

MOVING TRADITIONS

Launching *Rosh Hodesh: It's a Girl Thing!*
A Supervisor's Manual

MOVING TRADITIONS

Moving Traditions inspires people to live fuller lives—and to work for a better world for all- by advocating for a more expansive view of gender in Jewish learning and practice. Teens in our programs apply a gender lens and Jewish values to the challenges in their everyday lives. By asking “What does it mean to be a woman?” and “What does it mean to be a man?” we champion an educational approach connecting teens’ character development to building a Jewish community where both women and men experience spiritual, intellectual and moral growth.

Rosh Hodesh: It’s a Girl Thing! is an experiential education program for girls between the ages of 11—18 developed by a team of leading educators, rabbis, social workers and psychologists. It is the first program of its kind to draw on Jewish teachings and traditions to keep girls healthy and whole, instilling in them the ability to counter narrow views of gender in popular culture. Today, a decade after its founding, with 340 groups now meeting—some of whom in their third, fourth and even fifth years, and more than 1000 women trained as group leaders, the program has touched the lives of more over 12,000 girls across North America.

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For more information about Moving Traditions and Rosh Hodesh: It’s a Girl Thing! visit: www.movingtraditions.org



The Hadassah Foundation has provided generous support for the creation and implementation of *Rosh Hodesh: It’s a Girl Thing!* The statements made and views expressed herein are solely those of Moving Traditions.



MOVING TRADITIONS

Preface

We are delighted that you have joined in partnership with Moving Traditions and many other Jewish institutions of all denominations to answer the question,

How can Judaism and our community help pre-teen and teenage girls stay healthy and Jewish?

Given the statistics on eating disorders, depression and risky behaviors among adolescent girls, and the drop out rates after bat mitzvah, the challenges are not simple.

Yet we know that girls love this program, and that through *Rosh Hodesh: It's a Girl Thing!* we can help keep girls healthy and Jewish.

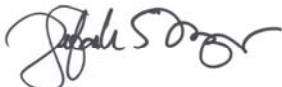
As you hold this manual in your hands and begin to enter into the experience with us and with your group or groups of girls, I hope you will join us in this vision of the future:

We envision a future when generations of Jewish girls will

- grow healthy and strong, with a sense that Judaism meets a deep need in their lives.
- participate in and assume positions of leadership in both secular and Jewish life—including starting their own adult Rosh Hodesh groups.
- believe that women and men are full and equal participants in Judaism and in every sphere of life.
- expect to participate in a *Rosh Hodesh* group, just as they now expect to become a bat mitzvah.

Thank you for joining us in partnership to help build this healthy, Jewish, and connected future for our girls.

Wishing you *Hodesh Tov* after *Hodesh Tov* – many happy New Moons.



Deborah Meyer
Moving Traditions

Founder and Executive Director Deborah Meyer has twenty-five years of management experience in the non-profit world, mainly for women's and Jewish organizations.



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Starting and Nurturing a *Rosh Hodesh: It's a Girl Thing!* Group

Thank you for partnering with Moving Traditions and *Rosh Hodesh: It's a Girl Thing!*

Your role is paramount to the success of the girls' *Rosh Hodesh* experience. We are here to help, so please call on us at any time.

STEPS FOR THE SUPERVISOR/GROUP LEADER

1. Select an **age group**.
2. Identify potential **meeting times and locations**.
3. Publicize the program and **recruit members**.
4. Invite girls and parents to a **Taste of *Rosh Hodesh*** (an introductory meeting).
5. Establish and sustain **relationships with parents and girls** before the group begins and between meetings.
6. Attend the **Training Conference** and make the most of ongoing support.
7. Partner with **Moving Traditions** for the continued success of *Rosh Hodesh: It's a Girl Thing!*

1. Select an age group

The program is designed for girls in grades 6–12, and you will determine which specific age group(s) you want to recruit. We recommend that the **range of ages not be too wide** and that **no more than two grades** be grouped together. Our experience has taught us that it is best to begin with a group that is in **either their pre- or post-bat mitzvah year**, as the bat mitzvah year is filled with engagements.

If you want a group that will continue for a number of years, we recommend that you **begin with grade six**. If they are to become *b'not mitzvah*, these girls are not yet busy with preparations and have more availability. Starting the year before their bat mitzvah ceremonies provides a better chance of keeping them involved, since they already have made a commitment and have felt the pleasure of being in a supportive group of girls.

Some communities also find success **beginning in eighth grade**, right after the bat mitzvah year, when girls are slightly more mature. If you can readily tap into an existing group of post-bat mitzvah girls, such as in a confirmation program, it may serve you well to do so. Research shows a dip in participation in Jewish life at this stage, and *Rosh Hodesh* can keep girls engaged and connected with your institution and with each other through a meaningful and engaging post-bat mitzvah Jewish experience.

2. Select meeting location and times

The space in which the girls gather should be **informal and intimate**, yet **ample** for approximately twelve girls to sit in a circle. It must offer **privacy** and be a place where **food and crafts will be welcome**. Everything does not have to take place in the same room. You may gather initially in one setting, and adjourn to another space for crafts or

eating. It's a good idea to check the "Gathering Plan" preparation notes for any special monthly requirements (e.g., space for yoga). There are two models that have been successful: **home-based** and **institution-based**.

Home-based Groups

Home-based groups, which rotate the meetings among the girls' homes, provide inviting, hospitable environments. They foster the girls' sense of ownership of the group and commitment to its success. Host Girls can be asked to assume a variety of leadership roles, from phone calls to facilitation. Meeting in homes may require attention to socioeconomic differences among the girls and may present challenges related to family lifestyles, such as noise, parent or sibling intrusion, comfort with "mess," level of *kashrut*, or allergies to pets. If you are holding the first gathering in a home, you may not be able to confirm the location until three to five weeks in advance, when you have a few girls on board and have received a commitment from a host parent.

Institution-based Groups

Alternatively, your sponsoring institution may prefer to host the monthly gatherings in its own facility. This model can provide consistency for the *Rosh Hodesh* group and deepen the girls' relationship with the host institution. If you are meeting in an institutional setting, you may wish to pay extra attention to ritual and decorative features that will increase the sense of intimacy and ownership of the space. Girls can rotate being the "designated Host Girl," providing food, helping to set up the room, lighting the candle, and possibly facilitating part of the meeting.

Scheduling

Your choice of meeting time may intersect with your choice of location. For instance, institutions may have limited schedules when their buildings are open and appropriate rooms are available. Most groups meet one Sunday afternoon or evening a month, while others find a weekday afternoon or evening more amenable. Make sure that the time and place you pick is optimal for the majority of the girls who will be in your group.

Do your best to schedule each meeting in close proximity to Rosh Hodesh and be consistent with day and time—unless you need to adjust the schedule to avoid secular and religious holidays and competing events in the community.

3. Publicize the program and recruit members

Your publicity objective should be to create wide **name recognition** for the program, create a "**buzz**" in the community, and **stimulate** interested girls and parents to find out more. Plan a **multi-pronged approach** to letting girls and their parents know about the program.

