

No Place for Hate[®] Activity Library

In Concert Against Hate: Learning from Changemakers

Lesson Plan and Overview

In this activity, students will watch short video documentaries about important changemakers and explore what it means to stand up to bias and injustice. Use the lesson plan that aligns with your selected changemaker (see below).

ADL's **In Concert Against Hate** is a 26-year tradition that began in 1995 to commemorate the 50th anniversary of the end of the Holocaust. The event honors real life heroes and changemakers* who have extraordinary stories of standing up to all forms of bias, injustice, extremism and hate. Each year, these stories are told through music performances and dramatic reenactments by acclaimed actors at The Kennedy Center in Washington, D.C. In 2020-2021, In Concert Against Hate was virtual.

Grade Level **Grades K–12**

Learning Objectives

- Students will learn about changemakers who stood up to bias and injustice in their communities and society at large.
- Students will reflect on the importance of doing something about the bias, discrimination and injustice they see in their school, community and world.

Materials Needed

- [Team Brownsville](#) (video)
- [Gerda Weissmann Klein](#) (video)
- [Bellen Woodard](#) (video)
- [Jessica Owyong](#) (video)
- [Julia Jassey and Isaac de Castro](#) (video)
- [Tova Friedman and Aron Goodman](#) (video)
- See “Core Activity” for additional materials needed according to your selected changemaker.

Words You Might Use

For Elementary Grade Level:

Activist: A person who uses or supports actions such as protests to help make changes in politics or society.

Bias: A preference either for or against an individual or group that affects fair judgment.

Injustice: A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.

For Middle/High School Grade Levels:

Activist: Someone who gets involved in activities that are meant to achieve political or social change; this also includes being a member of an organization which is working on change.

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

Injustice: A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.

Core Activity

Have the whole school watch the video clips of the changemakers who were honored and featured at ADL's **In Concert Against Hate** virtual event. As they watch, have students jot down notes, quotes or other information they want to remember. After watching, engage students in a discussion by asking some or all the following questions:

- What thoughts and feelings came to mind while you were watching the videos?
- What words, quotes, phrases or stories stood out to you and why?
- What problem or situation of bias/injustice did each of the changemakers face? What do you think motivated them to do something about it?
- What qualities and characteristics do the changemakers have that helped them stand up to bias and injustice?
- Why do you think they decided to do something?
- How did each of the changemakers shine a light on the bias or injustice they addressed?
- How did the changemakers' actions make a difference? How were all four of their actions similar and different from each other?
- What contribution are the changemakers' making to history and to changing the world?
- Do any of the stories remind you of struggles in your community? If so, which ones and why?
- If you could ask one of the changemakers a question, what would you ask?

- Are these stories or issues new to you? What did you learn that you didn't know before? What more do you want to know?
- Have you ever thought about or challenged bias in some way? What happened?
- Do these videos make you feel inspired to do something? How so?

After watching the stories of the changemakers, identify one of the changemakers in which your school or class will focus (grade levels are recommended below). This can be done by having students vote, having the No Place for Hate Committee decide, or using some other process. You may decide to have students vote by classroom.

After choosing your changemaker, select one of the lesson plans below (that correspond with the selected changemaker) and engage students in at least one of the activities included in the lesson plan.

Elementary Grade Level Lesson Plans

For Bellen Woodard:

- [Casting of 'The Little Mermaid' Brings Pride and Prejudice](#)
- [Diverse Books Matter](#)
- [Hair, Identity and Bias](#)

Middle/High School Grade Levels Lesson Plans

For Gerda Weissmann Klein:

- [Elections and the Youth Vote](#)
- [The First Amendment and Our Freedoms](#)

For Team Brownsville:

- ['Migrant Caravan' and the People Seeking Asylum](#)
- [What Should Be Done about DACA?](#)

For Jessica Owyong:

- [Coronaviruses and Infections Racism](#)

High School Grade Level Lesson Plans

For Julia Jassey and Isaac de Castro:

- [Antisemitic Incidents: Being an Ally, Advocate and Activist](#)

Finally, have students create a poster, write a poem or spoken word, or make a timeline about their changemaker, which should include important information about (1) the changemaker's life, (2) their story about challenging bias and injustice, (3) how they helped to enact change, and (4) a reflection of what the changemaker's story means

to the student. When completed, post these pieces of work around the physical school building (walls and bulletin boards) and/or on the school's website and social media channels.

Additional Activity: Using TikTok to Teach the Lessons of the Holocaust

Middle and High School

For information about the Holocaust, visit ADL's [Echoes and Reflections](#), a Holocaust education program. Prior to engaging students in this activity, review the [Pedagogical Principles for Effective Holocaust Instruction](#) and consider sharing and discussing this [Holocaust Definitions](#) handout.

