



Supervisor Manual

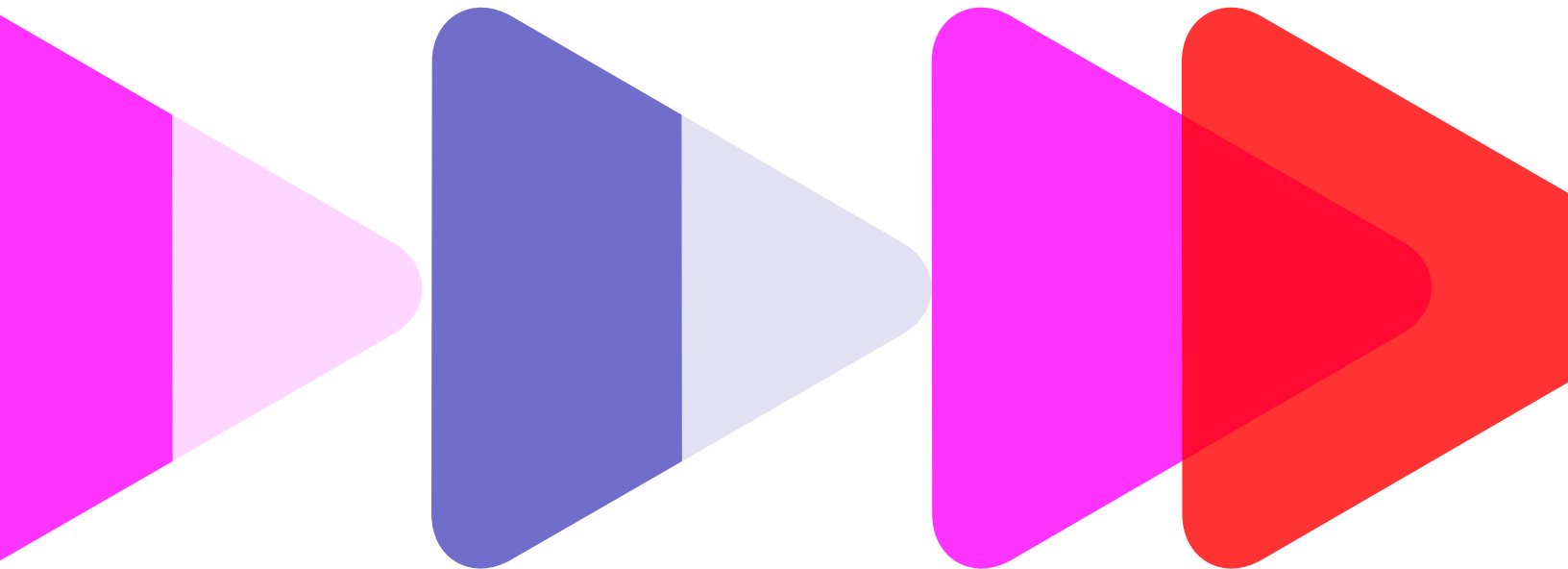


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Preface

Thank you for joining in partnership with Moving Traditions to answer the question:

How can we draw on Jewish values and a gender lens to help pre-teens and teens address the joys and challenges of their daily lives – so that they flourish?

Teens need us—given academic stress, bullying and friendship conflict, confusion around romantic and sexual relationships, and other challenges of adolescence, magnified by social media. However, most teens drop out of Jewish activities after b’nai mitzvah, just when they could most benefit from our guidance.

We know from our research that teens love Rosh Hodesh and Shevet, where they gather in same-gender and same-grade groups led by Moving Traditions-trained adult leaders. Teens greatly appreciate being given Jewish and secular tools to explore the social and emotional issues that are so central to their lives, where they can challenge gender norms in a safe peer group. Through this transformative experience, teens are empowered to find meaning and connection in Jewish community.

As you launch Moving Traditions groups for teens in your community, I welcome your partnership in helping Jewish teens to:

- Experience Jewish community as a source of support and strength.
- Challenge narrow and negative ideas of what it means to be a woman or man, or human, put forward by our society.
- Believe that women and men and people of all genders are full and equal participants in Judaism and in every sphere of life.
- Expect to participate in a Rosh Hodesh or Shevet group, as they expect to become a b’nai mitzvah.
- Become leaders in both secular and Jewish life.