You can recruit girls using these strategies:

- Encourage word-of-mouth and peer outreach by present group members.
- Speak with mothers in adult Rosh Hodesh groups.
- Mail flyers and announcements using institutional mailing lists.
- Send announcements using institutional e-mail lists.

- Place articles in institutional/organizational newsletters
- Place listings and/or advertisements in organizational program guides.
- Post announcements on web sites.
- Placing brochures and posters in community settings (such as JCCs, pizza shops, cafes, etc.).
- Staffing a table at special events, such as community fairs.

Create a flyer, invitation, and/or letter that is simple and inviting. Sample letters and flyers are available on our website as well as in this manual. And **talk it up** to as many people as you can. Spread the word!

Emphasize Peer & Parent Outreach

Note that one effective, time-efficient way to get a group going is to find an **interested girl or core of girls** who will want to involve their friends. As you would expect, girls are more apt to attend if they know that their friends will be there. If there is an existing group in your area, asking current participants to do **peer outreach** can be very effective. **Parents** can also be great assets to recruitment. Find one or two parents who have age-appropriate girls to help you build the group.

4. Invite girls and parents to a “A Taste of Rosh Hodesh”

We have found that an introductory girl-parent meeting is one of the most effective ways of obtaining a commitment from both the girls and their parents. This session provides information about the program and allows both to experience firsthand what a *Rosh Hodesh* gathering is like. (See the timeline and meeting outline in this manual.) **It is best to host this meeting in the Spring—before the girls go away for the summer.** Excite the girls and parents early and you won’t have to run after them later!

Personalize the invitations to the introductory meeting, hand-address the envelopes, and mail with attractive stamps. These steps may seem insignificant and time-consuming, but these touches will effectively distinguish the letter from junk mail and will signal to each girl that she is being personally invited to a special group.

Our experience supports publicizing the group to large numbers and inviting about 20 girls to the introductory girl-parent meeting. This usually becomes a group of 10-15 committed and excited girls for your ongoing group. It can take a few sessions for the group to “settle in” and a core group of steady girls to solidify. The group may choose to become closed at that point, or explore the inclusion of new members as the issue arises.

Follow-up

We strongly recommend that soon after a girl has committed to attend the group, you have a conversation with her parent(s). In addition to reviewing the expectations regarding meeting times, attendance, hosting, and costs, this will give you the opportunity to answer parental questions and address any concerns. It will also allow you to ask the important question, **“Is there anything I should know about your**

daughter?” so that you can be made aware of concerns, such as *kashrut*, allergies, and any other religious, health, or social issues.

5. Establish and sustain relationships with parents and girls before the group begins and between meetings

Parents

Parent understanding and support of your *Rosh Hodesh* group is vital to the group's success. Beyond the practicalities of driving the girls, paying for the group, and putting meetings on the family calendar, parents can support the mission and vision of *Rosh Hodesh* in important ways. When parents understand the group, they “spread the word” in the community for future groups, support institutional funding, reinforce concepts at home, and can be resources for you, as well.

Parents need to be informed about the nature and intent of the monthly gatherings and the expectations for their involvement. If your group meets in homes, it is particularly important that parents fully understand the group's needs for privacy and appropriate spaces for food, craft projects, and candle rituals.

Follow-up communication to confirm dates and location of meetings is also important. The group leader should e-mail parents periodically with a summary of the last gathering—consult the *At A Glance* section of each gathering plan. By focusing on the objectives, you can inform parents about the gatherings while respecting the group's commitment to confidentiality.

Other ideas for connecting with parents include hosting a parent/daughter gathering, end of year celebration, or parent workshop. You might consider creating a parent advisory committee at your institution or setting up a liaison parent for your group.

Girls

The girls will grow to appreciate that this is **a group of their own**. (For many of them, this will be the first Jewish educational experience that they are choosing for themselves.) From the start, it is important that you convey to them that you are **partners** in establishing a unique, special, and valuable experience.

Before the introductory meeting, the group leader should **call each girl** and extend a personal invitation. Ask her about her hobbies and interests. Inquire if she has any friends who might also be interested in joining the group. Listen to the girls and learn about them right from the onset of the relationship.

This program is a unique model, different from their other experiences—let girls sense it from the start. *The medium is the message*. Create flyers and other recruitment materials that are colorful and girl-friendly and that reflect the fun experience they will have in their *Rosh Hodesh* group. Let the girls know you value their experiences by bringing thoughtfully prepared, high-quality supplies. Provide snacks that are both healthful and fun—and, by linking to the themes of the month, an experiential learning opportunity. Most of all: let the girls be themselves.

It may take several meetings for the group to bond and for friendships to form. You can help this process by cultivating the group between meetings. Group leaders have sent birthday cards, pictures of the previous meeting, articles of interest, and appropriate web site links to the girls. Be patient—we expect that over time your high expectations for the group will be fulfilled and all your nurturing efforts will bear fruit.

6. Attend the Training Conference and make the most of ongoing support

Our two-day summer Training Conference is required for all new group leaders and recommended for supervisors. It is consistently rated by participants as a “superior professional development” opportunity. Our professional trainers are knowledgeable and passionate about *Rosh Hodesh*, are excited to meet you, and are committed to working with you to ensure that your *Rosh Hodesh* experience will be wonderful—for you, your institution, and most importantly, the girls. You will meet other supervisors and group leaders from around the country and will gain proficiency in

- using the *Rosh Hodesh* materials;
- facilitating groups;
- dealing with issues facing adolescent girls;
- marketing and recruitment.

Moving Traditions is committed to your success! We encourage you to take advantage of the consultation and support we offer through our web site, our Facebook page for group leaders, direct e-mail, and personal contact with our staff.

7. Partner with Moving Traditions for the continued success of *Rosh Hodesh*

Rosh Hodesh is the product of many years of writing, field-testing, and editing—made possible by Moving Traditions’ staff and Board and by the national funders committed to the program and its mission. It is also a living, dynamic program that is being expanded and updated every year. Please let us know if you run into any difficulties so that we can help you resolve them.

You are a crucial link in the chain of this program’s continuity. Every time you report a wonderful experience, give us feedback that will allow us to improve the curriculum, or post an idea on the Facebook page, you are making a contribution to the program and helping to support your colleagues and girls across the continent. Send us pictures of your girls, and share both your challenges and successes!

Finally, you are our links to the girls and their families. We will be reaching out to you at times during the year to ask for your help in acquiring contact information. We need this important information for our own self-evaluation and reporting—and we thank you in advance for your assistance!



Sample Group Leader Job Posting

Do you enjoy working to build self esteem and Jewish identity in adolescent girls?

We are seeking an enthusiastic and creative group leader to facilitate the Moving Traditions program, *Rosh Hodesh: It's a Girl Thing!*, which draws on Jewish tradition to build the self-esteem and Jewish identity of adolescent girls. You will use the *Rosh Hodesh* materials to run monthly Rosh Hodesh meetings. These groups offer a supportive and authentically Jewish experience through which girls can explore the issues they face as they become women. You will receive training, ongoing consultation, and supervision.

