

Educational Activity Program – "Good Friday"

Topic: Antisemitism Past and Present – Emotional Processing, Critical Discussion, and Personal Responsibility

Activity Duration: 65 minutes

Target Audience: High school students / Youth movement participants (grades 10-12)

Recommended Times: Holocaust Memorial Day, International Day for Combating Antisemitism, Tolerance Week, Social Education Programs

Objectives:

- Educational: To recognize contemporary antisemitic phenomena, identify imagery, signs, and mechanisms of hatred.
- Social-Ethical: To ask questions, develop awareness, and suggest ways to take action in daily reality.
- Consciousness-raising: To discuss the concept of a "double-edged sword"

Stage One – Opening and Discussion-Provoking Data (10 minutes)

Opening Statement: "2024 is shaping up to be a record year for antisemitic incidents worldwide – an increase of approximately 340% compared to 2022."

Opening Questions:

- What do you feel when you hear this?
- Does this surprise you? Why or why not?
- Have you experienced or heard about an antisemitic incident?

Stage Two – Guided Viewing (20 minutes)

Before viewing: Direct participants to pay special attention to:

- How are Jewish characters portrayed?
- How does the environment react to violence?
- What emotions does the film evoke in them?

Personal Observation Form (distributed in advance):

1. Scene that particularly affected me
2. Question that arose in me
3. Sentence that stayed with me
4. Connection to today's world
5. Overall feeling I came away with from the film

Stage Three – Initial Processing, Open Discussion, and Conversation about the Open Ending (15 minutes)

Class Discussion / Circle Discussion:

- What was the scene that most shook you?
- What is the role of the environment in the context of taking a stand?

Viewing a video from recent years: [Video Link](#)

Discussion about the Open Ending The film ends with a shocking and meaningful scene: Clara, a five-year-old girl, enters into the figure that became a symbol of hatred – the doll in the image of an Orthodox Jew, the one that was dragged, beaten, burned, and thrown into the river.

Guiding Questions:

- How did you feel when you saw the final scene?
- Why do you think the film ended this way – without explanation?

Stage Four – "Double-Edged Sword" (10 minutes)

At this stage, we ask participants to think about the question: Is it possible that hatred toward "the other" ultimately hurts us too?

Guiding Questions:

- Has anyone ever heard the expression "double-edged sword"? What does it remind you of?
- Can we understand the film through this idea as well – that hatred doesn't only hurt those who are hated?

Possible statement for the facilitator: "A 'double-edged sword' is a sword that hurts the other side and also the one using it. Sometimes when a society permits violence against a certain group – it poisons itself from within."

Stage Five – Summary and Call to Action (10 minutes)

- How can I identify and prevent hatred in my environment?
- What messages are important for me to take from this meeting forward?

Suggested Conclusion: "This film took place in a small village – but its story is universal. This happens today too – in the media, on the street, sometimes even at school. Our role is to identify – and stand our ground."



ההסתדרות הציונית העולמית
World Zionist Organization

המחלקה למאבק באנטישמיות ולחוסן הקהילות בתפוצות | Department for Combating Antisemitism & Enhancing Resilience

Accompanying Materials:

- Link to the film "Good Friday" - [Good Friday](#)
 - Link to the Annual Antisemitism Report – World Zionist Organization - [Antisemitism Status Report 2024](#)
 - Observation form (attached)
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Observation Form for Viewing "Good Friday"

While watching the film, briefly write about the following:

1. Scene that particularly affected me:

2. Question that arose in me during viewing:

3. Sentence or image that stayed with me:

4. Connection or parallel to today's world:

5. Overall feeling I came away with from the film:
