

Lesson Plan for Using ShoutOut! in the Classroom

1. Tone Setting:

Teacher and students explore how to establish a trusting learning environment that encourages open discussion and reduces the fear of giving “wrong” answers.

Students also reflect on how discussions can acknowledge and respond constructively to different experiences and perspectives. They also become aware, that people have different vulnerabilities and how they can have a discussion, having in mind affected people by antisemitism and other forms of discrimination. Together, they consider how to engage with one another in a way that is acknowledging and grounded in solidarity.

! For more information see Pedagogical Concepts: Tone Setting and Conflict Navigation

2. Small-Group Activity: Experiences with Antisemitism on Social Media

Working in small groups, participants reflect on their personal experiences with hate and antisemitism on social media, as well as the strategies they use to respond to it. They share their experiences with one another and note the key points from their discussion before bringing them to the whole group for further discussion.

We recommend using the following guiding questions:

- What experiences have you had with hate and antisemitism on social media?
- How have these experiences affected you?
- How do you deal with it?

4. Whole-Class Discussion:

The findings from the small-group discussions are discussed with the whole class. The focus is on students learning from one another by sharing their experiences and perspectives. Similarities and differences in students’ experiences with antisemitism, as well as in the ways they respond to it, are explored. The key points from the group discussions are collected and displayed on the board for everyone to see.

5. Break

6. Small-Group Activity: Social Media Literacy

Students are given a printed social media post together with guiding questions related to social media literacy (see Appendix). They discuss the post in small groups through peer-to-peer exchange and record the key insights from their discussion

Teacher's Note:

To foster a discussion on social media literacy, you can use the following guiding points:

- The post aims to ridicule the Holocaust, its victims, and survivors. It is not dark humor as often falsely claimed, but ridicule that degrades and trivialises the experiences of victims and survivors.
- The Holocaust has likely been chosen as a topic precisely because it is highly emotive and can provoke outrage, shock, and strong reactions. Such reactions can generate engagement and increase the visibility of a post.
- The line “is this gas or 🍑 (peach emoji stands for ass)” further ridicules the Holocaust and its victims. By turning references to mass murder into wordplay, the post trivialises the Holocaust and aims to inflict pain on Jewish communities.
- The large number of likes, shares, and comments suggests that the reel has circulated widely and may have gone viral (has had a lot of visibility).

7. Whole-Class Discussion

The findings from the small-group discussions are collected and displayed on the board. The class then discusses what social media literacy means to them and reflects on the different perspectives that emerged during the group discussions.

8. Break

9. Digital Learning Environment and Online Game

The teacher opens the [ShoutOut! digital learning environment \(DigiBoard\)](#) and provides students with access to the game via a QR code.

Students then play the game individually. Through the DigiBoard, the teacher can monitor how many students are actively playing and how many have completed the game.

Once all students have finished, the class uses the DigiBoard to discuss which social media posts were the most challenging and why. The DigiBoard automatically displays the posts that were most frequently misclassified and provides discussion questions to support students in sharing and explaining their reasoning.

10. Whole-Class Discussion

Using the DigiBoard, the teacher has access to all of the posts from the game. Students decide which posts they would like to discuss in greater depth, and the teacher displays the selected posts to facilitate the discussion.

Participants discuss which classifications they disagreed with, what contradictions became visible, and what new questions emerged. As in the previous activities, the discussion takes place primarily through peer-to-peer exchange, allowing students to practise navigating emotions, conflicts, and ambiguities together. The teacher supports the process by facilitating the discussion rather than evaluating students' responses.

11. Closing Reflection

Using guiding questions, students reflect on their experiences of the lesson.

Possible guiding questions:

- What is one new insight you gained today?
- What did you find most interesting or relevant today?
- What will you take from today's workshop into your everyday life?



Key Pedagogical Concepts

The learning unit for the game ShoutOut! is designed to facilitate peer-led discussions in the classroom. To foster an acknowledging yet conflict-oriented discussion culture, the learning unit draws on various pedagogical concepts, which you can find at: <https://www.uni-due.de/biwi/migrations-ungleichheitsforschung/somelaa/ShoutOut>

Workshops on Using the Teaching Unit

To support the implementation of the teaching unit and its underlying pedagogical and didactic concepts, we offer professional development workshops for educators. These workshops introduce practical, participant-centred approaches to addressing antisemitism and navigating potentially challenging classroom discussions. Participants become familiar with the *ShoutOut!* online game and the accompanying digital learning environment, while exploring ways to integrate them effectively into their teaching. The workshops also provide space for participants to reflect on their own classroom experiences and to build confidence in addressing antisemitism in educational settings.

We can deliver workshops at your school or help you find a workshop near you. If you are interested, please contact us at:

<https://www.uni-due.de/biwi/migrations-ungleichheitsforschung/somelaa/ShoutOut-training>

Literacy

Appendix: Worksheet for Activity 6: Social Media



1. Discuss in your group

- A. How does this post make you feel—and why?
- B. What elements confuse, irritate, or disturb you?
- C. Why do you think it is so successful?

2. Answer the following questions

- Content Level: What is being referenced here, and how is it being used?
- Emotional Level: What emotional reaction does it provoke?
- Technology Level: What part do the Likes, Comments and Shares play?