I wish for you and the teens in your community a deeply meaningful experience in your Rosh Hodesh and Shevet groups. Thank you for working with Moving Traditions, so that more teens will thrive—confident, compassionate, and connected to Jewish life.

Deborah Meyer
Moving Traditions

Founder and Chief Executive Officer Deborah Meyer has years of experience in the non-profit world, building feminist and Jewish organizations and working for social change.

Why Moving Traditions?

The need: Today's pre-teens and teens are confronted with greater academic and social pressure at an earlier age and a faster pace than ever before. Framing their lives is #metoo, online pornography, cyberbullying, mass shootings, and growing anti-Semitism. They spend more time on screens than with friends in person, giving rise to growing anxiety, depression, and loneliness. At the same time, this is a generation of creativity, social consciousness, and pride in being Jewish.

The opportunity: Research shows that we can help pre-teens and teens thrive and experience Jewish community as personally meaningful when we meet them where they are—at the most relevant times and in the most relevant ways—empowering them to address the challenges and the joys of their daily lives.

Our unique model: Moving Traditions has pioneered a whole teen approach to Jewish education that draws on ancient Jewish wisdom and the latest in adolescent psycho-social development to foster self-discovery, challenge sexism, and inspire commitment to Jewish life and learning. We have been selected for 11 years for the Slingshot guide to Jewish innovation.

The organization creates immersive group experiences exploring the issues that matter most to pre-teens and teens—such as self-esteem, friendship, academic pressure, party culture, social anxiety, and sexuality—under the guidance of adult mentors we train to foster an environment of safety, substance, fun, friendship, and growth. Groups meet for two hours, once a month, with a Moving Traditions' trained group leader.

Moving Traditions' Pathway of new and expanded programs: We're starting earlier, with new b'nai mitzvah family education and pre-teen sessions in 6th and 7th grade—at the critical transition from pre-teen to teen, when families are most active in Jewish life—creating a pathway to our groups for teens in 8th grade through high school, Rosh Hodesh for girls, Shevet for boys, and now also Tzelem for trans and nonbinary teens, which have inspired more than 21,000 teens and 1,600 adults trained by Moving Traditions as mentors to find meaning and connection in Jewish life.

B'nai mitzvah podcast: In fall 2018 we launched @13, a 6-episode podcast for parents who want to think differently about b'nai mitzvah and the sometimes confusing, often emotional, and ultimately triumphant process. In the podcast, rabbis, comedians, psychologists, parents, and teens discuss the ancient roots and modern realities of this Jewish rite of passage.

New summer camp program: In response to #metoo, Moving Traditions is drawing on the Jewish sexuality curriculum created for our teen groups, working with a range of Jewish summer camps across the country, training leaders to train their counselors to create safety and respect for all staff and campers. Summer camp deeply impacts Jewish identity and serves as a training ground for Jewish leaders but can also reinforce destructive cultural norms.

Being a Supervisor

Supervisors of Moving Traditions teen groups (Rosh Hodesh, Shevet and Tzelem) are ultimately responsible for the recruitment, launch and support of Moving Traditions teen groups. This encompasses the following:

1. The selection and vetting of potential group leaders, ensuring that group leaders are trained by Moving Traditions within the past five years. (See “Finding and Hiring the Right Group Leader” for more information on selection of group leaders.)
2. Publicizing the programs and overseeing communication with parents prior to group launch and throughout the year.
3. Support of group leaders:
 - a. Ensure that a yearly schedule of all group sessions is established and communicated to parents at the beginning of each program year.
 - b. Set regular or semi-regular meetings with your group leaders to support planning for and debrief of each session.
 - c. Be attentive to the unique needs of group leaders as they support the social and emotional needs of teens.
 - d. Enable group leader professional enrichment by support of participation in Moving Traditions’ advanced trainings, pilots, webinars, and other learning opportunities.
4. Provide parent and participant information to Moving Traditions.
5. Support group continuity from year to year.

