

THE
13
LIFE HACKS



Appendix B
Antisemitism and the
Fear of Terrorism:
Teacher Notes

A project of



Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Appendix B
PSHE (Health & Wellbeing)	H1: Recognise and talk about emotions	Asher's fear of going out, shrinking comfort zone, emotional impact of antisemitism.
	H6: Strategies for maintaining mental wellbeing	Coping strategies: talking to others, small steps, resilience-building.
	H11: Strategies for resilience and confidence	Gradual exposure, reclaiming independence, drawing strength from Jewish history.
PSHE (Relationships)	R2: Respecting others, even if different	Antisemitism as opposite of respect; importance of speaking up.
PSHE (Living in the Wider World)	L1: Rights, responsibilities, and the law	Reporting hate crime, knowing it's against the law, protecting others.
	L7: Strategies for managing influence and pressure	Understanding negative bias and not letting fear dominate.
	L9: How to make informed choices and build resilience	Choosing small positive steps rather than avoidance.
SMSC	Moral: Recognising right and wrong, respecting the law	Framing antisemitism as wrong and unlawful, duty to report.
	Cultural: Appreciation of Jewish resilience and identity	Learning strength from Jewish history and culture in the face of adversity.
Safeguarding	Feeling safe, knowing where to turn for help	Guidance on who to talk to, importance of reporting.

Learning Focus

This appendix helps students explore the psychological and emotional impact of antisemitism and terrorism fears. Using Asher’s story, students reflect on how fear can shrink everyday life, why avoidance makes anxiety worse, and how negative bias heightens threats in the mind. The chapter equips students with tools to balance real safety with emotional resilience, highlighting the importance of support, reporting, and reclaiming normality.

Key Themes

- Fear and anxiety are normal responses to threat.
- Negative bias makes the mind over-focus on danger.
- Safety behaviours and avoidance shrink confidence and independence.
- Taking small, positive steps helps rebuild resilience.
- Talking about fears reduces their power.
- Every person has the right to feel safe from hate and discrimination.
- Reporting hate protects yourself and others.

Discussion Prompts

1. Asher’s Story

“What changed in Asher’s daily life when fear started taking over?”

“Why do you think antisemitism affected him so strongly?”

2. Fear and the Mind

“Why do you think the brain pays more attention to negative news than positive?”

“What’s the difference between being careful and being over-cautious?”

3. Safety Behaviours & Avoidance

“Why might avoiding things that feel scary sometimes make the fear worse?”

“What’s an example of a ‘comfort zone’ shrinking because of fear?”

4. Building Resilience

“What small steps did Asher take that helped him feel better?”

“What hobbies or activities help you feel stronger and calmer?”

5. Speaking Up & Reporting

“Why is it important to report hate speech or antisemitism?”

“What message does it send if we stay silent about discrimination?”

Imaginative Group Tasks

Negative Bias Newsfeed

How it works: Groups are given a mock “newsfeed” with 10 headlines (some negative, some positive).

{See Appendix A for examples.}

They circle which ones their brains are most drawn to and discuss why. Then they rewrite 2 negative headlines into positive framings.

Why it works: Makes negative bias visible and gives students practice in shifting focus.

Comfort Zone Map

How it works: Students draw three circles: Safe Zone, Stretch Zone, Fear Zone. Each group places different scenarios (e.g., walking alone, going out at night, attending a protest, watching the news).

{See Appendix B for examples.}

Then they discuss what small steps could move something from “Fear” into “Stretch.”

Why it works: Helps visualise avoidance and encourages small, safe growth steps.

Role-Play: Reporting Hate

How it works: Groups role-play scenarios of encountering antisemitism (in person, online, or in the street). One plays the victim, another the friend, another the teacher/adult. The group practices different ways of speaking up and reporting.

Why it works: Builds confidence and normalises reporting hate speech or abuse.

