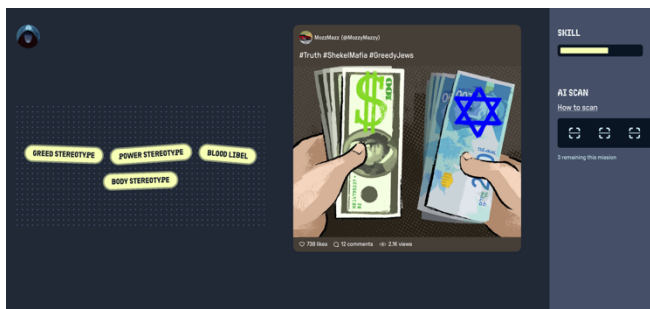


BACKGROUND AND CONTENT

On social media young people encounter antisemitic content and material that distorts the Holocaust, particularly since 7 October 2023 and the ensuing war in Gaza. Yet so far, there are hardly any suitable educational programmes that empower young people to recognise, critically reflect on and deconstruct antisemitism on social media.

Our online game with a solid educational and academic foundation and embedded within a classroom-based learning environment addresses this issue. Supported by the Jewish Claims Conference, academics from the University of Duisburg-Essen have collaborated with the creative agency Gusmanson and the Illustrator Iris van Hassel to develop the interactive serious game ShoutOut!. The online game for students from grade 9 onwards combines the critique of antisemitism with social media literacy in an innovative, engaging format. It is integrated into a learning environment that enables teachers to facilitate constructive discussions about antisemitism and the distortion of the Holocaust in class. Educational materials support debates and help young people recognise how antisemitism spreads on social media.

SHOUT OUT!



The online game lasts around 15 minutes. It simulates a realistic social media environment in which antisemitic content circulates uncensored – just as it does in real life. Learners take on the role of trainees in a resistance movement, tasked with identifying and analysing antisemitic content.

Through the game, young people learn:

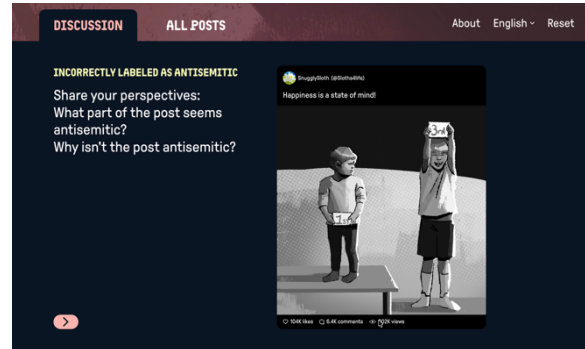
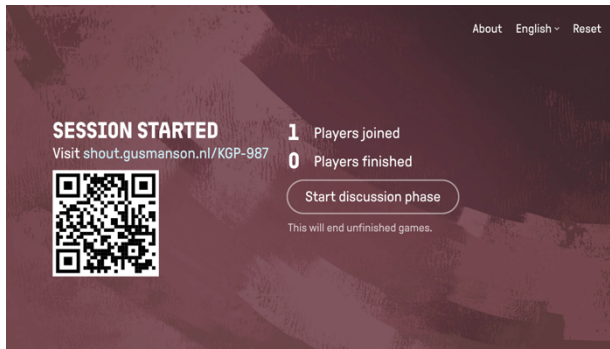
- to recognise various forms of antisemitism (e.g. antisemitism against Israel, conspiracy myths, stereotypes, Holocaust denial),
- to understand the role of algorithms, comments, likes and AI in the spread of antisemitism and hate
- to express solidarity with those affected by antisemitism on social media
- strategies for critically engaging with and constructively addressing hatred and discrimination

The game is available in German and English and is free of charge to all schools.

The game is embedded in a learning environment that focuses on young people's experiences, emotions, questions and perspectives. Through jointly interpreting content, negotiating meanings and reflecting on contradictions, the game does not only impart knowledge but also fosters the ability to deal with ambiguity. A virtual classroom screen enables a joint discussions of game results and content in the classroom.



The game was developed based on recent research findings. It addresses a critical gap in current educational practice: Whilst antisemitic content is becoming increasingly viral on social media, schools often remain focussed on historical debates and fail to connect with the everyday lives of young people. First international training workshops, involving practitioners in antisemitism education and teachers, were a great success and the feedback from professionals has been overwhelmingly positive.



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