Qualifications

- three years of experience in informal Jewish education or youth programs
- ability to facilitate groups by employing a range of modalities including discussions, craft projects, and experiential exercises
- enjoy working with Jewish girls in grades 6–12
- must be friendly, organized, motivated, and a good role model

Responsibilities

1. Attend Moving Traditions' *Rosh Hodesh: It's a Girl Thing!* Training Conference with other group leaders from around the country.
2. In conjunction with the supervisor, recruit ten to fifteen girls for the group. Recruitment includes creating an invitation and/or flyer, sending out a mailing, and making follow-up phone calls to potential participants and their parents. Interface with appropriate organizational staff about program.
3. Sustain an ongoing group through monthly follow-up calls and mailings.
 - If the group is home-based, each month call the participant who volunteered her home to confirm that she cleared the date with her parents. Speak with a parent to introduce yourself and confirm.
 - Each month divide reminder calls with a participant.
 - Each month send reminder postcard ten days to two weeks in advance.
4. Use provided materials and personal creativity to facilitate fun and meaningful gatherings.
5. Manage group dynamics. Identify and act upon any issues that require follow-up or referrals.
6. Become familiar with current popular culture through television, teen magazines, and other teen-targeted media.
7. Help evaluate the program's effect on girls.
8. Interface periodically with the Moving Traditions national office to report on the ongoing status of the group and to provide the participant contact information.

Please email or call: _____ for more information.



Sample Interview Questions to ask a potential Group Leader

We hope these questions will help you select the most capable group leaders. Below some of the questions are examples of positive responses from potential group leaders.

1. Why are you interested in leading a *Rosh Hodesh: It's a Girl Thing!* group or *Shevet Achim: The Brotherhood* group?
 - Love working with tweens and teens
 - Believe in the mission of the program
 - Want to facilitate a Jewish identity and empowerment process for girls and boys

2. What professional experiences have prepared you for this position?
 - Teaching
 - Camp Counselor
 - Facilitating groups
 - Youth group advisor

3. What personal experiences have prepared you for this position?

4. With what age group do you have experience working?
 - 12 – 18

5. Please name three key skills/attributes of a successful facilitator in this kind of setting
 - Organized – takes care of administrative details, planning, and preparation
 - Able to make participants feel welcome, heard and appreciated
 - Responsible leader – able to assert herself when necessary and facilitate the group meeting's goals
 - Role model
 - Flexible – able to think on her feet and adapt things when necessary
 - Creative
 - Willing to take a risk – go beyond comfort zone with modalities/material that may be new
 - Kind, warm and FUN!

5. What do you see as the difference between a facilitator and a teacher?
 - A facilitator guides the group without appearing to be central to it
 - The process is more relaxed and informal
 - The facilitator encourages/enables girls to experience their Rosh Hodesh group as different from a typical school/classroom setting
 - The facilitator guides participants and responds to the needs of the group
 - Leadership is shared with group participants whenever possible

6. What issues do you think that girls or boys are facing these days?
 - Media influence – dealing with mixed messages, emphasis on appearance, etc.
 - Peer pressure/social dynamics/friendship issues
 - Bullying, expressions of aggression
 - Eating disorders, body image
 - Dating/relationships
 - Drug and alcohol use
 - Internet use, on-line relationships, ambiguous boundaries
 - Individuation, family dynamics
 - Defining a personal Jewish identity
 - Pressure to achieve/overscheduling/college admissions

7. What would you do if a group participant talked about thoughts of suicide?
 - Inform supervisor and develop a response together
 - Avoid playing the “therapist” and trying to solve the problem or probe further during the group
 - Avoid making it a group discussion – address it after the group meeting at the appropriate time and include the necessary adults
 - Refer to the ground rules established as part of the group development (breaking confidentiality when there are concerns about safety)

8. What other professional commitments do you have?
 - It is critical that candidates understand that being a group leader requires at least two to three hours a week for planning, administrative details, shopping for materials, becoming familiar with the monthly curriculum, participating in national group leader conference calls, and facilitating the meetings. The professional time commitment is more than just the group meeting times.
 - Candidates need to consider if they can attend the required two day Moving Traditions group leader Training Conference in the summer.

9. What questions do you have?



Sample Group Leader Contract Agreement

20-__-20-__ Group Leader Contract Agreement

Group Leader Responsibilities:

- Attend two-day Training Institute for *new* group leaders, conducted by Moving Traditions, during the summer of _____. (Travel, accommodations, salary and expenses to be paid by (name of local institution)).
- Recruit and register group participants.
- Send Group Contact List to Moving Traditions so parents will receive seasonal e-newsletters with information about the program
- Prepare and facilitate for monthly group meetings, including purchase of program supplies (all expenses will be reimbursed by (name of local institution)).
- Group meetings are on _____ (day of week) at _____ (time).
- Reminder calls to be made to each participant the week of meeting.
- Contact parents 2-3 times a year to inform them about the program.
- Attend one supervision meeting each month with _____ (name of supervisor) at a time to be mutually determined.
- Complete monthly log (template on website and at the end of each month’s Gathering Plan).
- Communicate concerns to supervisor, as well as any significant communication with parents.
- Administrative tasks (i.e. mailings to participants, photocopies).

Salary:

Group Leader will be receive a monthly salary of \$_____, effective _____ to _____.

This letter will act as a mutual agreement between the group leader and supervisor on the above responsibilities. A consistent and/or problematic relationship regarding the delineated responsibilities will be formally discussed between the group leader, supervisor and the director/rabbi of _____.

_____	_____	_____
Group Leader	Signature	Date
_____	_____	_____
Program Supervisor	Signature	Date
_____	_____	_____
Education Director/Rabbi	Signature	Date

Best Practices for Supervising a Group Leader

These recommendations for supervising *Rosh Hodesh: It's a Girl Thing!* group leaders are based on what we have learned from successful supervisory experiences. A successful supervisory relationship ensures the longevity of a healthy, thriving group.

We are mindful that supervisors have varying amounts of time to give to supervising group leaders. You may be able to do all of these, or you may have to pick and choose.

- 1. Sign a group leader contract and register her for the Moving Traditions Training Conference.** A sample contract is included in this manual. Please edit and use to meet the needs of your institution.
- 2. Schedule a “post-training meeting” with group leaders.** After attending the Training Institute, group leaders are full of questions and ideas for their supervisors! Seize this opportunity as soon as possible after training to get together and make a great plan for the year.
- 3. Facilitate one-on-one supervision.** Supervision is an important time for the group leader – we have included sample questions in this manual to facilitate this meeting.
- 4. Observe a group.** Once the group is established (winter/spring season) arrange a time to observe all or part of a gathering. Make sure the group leader tells the girls in advance that there will be an observer coming to see some of the amazing things they are doing.
- 5. Ask group leaders to include supervisors as a cc on all e-mail communication to parents and girls.** This keeps everyone in the loop and is an easy way for a group leader to communicate what’s happening in the group to her supervisor.
- 6. Ask the group leader and one or more girls to offer a presentation about *Rosh Hodesh* to your board mid-year.** This will garner support, assist with funding, and increase momentum. It’s also a great skill for the girls.
- 7. Conduct an evaluation of the group with girls and parents at the end of the year.** Sample evaluation questions can be found on our website (www.movingtraditions.org).
- 8. Encourage each group to continue for multiple years.**



Group Leader Supervision Questions

Supervision should invite open communication about the *Rosh Hodesh: It's a Girl Thing!* or *Shevet Achim: The Brotherhood* group so that questions can be answered, problems/challenges can be addressed, and the group's success can be ensured.