Background

1. Start the activity by sharing this background information with students:

In October 2023, Tova Friedman and Aron Goodman were honorees at the ADL's "Concert Against Hate" event in Washington, D.C.

Holocaust survivor Tova Friedman is a TikTok star at age 85, thanks to her 17-year-old grandson, Aron Goodman. In the family living room, Aron records short videos of his grandmother reminiscing about life in 1944 and 1945 when she was a 6-year-old child at the Auschwitz death camp in Nazi-occupied Poland. Tova also discusses her experiences before and after the camp. The duo say that their videos have accumulated millions of views and followers since they started posting in September 2021. Aron says he makes the videos to counter antisemitic speech online and to educate the TikTok generation about the horrors of the Holocaust.

2. Before watching any of the videos, engage students in a brief discussion about their prior knowledge about the Holocaust by asking the following questions:

- What was the Holocaust?
- What do you already know about the Holocaust?
- What lessons do you think have been learned from the Holocaust?
- What more do you want to know about the Holocaust?
- What questions do you hope the videos will answer?
- If you could ask Tova or Aron a question, what would you ask them?

3. Show some of the TikTok videos to students as a class or group: [TovaTok](#). Because the videos are short in length (under one minute), show 12-15 of the videos so students can get a sense of who Tova is, what she is trying through these TikTok videos, and increase their general understanding of the Holocaust. Start by watching the [first one here](#) and then choose others. You can also invite students to watch some of the videos on their own or with friends or family members. As students watch, encourage them to take notes on their thoughts and feelings. You can stop intermittently and check in with students.

(Note: Tova and Aron discuss very upsetting aspects of the Holocaust including death, murder and other atrocities. Therefore, be mindful of how this may impact your students emotionally and prepare accordingly.)

After watching, engage students in a discussion by asking some or all of the following questions:

- What did you learn about the Holocaust that you didn't know before?
- What is something surprising you learned from the videos?
- What video(s) was most compelling, impactful, interesting or meaningful to you and why?
- What video(s) evoked/brought out strong feelings and why?
- What more do you want to know about the Holocaust?
- What are Tova and Aron trying to do? Do you think they have succeeded? Why or why not?
- In what ways are Tova and Aron changemakers?
- What are the advantages and opportunities in learning about the Holocaust (or other history) in this way? What are the disadvantages and limitations?
- If you could ask Tova a question to address in a TikTok, what would you ask her?

(Note: Followers can ask questions in the comments so encourage students to ask a question.)

- Have you ever used social media to teach about, address or challenge bias and hate?
- How can social media be used to fight bias and hate?

4. Engage students in a discussion about (1) how they felt as they watched the videos, (2) what they learned by watching the videos and (3) what they will do as a result of watching the videos. You can do so by inviting students to write their responses to the following three prompts below and then have them discuss their responses in pairs or small groups.

I felt _____.

I learned _____.

I will _____.

After sharing their feelings, learnings and action ideas with their peers, reconvene the class/group and invite students to elaborate more on #3, "I will ____." Have them consider one action they can take to teach others about the lessons of the Holocaust or one action to address and challenge antisemitism, as Tova and Aron are doing. Students can illustrate their action idea by drawing a picture, taking a photo with caption, making a video, or writing a poem, letter or short essay. These can then be shared with their class or school by having an event where they are shared, posting their creations throughout the school or creating a video with all the creations.

Invite students to learn more about Tova, Aron, their TikTok project and the Holocaust by checking out [these additional links](#).

Optional Follow-Up/ Going Further

Note: These additional activities can be done as follow-ups to the core activity and they can also serve as an additional NPFH activity if the core activity is completed first.

- Engage students in a brainstorm and exploration of other changemakers in history, in contemporary times or in their community. Have students each identify a changemaker they want to learn more about and engage them in research projects about the changemaker of their choosing. Their research can culminate in an essay, speech, children’s book or artwork project about the changemaker.
- Have students re-watch the video about the changemaker selected by their school, taking notes on quotes that are meaningful to them. The quotes can be meaningful because they can relate to the quote, they want to remember it or it is particularly impactful. Then have students take one of these quotes and create a poster, poem, or video that uses the quote and expands up on its meaning and impact. Display these around the physical school building and/or on the school’s website and social media channels.
- Engage students in a class discussion about other issues of bias and injustice they have seen and are concerned about in their school, community or world. Then, have them think about how they want to be a changemaker in their school, community or world. Have them come up with a statement or draw a picture that illustrates this and then share it using the hashtag #NoPlaceforHate.
- Explain that Andra Day, singer/songwriter, performed at **In Concert Against Hate in 2020**. Ask if students are familiar with her song, “Rise Up.” Show the [video](#) of Andra Day talking about and singing her song, “Rise Up.” After watching, engage students in a discussion about what she says about the song and about the song itself by asking: *What does the song “Rise Up” mean to you? How does the song relate to the story of the changemakers? How do the changemakers rise up for others?* Then have students listen to the song again, this time following along with the [lyrics](#). After listening again, have them write an additional verse of the song that includes something about the changemaker they are focusing on or something in their life, community or society in which they have had to “rise up.” Then sing the song together with the additional lyrics.

