information on social media and engaging in personal conversations.
- Search for or create hashtags on social media that have to do with social justice. Contribute to the conversation by adding your own thoughts and experiences and amplify other perspectives by sharing and liking.
- Connect with local or national organizations that are fighting bias and hate by working with them directly, joining their fundraising efforts, or volunteering. Organizations to consider are ADL, HIAS, and the U.S. Holocaust Memorial Museum. You can also connect with your local Jewish Community Relations Council or local Jewish Federation.
- Always remember that ADL New England is here to help you strategize and organize. **Call us at (617) 406-6300.**



ADL AT WORK

Challenging Antisemitism and Bias in the Workplace

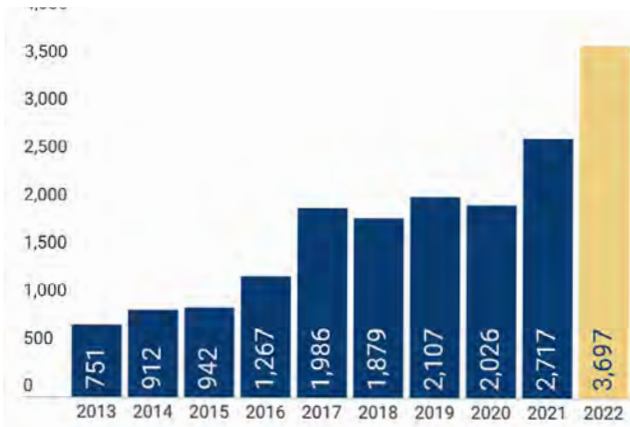
Unchecked antisemitism and bias in the workplace inevitably affect employees and lead to a non-inclusive work culture that normalizes hate. We work with businesses and organizations of all types to provide antisemitism education programming and resources to help workplaces create inclusive spaces where all employees can thrive.

Why Now

With antisemitism on the rise, it is time for workplaces to join the fight against bias and hatred and ensure that addressing antisemitism and the experiences of Jewish employees are part of organizational culture and workplace diversity, equity and inclusion (DEI) strategy.

ADL's 2022 *Audit of Antisemitic Incidents* recorded 3,697 incidents of assault, harassment and vandalism against Jews in the U.S. — the highest number since ADL began tracking in 1979. An ADL survey in 2021 found that 63% of Jews had experienced or witnessed an antisemitic incident in the past five years and that business establishments were the fourth most frequent location where antisemitic incidents took place. Seventy-five percent of Jews say that there is more antisemitism than there was five years ago, and 53% feel less safe, according to the Pew Research Center's Survey of Jewish Americans.

Antisemitic Incidents | U.S.
Ten Year Review | 2013-2022



ADL in the Workplace

Through our work with the business community, ADL has advised companies from a range of industries, from technology and social media to hospitality, construction and real estate, on how to deal with bias and hate on their platforms and in their workplaces. ADL has organized high-profile coalition-based campaigns like Stop Hate for Profit, which brought together ADL, the NAACP, LULAC, Color of Change and Common Sense Media among other organizations and united more than 1,100 brands in a successful effort to expose Facebook for its lax approach to combating antisemitism and racism.

Through our education work, from K-12 classrooms to campuses and workplaces, ADL reaches more than five million youth and adults across the nation each year through facilitated programs, online courses and digital resources.



Workplace Education on Demand



Antisemitism 101 for the Workplace

A 45 minute on-demand interactive module, supports professionals at all levels in developing their awareness and understanding of antisemitism. Through participation in this module, participants will begin to learn about diversity of Jewish identity and culture; define antisemitism and the myths and stereotypes reinforcing it; recognize how antisemitism shows up in the workplace and ways to take action.



Learn More

Educational Resources

Workplace culture plays a vital role in shaping conversations around diversity, equity and inclusion (DEI). ADL offers education products, programs and resources to encourage and support corporate, institutions, and non-profit staff, managers, leadership and boards.

Speak Out Against Antisemitism in the Workplace

This resource provides DEI/HR professionals with a framework for understanding the importance of including antisemitism as part of DEI initiatives and company culture.



Employee Resource Groups (ERGs)

Given the relative absence of religious or faith-based ERGs, this resource provides clarity on why Jewish ERGs are necessary, how to create one, and supporting resources.