Sample supervision ideas follow.

A. Clarify Institutional Partner standards:

1. Payment (see sample Group Leader contract)
2. Privacy and safety regulations at your site with regard to issues of concern in the group.
3. Communal policies regarding kashrut/observance

B. Sample questions follow. Some questions you may ask every time you meet, others are one time questions.

1. What can I do to help you?
2. Is there anything in the materials for which I can provide further understanding?
3. Tell me a great thing that happened at your last gathering.
4. Tell me about the dynamics of the girls/boys in your group.
5. Are there any girls/boys about whom you have concerns?
6. What tools are you using to communicate with parents?
7. What do you enjoy most about leading your group?
8. What challenges you the most about leading your group?
9. What can we put together to share with the board about the group this year (ex. photos, written summary, letter from teens/parents, presentation by two participating teens).
10. What are the next steps to be taken as a result of our time today?

MOVING TRADITIONS

Successful Timeline for Starting and Nurturing Your Group

Note: This three-month timeline/checklist is structured to lead to a girl-parent introductory meeting prior to the launching of your group. You may need to adapt it to your own needs, but we suggest that you refer to it regarding sequencing and timing of tasks.

The Spring Before Launching a Group (April-June)

Decide who, where, and when:

** indicates that a sample of the material is contained in this manual*

- Identify age/grade level for outreach in conjunction with your supervisor.
- Get contact information for each girl and her parent you want to invite.
- Set the date, time, and place for the girl-parent introductory meeting and spread the word:
 - *Draft a flyer for “A Taste of Rosh Hodesh: An Introductory Meeting.” **
 - *Publicize: e-mail, go into Hebrew School classrooms, distribute flyers to parents, send snail mail, call—get girls and their parents to this meeting! Invite the girls to bring a friend.*
 - *Send invitation letters to prospective parents and, a few days later, to their daughters. **
 - *Prepare for the meeting.*
- Host the girl-parent introductory meeting:
 - *Collect contact information of girls and parents that attended. **
 - *Ascertain best times and locations for meetings.*
 - *Get the girls and their parents excited before they go away for the summer and, if possible, let them know the date of their first group gathering in the fall.*
- Identify potential times and places for monthly meetings in conjunction with your supervisor.
- Finalize time and place for monthly meetings in conjunction with your supervisor.
- If needed, determine best ways to recruit more girls by the fall (i.e., girls bring friends, etc.)

The Late Spring and Summer (June-August)

Get people on board to support the group’s success:

- Expand name recognition and reinforce a strong “buzz” in your institution. (Print a *Rosh Hodesh: It’s a Girl Thing!* article in the institutional bulletin, Hebrew School launch packet, etc...)
- Speak with mothers in adult Rosh Hodesh groups, sisterhood members, rabbis, education directors, board members. The more people who are invested in the success of the program, the more successful it will be.
- Develop the meeting schedule for the year, consulting Rosh Hodesh, community, and institution calendars. Distribute the schedule both with the letters to the parents and at the girls’ opening gathering.

- Write a letter of invitation and introduction to the parents of girls who have expressed an interest in joining the group. Include
 - *a reminder of the introductory gathering last spring.*
 - *where and when the group will be meeting.*
 - *any fees.*
 - *your enthusiasm for the new group.*
- Create a fun, personalized note or postcard to each girl, inviting her to the first meeting, to go out at the end of the summer.

The Late Summer/Early Fall (just before the group begins)

Confirm attendance for the first meeting:

- Send the invitation to each girl.
- Call each household to find out whether they received the invitation and to personally confirm attendance at the first meeting. Try to speak with both the parent and the daughter.
 - *Answer any questions.*
 - *Review the few expectations of parents, including hosting parameters (privacy, space for food and crafts, contribution of food and snacks), fees, etc.*
 - *Confirm first gathering date(s) and location(s).*
 - *Ask if there is anything helpful for you to know about the daughter's needs (e.g., kashrut, allergies, other special health needs or issues).*
- Send e-mail/letter to host parents to confirm expectations.
- Send reminder e-mail to all of list, confirming time and place of first gathering.

Year Two and Beyond: Preparing for the Following Year

In the spring:

Planning (and securing funding) for the next year of your group should begin in the spring of your current year! The intention is for the group to continue together for many years. Share with them that groups across North America have continued into their third, fourth, and even fifth years! *Rosh Hodesh* is an **ongoing** opportunity for them to grow, learn and gather with friends.

- Ask the parents and the girls if they plan to continue
- Ask the Group Leader if she plans to continue. If not, hire someone new and register them for training.
- Decide whether there is a need to invite new girls to join the group.
- Meet with group leader (new and/or continuing) and review any feedback you have received from the girls at the Closing Month gathering.
- Set date and host for first meeting of new year in the Fall.

Outline of “A Taste of *Rosh Hodesh*”

Introductory Meeting for Girls and Parents

This informational meeting can help you excite girls and their parents about the *Rosh Hodesh: It’s a Girl Thing!* program. We recommend holding your “Taste of” in the spring in order to most successfully recruit girls before their first official gathering. It is beneficial to have both girls and parents participate.

Giving parents and girls a taste will help them understand *Rosh Hodesh* and encourage them to sign up for the program. Girls often feel more comfortable attending an introductory meeting. Get them to the introductory meeting, and then they will want to come back for more!

You can present this meeting yourself, or invite your supervisor or an experienced group leader to help you facilitate. Also, if possible, invite a girl or some girls who have participated in *Rosh Hodesh* to attend and “excite” the girls about the program.

PLANNING TIPS

- Find a convenient, comfortable, and private space to hold your meeting. Keep in mind that you will need space for two small break-out groups.
- The meeting will take approximately one and a half hours—however, if you have less time, you can modify the meeting plan as needed.
- Solicit guidance from potential participants regarding optimal times for meeting. During or after religious school is a good option.
- Familiarize yourself with the meeting plan below and with the key *Rosh Hodesh* facts found in the Opening Month section of the Lev Year.
- Prepare:
 - name tags, markers, stickers, and ribbon
 - make two copies and cut out the card included at the end of this plan
 - popular teen and girl magazines (4-8)
 - poster paper cut in half (one piece for each group)
 - flyers, meeting date sheet, sign-up sheet
 - Judaic objects such as: shofar, hagadah, challah, hamentaschen, paper rolled up like a Torah, mezuzah, print out of ketubah language, lyrics to Jewish camp songs, etc... enough for one per participant
 - photocopies of Lev Year “Themes At A Glance” on cards
 - copies of Calendar and Celebrations sheet for each participant

TEVEH
FABULOUS!
FABULOUS!
FABULOUS!