Starting and Nurturing a Group

Thank you for nurturing Moving Traditions' teen groups in your community. We are pleased that you have joined the hundreds of Jewish clergy and educators across North America who serve as supervisors and guides to the group leaders and teens in their Rosh Hodesh, Shevet, and Tzelem groups.

Your role as a supervisor is paramount to the success of the teens' experience in your Moving Traditions' programs, as well as the experience of your group leaders. Supporting your group leaders as they bring their different skills and strengths to the group will only enhance the group and help your teens reach our shared outcomes.

Regardless of your background, one of the most important things you will bring to this experience is your *kavannah*—your intention. Adolescents are experts in detecting who is being “real,” so enjoy the experience and be authentic with them as you engage them in these groups.

Steps for the Supervisor and Group Leader

This task list is explained in detail in the paragraphs that follow:

1. Identify the **age group(s)** with which you will be working.
2. Identify potential **meeting times and locations**.
3. Publicize the program and **recruit members**.
4. Invite teens and parents to an **Introductory Meeting** (“Taste of Rosh Hodesh/Shevet”).
5. With your group leader(s), establish and sustain **relationships with parents and teens** before the group begins and between meetings.
6. Have your group leader(s) apply to and attend a Moving Traditions' national training conference; attend the **training yourself** and make the most of **ongoing support**.
7. **Partner with Moving Traditions** for the continued success of your Rosh Hodesh and Shevet groups.

1. Identify an age group.

Both programs are designed for teens to begin in 8th grade. In the 8th grade year, teens have already experienced their b'nai mitzvah and have reached a new level of maturity. Tap into an existing group of post-b'nai mitzvah teens or identify the potential group while they are still in 7th grade. Research shows a dip in participation in Jewish life at this stage. Rosh Hodesh and Shevet can keep teens engaged and connected with your institution and with each other through a meaningful and engaging post-b'nai mitzvah Jewish experience.

2. Select meeting location and times.

The space in which the teens gather should be **informal and intimate** yet provide ample space for approximately eight-ten teens to sit in a circle. It must offer privacy and be a place where **food and various activities 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 games, crafts, eating, or other activities. It's a good idea to check the sessions in advance for any special monthly requirements (e.g., space for physical activity). 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 teens' homes, provide inviting, hospitable environments. They foster the teens' sense of ownership of the group and commitment to its success. Host teens 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 teens 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 teens 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 group and deepen the teens' 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. Teens can rotate being the "designated Host Teen," providing food, helping to set up the room, and possibly facilitating part of the meeting.

Scheduling

Your choice of meeting time may intersect with your choice of location. For instance, institutions' buildings may be open on a limited schedule. Many 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 most of the teens who will be in your group 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. Promote the program and recruit members.

Your objective should be to create wide name recognition for the program, create a "buzz" in the community, and stimulate interested teens and parents to find out more—or at least to be

receptive when your individualized letter arrives. Plan a multi-pronged approach to letting teens and their parents know about the program.

You can recruit teens using these strategies:

- Encourage word-of-mouth and peer outreach by teens participating in an existing group.
- Speak with parents in adult Jewish groups.
- Mail flyers 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.

In addition, community institutions may also offer you the opportunity to publicize through:

- Placing brochures and posters in community settings (JCCs, pizza shops, cafes, etc.).
- Staffing a table at special events, such as community fairs.

Our Recruitment Toolkit is available on the Moving Traditions website (see also Appendices E and F). It includes sample letters to parents as well as curricular materials to run a “Taste of Rosh Hodesh/Shevet” session for parents and teens. Most importantly, talk it up to as many people as you can. Spread the word!

Emphasize Peer and Parent Outreach

Note that one effective, time-efficient way to get a group going is to find an **interested teen or core of teens** who will want to involve their friends. As you would expect, teens 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 teens to help you build the group.

4. Invite teens and parents to an introductory meeting.

We have found that an introductory meeting with teens and parents is one of the most effective ways of obtaining a commitment from both the teens and their parents. This session, “**Taste of Rosh Hodesh/Shevet**” provides information about the program and allows both to experience firsthand what a session is like. **It is best to host this meeting in the spring—before the teens go away for the summer.** Excite the teens and parents early and you won’t have to run after them later!