Religious Accommodations in the Workplace

This guide provides an overview of laws protecting identity in the workplace, how to proactively take action, and a list of annual religious holidays.



Calendar of Observances

Increase your awareness about religious holidays and observances, and ethnic and cultural festivities that may be relevant to students, colleagues and neighbors in your community.



Sign the Workplace Pledge to Fight Antisemitism

ADL calls for major American corporations, government agencies, and non-profit organizations to prevent antisemitism through DEI efforts, support for employee groups and guarantees of religious accommodations.



Get Involved

The Jewish community is more than just a religious group. Jews are also an ethnic group, a people and a culture. Because of this complexity, antisemitism can often take the form of a racialized bigotry. Educating on antisemitism is critical for all DEI and HR professionals and the time is now to get involved in programs and networks that can help corporations create a safe and welcoming workplace for all.

National Jewish Employee Resource Group (ERG) Network

Because of the unique experience Jewish professionals face in the workplace, especially those who have intersecting identities, even despite structures in place to support them, Jewish professionals can still feel siloed, silenced, and in need of communal space. To empower Jewish employees to advocate effectively within their companies and communities on topics including antisemitism, anti-Zionism, and broader DEI issues impacting the Jewish community, ADL hosts a National Jewish ERG Network.

Contact workplace@adl.org

Corporate Partners Against Hate

ADL's National **Corporate Partners Against Hate** provides crucial support for our mission-driven programming. As a Corporate Partner Against Hate, a company can access the full range of ADL workplace educational services including live presentations, fireside chats, Lunch & Learns, and private briefings with ADL content experts. Our partners also have access to unique recognition opportunities locally and nationally.

Contact corporatepartners@adl.org

Holocaust Education's Role in the Good Fight

For many students, the first time they learn about antisemitism is when they study the topic of the Holocaust and genocide in their secondary school experience. The ADL's Center on Antisemitism Research study published in 2023 shows that students who learn about the Holocaust during their secondary experience are significantly less likely to possess antisemitic belief systems in adulthood.¹ Therefore, it is critical that students and their teachers have access to high quality Holocaust education resources when tackling this difficult subject. ADL partners with the USC Shoah Foundation and Yad Vashem to offer these resources to educators through their **Echoes & Reflections** program.

Echoes & Reflections, founded in 2005, has reached over 125,000 educators nationwide. The resources include 12 units which focus on topics ranging from an introduction to the Holocaust through contemporary antisemitism and teaching about genocide. Each unit includes lessons that aid educators in bringing these topics to their students in a thoughtful and historically grounded approach while abiding by effective pedagogical principles.

In addition to these online resources for educators, Echoes & Reflections also offers a suite of **student facing activities** that can be assigned by educators as prework, homework or supplemental in class learning. An asset rich **Timeline of the Holocaust** is also available, as a learning resource for educators and their students. The site also includes an **audio glossary** that can guide learners in both understanding and pronunciation of words affiliated with this topic.

To aid educators in teaching this topic, Echoes & Reflections offers frequent professional development across a variety of different access

¹ <https://www.adl.org/resources/blog/closer-look-relationship-between-holocaust-knowledge-education-and-antisemitism>



points including webinars, asynchronous online courses, live virtual sessions and in person professional development opportunities. To learn more, please visit the **Prepare section** of the Echoes & Reflections website



**Student
Activities**



**Timeline of
the Holocaust**



**Audio
Glossary**



**Prepare
Section**



SPEAK UP

The antisemitism and hate we face in our communities exist beyond the spaces we navigate daily. The work to confront hate is both a local and a national issue, one that will require partnerships and relationships both within and beyond our district lines.



Tools for Continued Advocacy

Lobby Legislators

Federal, state, and local representatives want to hear from their constituents. When legislators are home in their districts, consider regular visits to make even a small constituency more visible and significant.

Invite Legislators to Speak at Your Event

Local legislators welcome opportunities to speak at community meetings or other events. Work with ADL New England to organize forums and voter education/registration initiatives with candidates.

Town Hall Meetings

Convene or attend a town hall meeting to convey the personal importance of fighting antisemitism to your legislators. Follow your legislators on Facebook, Instagram, or Twitter or sign up for alerts on their website to be notified of upcoming events. For a more in-depth and productive discussion, notify your legislator's staffer about the issues you would like to discuss in advance of the meeting. Consider connecting with the legislators to follow up with them after an event.