Tevet

- *candles and matches*
- *kosher snacks (include some healthy snacks) and drinks*
- *for your own reference, copy of the Lev Year Opening Month Essence Sheet handout*
- *CD player or iPod with girl-friendly, appropriate music*

- Arrive early to set up, but expect others to come late. Pace yourself to ensure enough time for questions at the end of the meeting.
- Arrange seating in a circle or semicircle as numbers and space permit.
- Play background music as participants arrive.
- Feel free to modify or use your own ideas, as long as they meet the goals outlined in the following plan.

SUGGESTED INTRODUCTORY MEETING OUTLINE

1. Opening (5 minutes)

Welcome participants.

Introduce yourself and share your background.

Express your enthusiasm for the project.

2. Getting Started (15 minutes)

Announce that we will start off by getting to know each other more.

Icebreaker: Tell the group that you will read a list of statements one at a time; and invite participants to rise if the description applies to them. As you go, be playful in inviting and acknowledging comments and embellishments.

“Stand up if you...

- ...are a middle child.
- ...are the oldest child.
- ...are the youngest child.
- ...are the only child.
- ...have a pet. (**Ask:** what kind of pet? Encourage conversation and friendly remarks)
- ...are left-handed.
- ...have been in a wedding party.
- ...have played on a sports team. (**Ask:** what sport?)
- ...like craft projects. (**Ask:** what types of crafts?)
- ...have been to summer camp.
- ...have made potato latkes.
- ...have eaten potato latkes.
- ...love music. (**Ask:** what kind of music?)
- ...have been in a play.
- ...have traveled to Israel.
- ...have a relative named Sarah, Rebecca, Rachel, or Leah.”
- ...have ever been part of a girls-only group.

In closing, thank them for their enthusiastic participation. Highlight diversity and commonalities.

3. Activity (30 minutes total)

There are two options for the first activity, one for older girls, and one for younger girls. Either activity will take 30 minutes total: 15 minutes in smaller groups and 15 minutes back together in the larger group presenting.

A. For Older Girls: Media Critique

Explain that instead of doing a presentation about what a *Rosh Hodesh* group is like, you'll give them a taste for themselves.

Divide participants into two groups—one group for parents and one group for girls. (Have the group leader stay with the girls and if the supervisor is present, then s/he can go with the parents). Give both groups a copy of the card below. Provide both groups with popular magazines and a half-sheet of poster paper. Ask groups to discuss the questions on the card.

- Cut out card from the end of this document, have two photocopies and hand one copy to each group. Card reads:
What are some of the messages from media and pop culture that teens receive and what effect do these messages have?
Using the magazines, create a group collage representing the messages you identify.

While in separate groups, the group leader should take the opportunity to get to know the girls and engage with them as they are answering the questions and creating the collage.

Come back together (girls and parents) and have each group present some of the challenges and messages they have identified using the posters they created with magazine images.

Group leader—note similarities and differences between the two. Point out that these are examples of the kinds of issues the girls will explore in their *Rosh Hodesh* group meetings.

B. For Younger Girls: Becoming a Jewish Teen Girl

The Magazine Activity above is fabulous for girls who have entered early adolescence. However, if your girls are still in 5th grade or feel particularly young, the following activity is a better option for them.

Divide participants into two groups—one group for parents and one group for girls. (Have the group leader stay with the girls and if the supervisor is present, then s/he can go with the parents). Give both groups a question card (below), three pieces of poster paper and a variety of colored markers. Invite them to make a poster with words and phrases to correspond with their discussion of each question on the card.

While in separate groups, the group leader should take the opportunity to get to know the girls and engage with them as they are answering the questions.

Come back together (girls and parents) and have each group present some of the challenges and messages they have identified using the posters they created.

Group leader—note similarities and differences between the two. Point out that these are examples of the kinds of issues the girls will explore in their *Rosh Hodesh* group meetings.

4. How are *Rosh Hodesh* groups unique? (5-10 minutes)

Highlight the following points:

- *Rosh Hodesh* offers adolescent girls the opportunity to gather on a monthly basis to learn, laugh, and grow as they explore the challenges and joys of their lives, sharing their thoughts and experiences and accessing the wisdom of their heritage.
- Point out how the themes discussed in the previous activity show how groups are unique and explore relevant topics in girls' lives. The monthly groups draw on Jewish wisdom and practice as a resource for young women as they explore an array of topics relevant to their lives.
 - o Pass out the Calendar and Celebrations worksheet. Ask participants to look at the sheet and decide in which Hebrew month their birthday falls. Have girls and parents get into groups based on their Hebrew birthday month. Give each group a Theme At A Glance card that corresponds to their month. Ask them to look at that month and see what interests them and discuss in a small group.
- After groups have had an opportunity to talk, discuss the experiential and girl-centered approach of *Rosh Hodesh* groups. This means that as we talk about these themes, we bring them to life by doing things together such as having a discussion, doing skits, making crafts, reflective writing, engaging in rituals, and taking on leadership roles.

5. Role of Judaism in Your Life (10 minutes, time permitting)

Introduce the next activity by saying that we will explore the role that Judaism plays in their lives. Place objects in the center of the circle. Encourage girls and parents to pick up Jewish objects with which they have a positive association or that represent their connection to Judaism.

(Include both “traditional” and “non-traditional” objects that may have Jewish meaning ranging from objects such as: *shofar*, *hagadah*, *challah*, *hamantaschen*, paper rolled up like a Torah, *mezuzah*, print out of ketubah language, lyrics to Jewish camp songs, *magen david* necklace, bat mitzvah card, play guitar, etc... You may include the same object more than once based on number of expected participants).

Invite participants to turn to each other (girls with their own parents) in *hevrutah* partnership and share what they picked and why.

If you have time, come back to the larger group and invite any pair to share. NOTE: if girls are present without parents, the group leader should encourage girls to pair with each other. If some parents are present, but not all, girls without parents should create a group with each other and the group leader should join them.

6. What is Rosh Hodesh? (5-10 minutes)

Ask if anyone knows what Rosh Hodesh is, or why this project for young women revolves around Rosh Hodesh. Solicit ideas and embellish.

Add: Rosh Hodesh means “Head of the Month” and refers to the start of the new month.

Legend says Rosh Hodesh was given to the women of Israel because they refused to give their jewelry to make the golden calf (an idol). Because of this righteousness, the women were excused from working on Rosh Hodesh.

Today, Rosh Hodesh is celebrated by women everywhere and more than 12,000 girls of all denominations have participated in *Rosh Hodesh: It's a Girl Thing!* across North America.

7. Logistics (5 minutes)

Explain how *Rosh Hodesh* will be meeting at your institution (e.g., in homes on Sundays at 4pm to 6pm or after religious school on Thursday evenings... This decision should be made by the group leader and supervisor prior to this meeting). Discuss the role of the monthly host and what those duties include (providing private space, food, etc). Let parents and girls know that the group leader will email parents monthly themes after the meeting (if you as the group leader plan to do so). Pass out a hand-out for parents to sign up and host. Ask for a volunteer to host the first meeting. Review other logistics such as costs, contact over the month and reminders for the meetings. Solicit and respond to questions.

