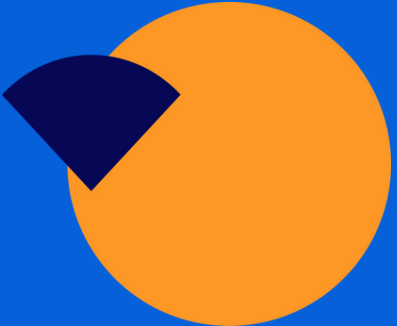




# Developing an Intentional Pathway for Israel and Antisemitism Education

Miriam Grant - JTracks Project Lead





When you think about the pathway of **Israel education** in your school, what **outcomes** would you like to see in your pupils?

Consider:

- Knowledge – what should they know?
- Skills – what can they do?
- Attitude - how do they feel?
- Behaviour – how might they act?

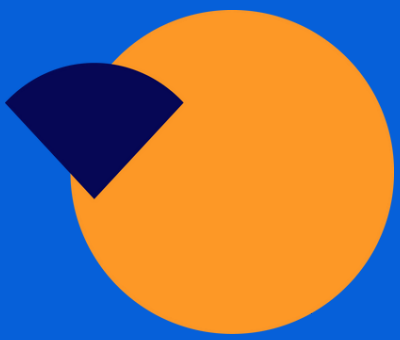


# What is the JTracks Project?

- Origins
- Aims
- Research

The schools participating in the JTracks Project are:

Hasmonean Boys  
Hasmonean Girls  
Immanuel College  
JCoSS  
JFS  
King David Manchester  
Yavneh College

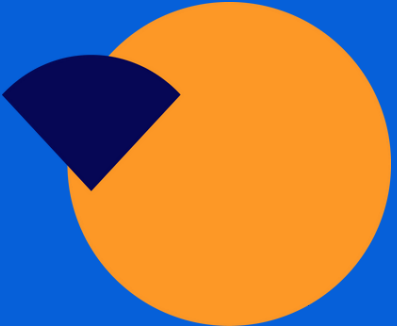


## Research

In our research we investigated **knowledge** and **engagement** in the areas of **Israel education** and **antisemitism education** and looked to identify **barriers** to both.

Our research showed us that:

- Most students are taught about the history of the State of Israel in KS3, within a Jewish History syllabus
- Lack of student engagement with Israel
- Lack of teacher confidence, often rooted in limited subject knowledge
- Social media creates confusion and shame over supporting Israel
- Concern of political repercussions to teaching about Israel
- Students are wary of fearmongering and bias
- Time restrictions, both in terms of lessons and teachers/HoDs
- Ethos of each school will impact the scope of teaching about Israel
- Antisemitism is absent or minimal on most school curricula



Our solution was the **JTracks Leads** who, with our support, would develop the provision for Israel education and antisemitism education within their schools.

They would address the **barriers to learning** that we identified, with the long-term goals of improving the **knowledge** and **confidence** of students in these areas.

- Bespoke to each school
- Expert insight
- Opportunities for collaboration and mentorship
- Shared outcomes

	Know...	Know How to...	Feel...	Act (will...)
Israel	<ol style="list-style-type: none"> <li>1. The historic connection of the Jewish people to the land of Israel</li> <li>2. The history of modern Israel over the last 150 years,</li> <li>3. The history of the conflict with the Palestinians</li> <li>4. Major issues in Israel today</li> <li>5. That Israel isn't perfect</li> <li>6. Different perspectives on Israel</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in debate about Israel</li> <li>2. Talk articulately and thoughtfully about Israel</li> <li>3. Be positive advocates for Israel in the world</li> <li>4. Respond with confidence to challenging accusations about Israel</li> <li>5. Find authentic and reliable sources about Israel, and know how to reference them in discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Emotionally connected to Israel</li> <li>2. Pride in Israel and its accomplishments</li> <li>3. Unashamed of their relationships to Israel</li> <li>4. Comfortable encountering a range of views about Israel</li> <li>5. Able to participate in challenging conversations about Israel</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk and read about Israel</li> <li>2. Visit and participate in programs in Israel</li> <li>3. Volunteer on behalf of Israel</li> <li>4. At their own initiative, attend Israel activities and clubs at school and university</li> </ol>
Antisemitism	<ol style="list-style-type: none"> <li>1. What antisemitism and anti-Zionism are</li> <li>2. The origins and evolution of antisemitism</li> <li>3. The IHRA definition and its application</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between antisemitism and anti-Zionism</li> <li>2. Recognize antisemitism as racism</li> <li>3. Call out antisemitism</li> <li>4. Explain why something is antisemitic</li> <li>5. Find authentic and reliable sources about antisemitism</li> <li>6. Report antisemitism</li> </ol>	<ol style="list-style-type: none"> <li>1. Unafraid or unembarrassed to call out antisemitism</li> <li>2. Resilient when they experience antisemitism or anti-Israel acts and expressions</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak out when they see antisemitism or experience it</li> <li>2. Become involved in campaigns against antisemitism</li> </ol>
Jewish Identity	<ol style="list-style-type: none"> <li>1. There is a fundamental connection between Israel and Jewish identity</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why Israel is important to Jews</li> </ol>	<ol style="list-style-type: none"> <li>1. Willing to identify as Jewish in public</li> <li>2. Proud as Jews and as members of the Jewish community</li> <li>3. Connected to their Jewish identity through Israel</li> </ol>	<ol style="list-style-type: none"> <li>1. Express their Jewish identity in personally meaningful ways</li> </ol>
Intellectual/ Personal Growth	<ol style="list-style-type: none"> <li>1. Where and how to further their knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically and foster an exchange of ideas</li> <li>2. Distinguish between what's true and what's false (especially on social media)</li> <li>3. Educate themselves</li> </ol>	<ol style="list-style-type: none"> <li>1. Confident about what they know</li> <li>2. Equipped to participate in debate and not feel out of their depth</li> <li>3. Interested in learning more</li> <li>4. Interested to share what they know with younger peers</li> </ol>	<ol style="list-style-type: none"> <li>1. Act as leaders</li> <li>2. Respond to attacks and challenges with resilience</li> </ol>

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Following a thorough audit of their schools' provision in the areas of focus, we asked the Leads to write a plan for their school for the next 4 terms.

The plans include one target from each of the following categories:

- Yom Ha'atzmaut/Yom Yerushalayim education
- Y9 trip follow-up
- 6th Form provision
- Embedding Israel in school life
- Develop the provision for antisemitism education
- +1 category of their choice

For each target, the Leads had to outline their aims, any support they would like from us and how the success of the target will be evaluated after completion.

Each target is cross-referenced to the Outcomes Framework to ensure it is relevant to the aims of the project.





## Examples of JTracks Leads' Targets:

- Cross-curricular Israel week
- Write new pre-YH lessons
- Israel club for lower school
- 6<sup>th</sup> Form I-Soc post Y11 Tour
- Introduce INSET training session for new teachers on the basics of Judaism
- Poetry competition
- Build a pre/post Poland curriculum
- Incorporate Israel history lessons into Y9 History curriculum
- Inter-school Israel-focussed public speaking competition
- Israel Week in advance of Yom Ha'atzmaut



## Key Takeaway Points:

- Potential for future involvement in the JTracks Project
- Adapt the model to suit your school
- Support the Lead in being the 'touch-point' for Israel and antisemitism education in your school
- Consider how intentional Israel education is at the moment in your school
- Value of collaboration between schools, particularly in sharing best practice
- Ethos – can your staff comfortably explain your school's ethos? To what extent is your school's ethos visible to your students?

# THANK YOU FOR LISTENING

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