Get to Know Local Elected Officials and Candidates

Today's candidate for local office may be tomorrow's U.S. Senator. Although these officials and candidates focus on local issues, they can be important voices in support of the issues you care about.

Communication

While a face-to-face meeting is most effective, legislative staffers monitor the number of communications received in support of or in opposition to an issue. Communications on federal policy matters should be sent to a Congress member's Washington office.

Local elected officials are accessible and often amenable to meeting with constituents. Do not underestimate the importance of reaching out to them. Your voice and your vote matters.

- **E-mail.** Congressional and State offices respond to constituent e-mail. Be sure to include your home address, indicating that you live in the legislator's district.
- **Phone Calls.** When legislative action is imminent, many Congressional offices keep a tally of calls to gauge public sentiment in their district. Be prepared to supply your address to verify that you live in the district.

Call the Capitol switchboard, 202-225-3121, to connect to your federal legislator's office. Call the Massachusetts State House, 617-722-2000, to connect to your state representative or senator.

- **Written Notes.** If you prefer to write a handwritten note, faxing or emailing a scanned copy is preferable since increased security procedures cause delay in mail delivery to Capitol Hill and Beacon Hill. Be concise and state the purpose of the letter up front.

Reach Out to Legislative Staff

Aides frequently meet with constituents while legislators are called to vote or to attend committee hearings and meetings. Not only are they the legislator's eyes and ears, but staffers often move up to leadership positions themselves. Treat these meetings as you would a meeting with the legislator and communicate your message clearly.



GLOSSARY

Glossary

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying.

Antisemitism: The marginalization and oppression of Jews. Parallel to all systems of oppression, antisemitism manifests as exploitation, discrimination, and violence, as well as dehumanization of the Jewish people based on stereotypes and disinformation.

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bigotry: An unreasonable or irrational attachment to negative stereotypes and prejudices.

Cyberbullying: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. Cyberbullying includes, but is not limited to, sending mean, hurtful or threatening messages or images about another person; posting sensitive, private information about another person for the purpose of hurting or embarrassing the person; and pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Equality: Everyone having the same rights, opportunities and resources. Equality stresses fairness and parity in having access to social goods and services.

Equity: Everyone getting what they need in order to have access, opportunities and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different, are necessary.



Hate: Hate is an extreme dislike for something or someone. If that hate is based on an aspect of someone's identity (e.g., race, religion, gender/gender identity, disability, sexual orientation, etc.) it can result in interpersonal bias, discrimination, hate incidents, hate crimes and/or involvement in an organized hate group.

Hate Crime: A criminal act against property, a person or group where the victim is intentionally targeted because of their actual or perceived race, religion, sexual orientation, national origin, disability, gender/gender identity or ethnicity.

Hate Incident: A bigoted, biased, or prejudiced comment or action towards an individual or group based on race, religion, national origin, gender, gender identity, sexual orientation, disability, age, or other personal characteristics. Hate incidents are not criminal and have not broken the law.

Implicit Bias: The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values.

Inclusion: An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong. (In K-12 learning environments, inclusion can sometimes also refer to the practice of integrating students with disabilities into the classroom setting.)

Intersectionality: A way of looking at the overlap and intersections of people's social group identities (e.g., race, gender, class, gender identity, religion, sexual orientation, disability, etc.) and addressing the related and intersecting systems of bias, discrimination and oppression.

Microaggressions: The everyday slights, indignities, put-downs and insults that people of color, Jews, women, LGBTQ populations and other marginalized people experience in their day-to-day interactions. Microaggressions can appear to be a compliment but contain a “metacommunication” or hidden insult to the target groups to which it is delivered. They are often outside the level of conscious awareness of the perpetrator, which means they can be unintentional. These messages may be sent verbally (“you speak good English”), nonverbally (clutching one’s purse more tightly) or environmentally (symbols like using American Indian mascots).