8. Close

Make a circle and pass out candles.

Group leader states: In ancient Israel, the way the New Moon was determined was by two witnesses testifying that they saw the first sliver of the New Moon. This was obviously before a cell phone text could broadcast the news, so officials would set fires from hilltop to hilltop announcing the New Moon. In this same way, we will light our flames from one person to the next symbolizing the Rosh Hodesh fire lighting. As you receive the passing of the flame, take a moment to make a wish for yourself—silent or out loud—for the upcoming month.

After all of the candles around the circle have been lit, the group leader reads:

The moon now glides toward darkness
Toward rest.
She retreats in order to emerge whole.
She quiets

In order to
 Return and fill night
 With light
 So too shall we
 Make a space for ourselves.
 A space for renewal.
 Wishing you a month filled with blessings.

Invite all participants to join together in saying: *Hodesh Tov* (Have a Good Month). Blow out the candles and thank all for participating.

For Older Girls: Media Critique Card

**MOVING
TRADITIONS**

What are some of the messages from media and pop culture that teens receive and what effect do these messages have? Using the magazines, create a group collage representing the messages you identify.

For Younger Girls: Becoming a Jewish Teen Girl Cards

<p style="text-align: center;">MOVING TRADITIONS</p> <p>Being a Teenage Girl</p> <p>What is the best part of becoming a teenager? What is the worst? What are some of the challenges teen girls face? What are some of the messages pre-teen and teen girls get from pop culture and the media?</p> <p><i>Fabulous Females:</i> Brainstorm a teen girl from TV, magazines or music that you admire. Why?</p>	<p style="text-align: center;">MOVING TRADITIONS</p> <p>Becoming a Leader</p> <p>How would you like to be described by other people? Where do you feel comfortable expressing your opinions? What is a cause or social issue that you care about? Why?</p> <p><i>Fabulous Females:</i> Who is a teen leader that you admire? Why?</p>	<p style="text-align: center;">MOVING TRADITIONS</p> <p>Judaism and You</p> <p>How does being Jewish affect your life? Share a family memory or personal experience that involves a Jewish custom or ritual that is meaningful for you. Where or when do you feel a connection to Judaism?</p> <p><i>Fabulous Females:</i> Brainstorm a Jewish woman you admire (past or present). Why?</p>
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Themes At A Glance

<p>Theme at a Glance: Tishrey Teshuvah: Bringing Out Our Best In Tishrey Lev, we prepare both personally and collectively for the New Year through reflective exploration of the High Holy Day themes of <i>teshuvah</i> (reflecting on negative behaviors we wish to abandon and positive ones we wish to enhance) and <i>lashon hara</i> (unethical speech). This session also builds on the process begun in the first month of establishing an appreciative group atmosphere through encouraging <i>lashon tov</i>, or ethical communication among participants. Tishrey and Teshuvah Tips: Group discussion Practicing Ethical Speech: Scripted dramatization The Ideal and the Real—The Challenge of Ethical Speech: Discussion and improvisation A Look at Your Life: Personal reflective writing Closing: Elective sharing of individual <i>teshuvah</i> goals for the coming year and/or a selected Rosh Hashanah tradition</p>	<p>Theme at a Glance: Heshvan The Struggles and Joys of Sisterhood In Heshvan Lev, we explore the life of our foremother Rachel, in honor of her <i>yahrzeit</i>, which is observed on the 11th of Heshvan. Through the study of classical midrashim (ancient stories that provide interpretation of biblical texts) and the creation of original ones, we will highlight the importance of interpretation both in Jewish tradition and in forging our own relationship with Jewish texts. Viewing Rachel and Leah: Group study and discussion of this relationship as depicted in the Torah and in classical and contemporary midrashim Midrash Explained: Exploration of the ancient and contemporary midrashic (interpretive) process Midrash and Me: Creating original midrashim through individual reflective writing OR small-group theatrical improvisation Closing: Singing <i>Eli, Eli</i>, in honor of Hannah Senesh, whose <i>yahrzeit</i> is this month, and reciting the traditional “Prayer for the New Month”</p>
<p>Theme at a Glance: Kislev Judith and Beyond: Heroines Past and Present In Kislev Lev, we explore female empowerment in ancient and contemporary times. We discuss the stories of a woman associated with Hanukkah—Judith; discover the lives of twelve accomplished modern day Jewish women; and explore our own ideas of what it means to be a heroine. The Story of Judith: Reading and full-group discussion Today’s Women of Valor: Discussion and creating social network profile What Makes a Hero: Group discussion Closing: Singing and/or reading “Light and Dark” and reciting the traditional “Prayer for the New Month” with added blessings</p>	<p>Theme at a Glance: Tevet Body as Temple: Rededication to Self-Appreciation In Tevet Lev, we commemorate the rededication of the Temple in Jerusalem, using the metaphor from Jewish mystical tradition that likens the human body to the <i>mishkan</i>, (the portable tabernacle used before the building of the first Temple). We rededicate ourselves to valuing our bodies and committing to positive thoughts and actions. Body Beloved: Identification and practice of healthy and self-affirming life strategies Body as Temple: Group discussion of Jewish values and practices related to the body Body Positive: Guided yoga/movement session Rededication to Self-Appreciation: Personal reflection of self-critical tendencies and commitment to positive thinking Closing: Reciting the traditional “Prayer for the New Month”</p>

Themes At A Glance, continued

<p>Theme at a Glance: Shevat Shevat Smorgasboard: Nature Meditations and Munchies In Shevat Lev, we explore the nature themes of the Tu Beshvat Seder through reflection, movement, meditation, craft, and creative ritual.</p> <p>Shevat Seder Fruit Analogies: Discussion of personal character traits</p> <p>Shevat Charades: Interpretive movement and dramatic expression of the four elements of nature</p> <p>Centered in Nature: Guided nature meditation</p> <p>The Calm of Rain: Making and demonstrating rainsticks and learning about Jewish liturgy on rain</p> <p>Closing: Expressing gratitude for the natural world, and reciting the traditional “Prayer for the New Month”</p>	<p>Theme at a Glance: Adar I Megilot of our Own In Adar I Lev, we explore the role of beauty in the Purim story and in our lives through a discussion about Queen Esther and the creation of two <i>megilot</i> of our own. The first, “Song of Songs” is comprised of positive images of women in popular magazines, and the second “Our Lamentations,” is comprised of negative images of women in popular magazines.</p> <p>Beauty in the Purim Story: Brainstorming and discussion of images of women in the Scroll of Esther</p> <p>Making Megilot of Our Own: Craft and discussion of images of girls and women in the media and our own experiences</p> <p>Social Activism: “Girlcotting” and individual letter-writing to companies using problematic female images in their advertisements</p> <p>Closing: Identifying personal strengths and reciting the traditional “Prayer for the New Month”</p>
<p>Theme at a Glance: Adar II Hide and Seek: Megilat Esther, Masks and Me In Adar II Lev, we explore issues of Jewish identity and anti-Semitism through a discussion about Queen Esther and the creation of decorative plaster masks.</p> <p>Esther in the Palace: Group discussion of Jewish identity (hidden or declared)</p> <p>The Minority Experience: Personal reflection and sharing</p> <p>Revealing Masks: Mask-making craft project and discussion of identity</p> <p>Closing: Sharing individual masks and their meaning, reading poem “Myself” and reciting the traditional “Prayer for the New Month”</p>	<p>Theme at a Glance: Nisan Miriam: Her Life and Legacy In Nisan Lev, we learn about the life of Miriam the prophet, sister to Moses and Aaron, by reading and creatively retelling stories about her. Inspired by her courage, we explore the notion of healthy and unhealthy risk-taking. We invite the girls to rewrite a popular song, create an interpretive dance, or perform a skit about Miriam—anything creative that will honor her celebratory spirit. In Nisan, we also decorate our own <i>Kosot Miriam</i> (Miriam’s Cups) for use at the seders we attend.</p> <p>More About Miriam: Creative retelling of Miriam’s story through creation and performance of original songs, dances, or skits</p> <p>Kos Miriam (Miriam’s Cup): Creating individual cups for the seder with discussion on risk-taking</p> <p>Closing: Conducting <i>Kos Miriam</i> ritual and reciting the traditional “Prayer for the New Month”</p>