Typically, the group leader who will be facilitating the group offers the session with your support. You can also invite an experienced group leader to help facilitate. If possible, invite a teen or some teens who have participated in a previous or ongoing group to attend and “excite” the teens about the program.

Rather than sending emails, you may want to personalize invitations to the introductory meeting, hand-address the envelopes, and mail with eye-catching stamps. You can also use an online invitation app. Depending on your role at your organization and your comfort level with the teens/their families, you might also consider calling each teen whom you have invited and extending a personal invitation. These personal touches may seem insignificant and time-consuming, but they will signal to each teen that they are being personally invited to a special group.

Our experience supports publicizing the group to large numbers and inviting about 20 teens to the introductory teen-parent meeting. This usually becomes a group of 8-12 committed and excited teens for your ongoing group. It generally takes a few sessions for the group to “settle in” and a core group of steady teens 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 teen has expressed interest in a group, you have a conversation with their 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 all-important question, **“Is there anything I should know about your child?”** so that you can be made aware of concerns, such as kashrut, allergies, disabilities, and any other religious, health, or social issues.

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

Parents

Parent understanding of and support for your group is vital to the group’s success. Beyond the practicalities of driving the teens, paying for the group, hosting meetings, and putting meetings on the family calendar, parents can support the mission and vision of Moving Traditions 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.

In coordination with your group leaders, 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, and other activities. Follow-up communication to confirm dates and location of meetings is also important. E-mail parents monthly with a summary of the last session, without sharing any information that violates the group's "safe space." By focusing on the objectives listed at the beginning of each curriculum session, and mentioning a couple of discussion questions you asked, you can inform parents about the session while respecting the group's commitment to confidentiality. You might also choose to share a relevant news article about or teens with parents in the emails you send. Moving Traditions frequently posts timely articles on the Trained Group Leader Facebook page from which you can draw. By sharing articles, you can engage parents in the issues related to teens, gender, and Judaism explored within the group.

Other ideas for connecting with parents include hosting a parent/child session, a parent/child end of year celebration, or parent workshop.

Top Ideas for Connecting with Parents

1. Host a Taste of meeting as a part of your recruitment strategy. Even if you aren't recruiting teens, it's a great opportunity to connect with families in your group.
2. Email parents regularly with a summary of your session based on the objectives. Parents love to be kept in the loop about what the teens explored in their gathering- but remember not to reveal anything private or violate the safe space of your group.
3. Whenever possible, ask families to host sessions at their homes—both teens and parents value the opportunity to bring the group experience into their homes. Plan to touch base with host families a few weeks before the gathering to confirm details.
4. Work with your group leader to establish a lay committee of parents to support Rosh Hodesh and Shevet at your institution. The committee can plan social and educational events for parents and sow the seeds for future groups.
5. Some parents have expressed interest in holding their own adult version of Rosh Hodesh/Shevet groups. Though Moving Traditions bears no direct connection to these groups, we are delighted to know that parents are meeting and organizing.

Teens

The teens 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 the group leader conveys to them that they are partners in establishing a unique, special, and valuable experience. If possible throughout the year, encourage your group leaders to find opportunities to briefly connect with each teen one-on-one. The most natural time to do this might be with a host teen either right before or right after a meeting. Ask them about their interests. Listen to the teens and learn about them right from the onset of your relationship.

This program is a unique model, different from their other experiences—the group leader should let teens sense this from the start. The medium is the message. Make sure all of your materials are colorful, teen-friendly and reflect the fun experience they will have in their group. Hold high expectations for the teens’ involvement in the group and, of course, for yourself. Let the teens know you and your institution value their experiences by bringing thoughtfully prepared, high-quality supplies. Provide snacks (or encourage host families to provide snacks) that are both healthful and fun. Most of all: let the teens be themselves.

It may take several meetings for the group to bond and for friendships to form. Group leaders 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 teens. 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. Have your group leader(s) apply to and attend a Moving Traditions’ national training conference; attend the training yourself and make the most of ongoing support.