Home Connection

Share one of ADL’s Table Talk family discussion guides with families.

Bellen Woodard

[Why We Need Diverse Books](#)

[Diversity in Media and Why Visibility Matters](#)

[Dolls and Diversity](#)

Gerda Weissmann Klein

Let's Talk about Voting!

What's the Census and Why Does it Matter?

Team Brownsville

What is DACA and Who Are the DREAMers?

Family Separations and Detentions at the Border

Jessica Owyong

The Dangers of Disinformation

Covid-19 and Societal Inequities

Julia Jassey and Isaac de Castro

Antisemitism Today

Tova Friedman and Aron Goodman

Antisemitism Today

How Activity Meets NPFH Requirements

All students will engage in discussions about bias, discrimination and injustice and the actions people can take to address and challenge it. Students will reflect on changemakers they learn about from ADL's **In Concert Against Hate** event and consider examples in their own lives of how standing up to bias has made a difference.

Virtual Variation

Have students watch the videos on their own or with a family member. After watching, engage students in a virtual classroom conversation using some of the discussion questions or have them respond in writing (or video) to at least three of the questions, and submit those responses. For the activity in the lesson plan, adapt that activity for online learning. In the final activity, have students create their poster, poem or timeline and then submit it so that it can be shared on your school or classroom website.

*Short Bios of Changemakers

2020 Concert Honorees

Bellen Woodard (Virginia)

Bellen Woodard is a nine-year-old from Virginia who wondered why the “skin colored” crayon had to mean “peach” and excludes so many like her. Her “More Than Peach Project” shares specially-packed arrays of skin-toned crayons—and perception-changing conversations—with schools all across the world.

Gerda Weissmann Klein (Arizona)

A survivor of the Holocaust, Gerda Weissmann Klein has spent her life writing and teaching about the privilege and responsibility of American citizenship and sharing the healing power of optimism. Her organization, Citizenship Counts, engages young people in America’s rich history as a nation of immigrants and encourages them to participate in service of their community.

Team Brownsville (Texas)

When five Texas educators saw the hardships and indignities endured by asylum seekers just across the Rio Grande from their hometown of Brownsville, Texas, they were moved to act—and Team Brownsville began. From daily meals for thousands to building makeshift schools, their inspiring example shows that each of us has the power to stand up and fight injustice and hate.

2021 Concert Honorees

Jessica Owyong (Oakland)

Outraged by a series of devastating attacks against Asian American people, Jessica knew she had to do something. Connecting with others in her community, she co-founded “Compassion in Oakland,” an organization that pairs volunteers with elderly Asian American people who may feel unsafe going on walks or running errands. Today, more than 1,000 volunteers have stepped up in Oakland, representing different racial backgrounds, cultures and ages.

Julia Jassey and Isaac de Castro

For Julia Jassey and Isaac de Castro, the reality of antisemitism on their college campuses was unexpected and disquieting. The frequency of antisemitic experiences they personally witnessed on campus made them realize that they must not be alone in their experiences. Turning to social media as a platform that not only bridged geography, but also provided a safe space for connection during an isolating pandemic, the two launched Jewish on Campus, an Instagram campaign to anonymously document antisemitism on campus. Now an international advocacy organization, Jewish on Campus has more than 30,000 followers and is committed to exposing antisemitism on campus globally, and emboldening a new generation.

2023 Concert Honorees

Tova Friedman and Aron Goodman

2023 Concert Honorees

Tova Friedman lives in Highland Park, New Jersey. She is revered as one of the youngest survivors of Auschwitz and as a campaigner against antisemitism. Aron Goodman is the grandson of Tova Friedman. When he was a junior in high school, he noticed that few of his peers knew about the Holocaust, a subject close to his heart, so with his grandmother, they created TovaTok, a social media platform that educates young adults about the Holocaust, antisemitism and promotes cultural understanding.