Torah Perspectives

Theme in Hack	Source	Hebrew & English (in same cell)	Use in Lesson
Fear is real but must be balanced with faith	Tehillim 23:4	גַּם כִּי־אֶלֶךְ בְּגִיאַ צְלֻמוֹת לֹא־אִירָא רַע כִּי־אַתָּה עִמָּדִי – Even though I walk through the valley of shadow, I will not fear, for You are with me.	Offers comfort that Hashem is with us in frightening times.
Antisemitism is an old challenge	Shemos 1:12	וּכְאֲשֶׁר יֵעָנוּ אֹתוֹ כֵּן יִרְבֶּה וְכֵן יִפְרֹץ – The more they were oppressed, the more they multiplied and spread.	Shows that the Jewish people have faced hate before and emerged stronger.
Guarding safety wisely	Devarim 4:15	וּנְשַׁמְרֵתֶם מְאֹד לְנַפְשֵׁיכֶם – Be very careful to guard your lives.	Teaches the balance of taking real safety precautions without becoming trapped in fear.
Don't live only in fear	Mishlei 12:25	דָּאגָה בְּלֵב אִישׁ יִשְׁחָנָה וּדְבַר טוֹב יִשְׁמַחְנָה – Worry in the heart weighs it down, but a kind word lifts it up.	Encourages speaking out worries instead of holding them inside.
Facing fear with courage	Yehoshua 1:9	יָחֹזֵק וְאַמִּץ אֶל־תְּעוּרֹץ וְאַל־תַּחַת כִּי עִמָּךְ ה' – Bé strong and courageous, do not be afraid, for Hashem is with you.	Inspires resilience and faith when confronting hate or danger.
Hate must be reported, not hidden	Vayikra 19:16	לֹא תֵעָמַד עַל דַּם רֵעֶךָ – Do not stand idly by your fellow's blood.	Reinforces the importance of speaking up and reporting hate for communal safety.

Suggested 2 lesson plan

Lesson 1: Understanding Fear and Its Effects

Learning Focus:

- Recognise how fear of terrorism and antisemitism can affect daily life.
- Explore Asher’s story and identify the signs of avoidance and shrinking confidence.
- Learn about the brain’s negative bias and how it exaggerates threat.

Key Themes Covered:

- Fear is a normal response, but it can grow too large.
- Negative bias makes us over-focus on bad news and danger.
- Avoidance reduces freedom and independence.

Discussion Prompts:

- “What changes did you notice in Asher’s life once fear took hold?”
- “Why do you think our brains focus more on scary news than good news?”
- “What’s the difference between being cautious and being trapped by fear?”

Group Activity:

- **Negative Bias Newsfeed** – Students are given 10 mock headlines (mix of good and bad). They circle the ones they notice first, then rewrite 2 negative headlines in a positive framing.

Workbook Pages:

pp. B2–B4

Lesson 2: Building Resilience and Taking Action

Learning Focus:

- Learn small, positive steps to rebuild confidence.
- Explore ways of speaking up, reporting, and asking for support.
- Connect Jewish resilience in history to personal courage today.

Key Themes Covered:

- Small actions build resilience and reopen “shrinking” comfort zones.
- Talking about fears reduces their power.
- Reporting hate is a mitzvah — protecting yourself and others.
- Jewish history shows strength despite antisemitism.

Discussion Prompts:

- “What helped Asher slowly get back to normal life?”
- “What hobbies or activities help you feel calmer and stronger?”
- “Why is it important to report antisemitism instead of staying silent?”
- “How have the Jewish people grown stronger through challenges in history?”

Group Activity Options:

- **Comfort Zone Map** – Draw three circles (Safe, Stretch, Fear). Groups place scenarios into zones, then suggest small steps to move one “Fear” item into “Stretch.”
- **Role-Play: Reporting Hate** – Practise different ways of responding and reporting when facing antisemitism.

Workbook Pages:

pp. B5–B7

Appendix A

Mock Newsfeed Headlines examples

- “Exam Disaster: Teen Results Plummet Across the Country”
- “Teen Hero Raises £500 to Save Sick Children”
- “Travel Chaos: Storm Brings Roads and Rail to a Standstill”
- “New Youth Hub Opens- A Safe Haven for Teens”
- “Shock Report: Bullying Epidemic Sweeps Through Schools”
- “Quick-Thinking Teens Rescue Elderly Woman After Fall”
- “Sleepless Generation: Doctors Sound Alarm on Teen Health Crisis”
- “Hundreds of Teens Flood Streets for Community Clean-Up Victory”
- “Anxiety Surge: Phones Blamed for Teen Mental Health Collapse”
- “Teen Genius Wins National Award for World-Saving Eco Gadget”

Appendix B

Comfort Zone Map Scenarios

Everyday / Safe-ish

- Asking for help with homework
- Trying a new sport in PE
- Meeting a new group of friends outside your usual circle
- Starting a new hobby or learning topic

Stretch Zone

- Speaking up in front of the whole year group
- Calling someone you don't know on the phone
- Sharing a personal story in class discussion
- Telling a friend you're upset with them
- Walking into a new class where you don't know anyone

Fear Zone (Jewish Teen Context)

- Walking home alone at night wearing Jewish dress (e.g., Cappel, tzitzis)
- Hearing antisemitic shouting on the street
- Being asked a challenging question about Israel on the street
- Going on public transport after seeing antisemitic incidents in the news
- Going in an area of lots of non-Jews alone where you're visibly Jewish
- Wearing Jewish clothing in a new area you're not sure is safe
- Standing up for Judaism when someone makes a rude comment
- Attending a protest or march (where antisemitism might appear)
- Hearing upsetting news about Israel or antisemitic attacks