Attendance at a Moving Traditions National Training Conference is required for all new group leaders and recommended for supervisors. Our conferences are consistently rated by participants as a “superior professional development” opportunity. Our professional trainers are knowledgeable and passionate about Moving Traditions, are excited to meet you, and are committed to working with you to ensure that your program experiences will be wonderful—for you, your institution, and most importantly, the teens. You will meet other supervisors and facilitators from around the country and will gain proficiency in:

- Using the program materials.
- Facilitating groups and supervising group leaders.
- Understanding gender issues in adolescence.
- Supporting your educational staff in facilitating experiential Jewish learning and ritual
- 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 website, our Facebook page, e-mail, and personal contact with our national and field support staff.

7. Partner with Moving Traditions for continued success

Our programs are 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 in our Facebook group, you are contributing to the program and helping to support your colleagues and teens across the continent. Send us pictures of your group activities and share both your challenges and successes! Encourage your group leaders to share their comments in the comment box on our website below each session plan.

Finally, you and your group leaders are Moving Traditions' links to the teens and their families. Moving Traditions requires all institutions that are using our materials to send us contact information for all program participants and their parents. This includes each participant's full name, mailing address, email address, synagogue, and grade, as well as their parents' names, mobile phone numbers, and email addresses. We need this important information to share resources with parents, and to conduct evaluations of the programs—and we thank you in advance for your assistance!

Successful Timeline for Starting and Nurturing Your Group

Note: This three-month timeline/checklist is structured to lead to a teen-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:

- Identify age/grade level for outreach.
- Identify group leader (see more below).
- Get contact information for each teen and their parents in order to invite them.
- Set the date, time, and place for the teen-parent introductory meeting and spread the word:
 - Reach out to your Moving Traditions regional staff person for guidance.
 - Use the template flyer for a Taste meeting on our website (under Recruitment Toolkit.)
 - Publicize: send e-mails, go into Hebrew School classrooms, distribute flyers to parents, send snail mail, make calls—get teens and their parents to this meeting! Invite the teens to bring a friend.
 - Send invitation letters to prospective parents and, a few days later, to their child. (See sample letters on the following pages.)
 - Prepare for the meeting. (See the Taste of Appendices at the end of this manual.)
- Host the teen-parent introductory meeting:
 - Collect contact information of teens and parents that attended.
 - Ascertain best times and locations for group meetings.
 - Get the teens and their parents excited before they go away for the summer and, if possible, let them know the date of their first group meeting in the fall.
- Identify potential times and places for monthly meetings.
- Finalize time and place for monthly meetings in conjunction with your group leader.
- If needed, determine best ways to recruit more teens by the fall (i.e., teens 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 an article about the group in the institutional bulletin, Hebrew School launch packet, etc....)
- Speak with parents in adult Jewish groups rabbis, other educational staff, 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 the holiday schedule, community, and institution calendars. Distribute the schedule both with the letters to the parents and at the teens’ opening gathering.

- Work with your group leader to write a letter of invitation and introduction to the parents of teens who have expressed an interest in joining the group. Include:
 - A reminder of the introductory session 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 teen, inviting them to the first meeting, to go out at the end of the summer (one group leader even took the time to send silly plastic eyeballs to potential participants to invite them to “see” things differently).
- Communicate your plans with your Moving Traditions regional staff.

The Late Summer/Early Fall (Just Before the Group Begins)

Confirm attendance for the first meeting:

- Send the invitation to each teen.
- Work with your group leader to 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 child.
 - Answer any questions.
 - Review the few expectations the group will place on parents, including hosting parameters (privacy, space for activities, contribution of food and snacks), fees, etc.
 - Confirm first gathering date(s) and location(s).
 - Ask whether there is anything helpful for you to know about the needs of the child (e.g., kashrut, allergies, other special health needs or issues).
- Ensure an email or letter is sent to host parents to confirm expectations.
- Send reminder e-mail to full list, confirming time and place of first gathering.
- Check in with your Moving Traditions regional staff person for guidance as you prepare for this meeting.