Prejudice: Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Privilege: A term for unearned and often unseen or unrecognized advantages, benefits or rights conferred upon people based on their membership in a dominant group (e.g., white people, heterosexual people, males, people without disabilities, etc.) beyond what is commonly experienced by members of the non-dominant group. Privilege reveals both obvious and less obvious unspoken advantages that people in the dominant group may not recognize they have, which distinguishes it from overt bias or prejudice. These advantages include cultural affirmations of one’s own worth, presumed greater social status and the freedom to move, buy, work, play and speak freely.

Social Justice: A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.



Partners in Responding to Hate

Fighting antisemitism and all forms of hate cannot be done alone. ADL believes that the cultivation of partnerships only makes our work stronger. We encourage you to reach out to community partners as we band together in this fight. For additional resources in your state, contact ADL New England.

ACLU of Massachusetts

617-482-3170

The ACLU defends the rights of individuals under state and federal law. They work on issues pertaining to criminal law reform, economic justice, free speech and expression, freedom of religion and belief, government transparency, immigrants' rights, LGBTQ rights, police accountability, privacy and surveillance, racial justice, reproductive freedom, voting rights, and women's rights.

Office of the Attorney General – Civil Rights Division

Civil Rights Hotline: 1-800-994-3228

617-963-2917 | ago@state.ma.us

The Massachusetts Attorney General's Office is an advocate and resource for the people of Massachusetts whose civil rights have been violated, or who have suffered housing or employment discrimination.

Boston Mayor's Office

617-635-4500 | mayor@boston.gov

The Mayor's Office heads a coalition of public entities that work to ensure economic equality, environmental standards, public safety operations, and the city's finances.

1-833-END-H8-NOW

(1-833-634-8669)

The "End Hate Now" hotline is dedicated for reporting hate-based incidents or potential criminal activity. Massachusetts residents and visitors are encouraged to call the hotline to report concerning or troubling incidents of hate, potential hate crimes, or concerns

regarding individuals believed to be espousing the hate-filled views or actions we learn of far too often in the wake of mass shootings and/or acts of hate-based violent extremism. Callers are encouraged to leave their contact information but may remain anonymous.

Lawyers for Civil Rights – Boston

617-482-1145 | office@lawyersforcivilrights.org

Lawyers for Civil Rights fosters equal opportunity and fights discrimination on behalf of people of color and immigrants through legal action, education, and advocacy.

Massachusetts Commission Against Discrimination

617-994-6000 | mcad@mass.gov

MCAD's mission is to eradicate discrimination in the Commonwealth by investigating and prosecuting complaints that occur in employment, housing, public places, access to education, lending, and credit. It also offers training to help prevent discrimination from occurring.

Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA)

617-350-5480

MIRA is a dynamic and multi-ethnic coalition with more than 130 organizational members, including grassroots community organizations; refugee resettlement agencies; providers of social, legal and health services, faith-based organizations and civil and human rights advocates.

MBTA Incident Report

Transit police: 617-222-1000

Text tips to 873-873 during regular business hours

MBTA incident report is available as a resource to ensure current and future safe travel on all MBTA transportation.

NAACP - Boston

617-427-9494 | info@bostonnaacp.org

The mission of the NAACP is to ensure the political, educational, social and economic equality and rights of all persons and to eliminate racial hatred and racial discrimination.



Quick Guide

Speak up

- Make your voice heard. Name the hate and interrupt it when you hear it.
- Report incidents of antisemitism to ADL, community officials or local law enforcement.
- Ask your elected officials to listen and take action – sign a petition, call, write, and email them – let them know that this issue matters to you.

Share facts

- Share information, data, reports, and links.
- Make the truth known. Shut down rumors, tropes, and lies.

Show strength

- Have continuing conversations of understanding.
- Find ways to help others through volunteering your knowledge and time through community building activities.
- It is our responsibility, and privilege, to stand up for ourselves and act as an ally for other marginalized groups.
- Share resources in advance with school administrators. Provide the calendar of observances to local school officials and school boards. Advocate for schools to participate in ADL programs like No Place for Hate, A World of Difference, and BINAH.

Report Incidents to ADL

If you fear for your safety or the safety of others, call 911 or contact your local police department immediately.



Go to adl.org/reportincident, or scan the QR code above.

**Thank you for joining us and
being a part of The Good Fight.**



 @ADL_NewEngland

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 Anti-Defamation League

Contact the ADL New England office at
newengland@adl.org or **617-406-6300**

 **ADL**[®]
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