Themes At A Glance, continued

<p>Theme at a Glance: Iyar Knowing What Counts: The Omer and Being True In Iyar Lev, we read a magazine article, “How to Be Popular,” as an inroad to a discussion about popularity as it relates to being true to ourselves, choosing and maintaining healthy friendships, and developing a sense of self-worth. We build on Jewish mystical traditions about the Omer through making our own Omer Bracelets. We also explore Iyar as a time for personal growth. A special Facilitator's Resource provides guidance for converting this gathering plan into a Closing Month. Counting Friends vs. Friends that Count: Group discussion of magazine article, “How to Be Popular,” by Deirdre Dolan Being My Best Self: Identifying personal character goals through crafting of Omer Bracelets Closing: Sharing bracelets and their meaning, and reciting the traditional “Prayer for the New Month”</p>	<p>Theme at a Glance: Sivan Ruth and Naomi: Listening With Your Heart In Sivan Lev, we examine Megilat Rut (The Book of Ruth) as a springboard for an exploration of successful friendship. We identify effective communication as an essential component of healthy relationships and learn and practice communication skills. A special Facilitator's Resource provides guidance for converting this gathering plan into a Closing Month. Opening and Warm-Up: Group discussion of Megilat Rut and its Theme of Friendship Active Listening Defined: Paired role-play to identify effective listening skills A Good Friend is a Good Listener: Group demonstration and practice of active-listening techniques Share a Treat: Paired make-your-friend-a sundae activity, reinforcing the use of and importance of listening skills Closing: Reading of poem “Listen” and reciting the traditional “Prayer for the New Month”</p>
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Calendar and Celebrations



FALL

Tishrey (September/October)

Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah

Heshvan (October/November)

no holidays

Kislev (November/December)

Hanukkah

WINTER

Tevet (December/January)

Hanukkah

Shevat (January/February)

Tu Beshvat

Adar (I and II) (February/March)

Purim

SPRING

Nisan (March/April)

Pesach, Yom Hashoah (Holocaust Memorial Day)

Iyar (April/May)

Yom Hazikaron (Israel's Memorial Day), Yom Ha'atzmaut (Israel's Independence Day), Lag Be'omer (33rd day of the Omer), Yom Yerushalayim (Jerusalem Day)

Sivan (May/June)

Shavuot

SUMMER

Tammuz (June/July)

17th of Tammuz

Av (July/August)

Tishah Be'av

Elul (August/September)

Selichot



Sample Introductory Letter to Parents

Dear *[parent's name]*,

I am writing to tell you about an exciting opportunity for *[daughter's name]*. This fall we are launching *Rosh Hodesh: It's a Girl Thing!* – a fun program Jewish girls' say is a safe place to talk about challenges they face in adolescence.

Rosh Hodesh builds self-esteem, Jewish identity, leadership skills, and friendship networks of adolescent girls. The group will meet monthly at/in *[homes of members/IP/other location]*.

I am looking forward to leading the group. *[Add one or two sentences MAX about your personal background with girls' leadership.]*

I hope you and *[daughter's name]* can attend our parent-daughter “Taste of Rosh Hodesh” meeting. You’ll get a chance to experience the program and ask questions. It is being held on *[day, date]* from *[start time]* to *[end time]*, at *[place]*

I will be calling you and *[daughter's name]* soon to see if the two of you will join us, but feel free to call me at *[phone number]* or email me at *[email address]*.

I look forward to seeing you both on *[the date]*!

Warmly,

[Your Name]

P.S. *[IF KNOWN:]* I am enclosing a list of tentative meeting dates for this year’s meetings, so that you can mark your calendar now. Since consistent participation is important for group bonding, please do let me know if you anticipate any conflicts with the dates we have chosen.

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Sample Introductory Letter to Girls

Hi [*girl's first name*]:

I hope you had an amazing summer!

I am writing to introduce myself and tell you a bit about *Rosh Hodesh: It's a Girl Thing!* – a group for girls your age that meets once a month to talk, have fun, do art, discuss life – you think of it, we can do it! Other girls who have done *Rosh Hodesh* say it is a great way to feel good about being Jewish and being a girl.

I am really excited to lead this group and can't wait for us to get to meet and talk more.

Please come to the "Taste of Rosh Hodesh" meeting where you and a parent can meet me, see who else is interested, and see what *Rosh Hodesh* is all about! I will call you soon to touch base.

Looking forward to talking to you,
GL Name



ROSH HODESH:

it's a girl thing!

a program of Moving Traditions

ROSH HODESH:

- 1.** an ancient Jewish holiday marking the new moon and new month
- 2.** a time when Jewish girls and women gather to celebrate
- 3.** a "girls only" group that meets monthly on or near the new moon to do ritual, munch, talk, learn, and feel comfortable, Jewish, and good about ourselves

**JOIN US FOR "A TASTE OF ROSH HODESH!"
AT A GIRL-PARENT INTRODUCTORY MEETING**

When: _____ Time: _____

Where: _____

For more information, call: _____



Contact Sheet

Girl Info:

Name _____

Email _____

Phone _____

Street/Apt _____

City/State/Zip _____

Birthday (month/day/year) _____

Parent Info

Parent 1 Name _____

Email _____

Phone _____

Parent 2 Name _____

Email _____

Phone _____

Address if different from above _____

Street/Apt _____

City/State/Zip _____

Girl Info:

Name _____

Email _____

Phone _____

Street/Apt _____

City/State/Zip _____

Birthday (month/day/year) _____

Parent Info

Parent 1 Name _____

Email _____

Phone _____

Parent 2 Name _____

Email _____

Phone _____

Address if different from above _____

Street/Apt _____

City/State/Zip _____

Girl Info:

Name _____

Email _____

Phone _____

Street/Apt _____

City/State/Zip _____

Birthday (month/day/year) _____

Parent Info

Parent 1 Name _____

Email _____

Phone _____

Parent 2 Name _____

Email _____

Phone _____

Address if different from above _____

Street/Apt _____

City/State/Zip _____

Girl Info:

Name _____

Email _____

Phone _____

Street/Apt _____

City/State/Zip _____

Birthday (month/day/year) _____

Parent Info

Parent 1 Name _____

Email _____

Phone _____

Parent 2 Name _____

Email _____

Phone _____

Address if different from above _____

Street/Apt _____

City/State/Zip _____

MOVING TRADITIONS

Rosh Hodesh Calendar 2013-2017*

ROSH HODESH	2013 - 2014	5774	HAGIM
Tishrey	Thursday, September 5, 2013 Friday, September 6, 2013	1 Tishrey 5774 2 Tishrey 5774	Rosh Hashanah Day 1 Rosh Hashanah Day 2
Heshvan	Friday, October 4, 2013 Saturday, October 5, 2013	30 Tishrey 5774 1 Heshvan 5774	
Kislev	Sunday, November 3, 2013 Monday, November 4, 2013	30 Heshvan 5774 1 Kislev 5774	
Tevet	Tuesday, December 3, 2013 Wednesday, December 4, 2013	30 Kislev 5774 1 Tevet 5774	Hanukkah Day 6 Hanukkah Day 7
Shevat	Thursday, January 2, 2014	1 Shevat 5774	
Adar I	Friday, January 31, 2014 Saturday, February 1, 2014	30 Shevat 5774 1 Adar I 5774	
Adar II	Sunday, March 2, 2014 Monday, March 3, 2014	30 Adar I 5774 1 Adar II 5774	
Nisan	Tuesday, April 1, 2014	1 Nisan 5774	
Iyar	Wednesday, April 30, 2014 Thursday, May 1, 2014	30 Nisan 5774 1 Iyar 5774	Omer Day 15 Omer Day 16
Sivan	Friday, May 30, 2014	1 Sivan 5774	Omer Day 45
Tamuz	Saturday, June 28, 2014 Sunday, June 29, 2014	30 Sivan 5774 1 Tamuz 5774	
Av	Monday, July 28, 2014	1 Av 5774	
Elul	Tuesday, August 26, 2014 Wednesday, August 27, 2014	30 Av 5774 1 Elul 5774	

ROSH HODESH	2014 - 2015	5775	HAGIM
Tishrey	Thursday, September 25, 2014 Friday, September 26, 2014	1 Tishrey 5775 2 Tishrey 5775	Rosh Hashanah Day 1 Rosh Hashanah Day 2
Heshvan	Friday, October 24, 2014 Saturday, October 25, 2014	30 Tishrey 5775 1 Heshvan 5775	
Kislev	Sunday, November 23, 2014	1 Kislev 5775	
Tevet	Monday, December 22, 2014 Tuesday, December 23, 2014	30 Kislev 5775 1 Tevet 5775	Hanukkah Day 6 Hanukkah Day 7
Shevat	Wednesday, January 21, 2015	1 Shevat 5775	
Adar	Thursday, February 19, 2015 Friday, February 20, 2015	30 Shevat 5775 1 Adar 5775	
Nisan	Saturday, March 21, 2015	1 Nisan 5775	
Iyar	Sunday, April 19, 2015 Monday, April 20, 2015	30 Nisan 5775 1 Iyar 5775	Omer Day 15 Omer Day 16
Sivan	Tuesday, May 19, 2015	1 Sivan 5775	Omer Day 45
Tamuz	Wednesday, June 17, 2015 Thursday, June 18, 2015	30 Sivan 5775 1 Tamuz 5775	
Av	Friday, July 17, 2015	1 Av 5775	
Elul	Saturday, August 15, 2015 Sunday, August 16, 2015	30 Av 5775 1 Elul 5775	

ROSH HODESH	2015 - 2016	5776	HAGIM
Tishrey	Monday, September 14, 2015	1 Tishrey 5776	Rosh Hashanah Day 1
	Tuesday, September 15, 2015	2 Tishrey 5776	Rosh Hashanah Day 2
Heshvan	Tuesday, October 13, 2015	30 Tishrey 5776	
	Wednesday, October 14, 2015	1 Heshvan 5776	
Kislev	Thursday, November 12, 2015	30 Heshvan 5776	
	Friday, November 13, 2015	1 Kislev 5776	
Tevet	Saturday, December 12, 2015	30 Kislev 5776	Hanukkah Day 6
	Sunday, December 13, 2015	1 Tevet 5776	Hanukkah Day 7
Shevat	Monday, January 11, 2016	1 Shevat 5776	
Adar I	Tuesday, February 9, 2016	30 Shevat 5776	
	Wednesday, February 10, 2016	1 Adar I 5776	
Adar II	Thursday, March 10, 2016	30 Adar I 5776	
	Friday, March 11, 2016	1 Adar II 5776	
Nisan	Saturday, April 9, 2016	1 Nisan 5776	
Iyar	Sunday, May 8, 2016	30 Nisan 5776	Omer Day 15
	Monday, May 9, 2016	1 Iyar 5776	Omer Day 16
Sivan	Tuesday, June 7, 2016	1 Sivan 5776	Omer Day 45
Tamuz	Wednesday, July 6, 2016	30 Sivan 5776	
	Thursday, July 7, 2016	1 Tamuz 5776	
Av	Friday, August 5, 2016	1 Av 5776	
Elul	Saturday, September 3, 2016	30 Av 5776	
	Sunday, September 4, 2016	1 Elul 5776	

ROSH HODESH	2016 - 2017	5777	HAGIM
Tishrey	Monday, October 3, 2016	1 Tishrey 5777	Rosh Hashanah Day 1
	Tuesday, October 4, 2016	2 Tishrey 5777	Rosh Hashanah Day 2
Heshvan	Tuesday, November 1, 2016	30 Tishrey 5777	
	Wednesday, November 2, 2016	1 Heshvan 5777	
Kislev	Thursday, December 1, 2016	1 Kislev 5777	
Tevet	Friday, December 30, 2016	1 Tevet 5777	Hanukkah Day 7
Shevat	Saturday, January 28, 2017	1 Shevat 5777	
Adar	Sunday, February 26, 2017	30 Shevat 5777	
	Monday, February 27, 2017	1 Adar 5777	
Nisan	Tuesday, March 28, 2017	1 Nisan 5777	
Iyar	Wednesday, April 26, 2017	30 Nisan 5777	Omer Day 15
	Thursday, April 27, 2017	1 Iyar 5777	Omer Day 16
Sivan	Friday, May 26, 2017	1 Sivan 5777	Omer Day 45
Tamuz	Saturday, June 24, 2017	30 Sivan 5777	
	Sunday, June 25, 2017	1 Tamuz 5777	
Av	Monday, July 24, 2017	1 Av 5777	
Elul	Tuesday, August 22, 2017	30 Av 5777	
	Wednesday, August 23, 2017	1 Elul 5777	

* For years beyond 2017 as well as holiday dates, please visit www.hebcal.com