Year Two and Beyond: Preparing for the Following Year

In the spring:

Planning (and securing funding) for the next year of your programs should begin in the spring of your current year! The intention is for groups to continue together for multiple years, as it offers the teens ongoing opportunities to grow, learn and gather with friends.

- Ask the participants and parents if they plan to continue
- Ask the group leader if they plan to continue. If not, hire someone new and plan for them to attend training.
- Decide whether there is a need to invite new participants to join the group.
- Meet with the group leader (new and/or continuing) and review any feedback you have received from the participants at the final meeting.

- Set the date and host for first meeting of new year in the Fall.
- Communicate your plans to Moving Traditions, so that we can support you as you continue your group.

In the summer

1. **Review any feedback received from the teens at the closing session.** Consider with your group leader how you will incorporate this information for the coming year.
2. **Preview the sessions for the coming year and decide what special events might be incorporated for the coming year,** such as a parent-child session, field trips, or presentations.
3. **Reconfirm which teens are returning and invite new participants as needed.**
4. **Set dates and meeting location(s) for the year.**

Existing Group/Facilitator Leaving

If a group leader will be leaving, and the will continue with a new facilitator, help set the stage for a smooth transition:

- Ensure the current group leader communicates to the teens that they will be leaving.
- Have the group leader speak to the teens about the qualities they would like to see in a new facilitator and ensure that you receive this information.
- Ask the teens what essential information they would like to let the new facilitator know about the group and make sure that information gets passed on to the new facilitator.
- Ask the teens how they would like to welcome their new facilitator. Do they want to write a collaborative letter or make a card? Set aside a few minutes during the last meeting for this activity.

Existing Group/New Facilitator

When a new facilitator takes over an ongoing group, there are special challenges. The group will need time to adjust to and welcome a new person. The teens may be reluctant at first, feeling very attached to their original group leader. The new leader must be sensitive to and respectful of the group dynamics and **acknowledge the difficulty in making the transition to a new leader**, for both the group and for the group leader. Ensure that your group leader has the proper supports needed for the transition.

Ask the former group leader to write the teens a note that you can share at the opening meeting of the second year.

All the best to you!

Sample Introductory Letter to the Parents:

Here is some suggested text that you can adapt to reach out to parents of potential participants.

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, a fun program Jewish middle and high school age girls say is a safe place to talk about challenges they face in adolescence. Our community is launching this program in partnership with [Moving Traditions](#), a national nonprofit focused on emboldening teens by fostering self-discovery, challenging sexism, and inspiring a commitment to Jewish life and learning.

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

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

We 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 e-mail me at [e-mail 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 let me know if you anticipate any conflicts with the dates we have chosen.

Sample Introductory Letter to Potential Teens:

Here is some suggested text that you can adapt to reach out to potential participants.

Hi [*participant's first name*],

I hope you are having an amazing spring!

I am writing to introduce myself and to tell you a bit about Rosh Hodesh—a group of self-identified 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 teens who have done Rosh Hodesh say it is a great way to feel good about being Jewish, being a girl and being a teen.

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,

[*Your Name*]

Finding and Hiring the Right Group Leader

What Kind of Qualities Should I Look For?

Some Jewish communal institutions already have the ideal person to lead a group of adolescents on staff. If you do, that's great. But if you do not, consider the following:

- Someone active in the Jewish community who relates well to teens and has some experience working with teens.
- Someone who works as an educator in public school or private school and is willing to foray into Jewish education.
- Someone who volunteers as a coach or mentor with teens.
- Someone who is in the social work or related fields and is willing to foray into Jewish education.
- If you have a rabbi or cantor who works well with teens maybe they would consider setting the time aside to lead the group.

Consider a few people and whenever possible, speak with teens about them. It may require inviting one of these prospective group leaders to an event which teens attend just to observe the social dynamics.

Keep in mind that the people who lead Rosh Hodesh or Shevet across the country are a diverse group with all sort of backgrounds, including Rabbis, teachers, social workers, lawyers, doctors, artists, and software engineers. We even have a rocket scientist. We encourage you to think creatively about your options and nominate someone who will really click with your adolescents.

In our experience, we've seen both charismatic people lead successful groups as well as people who are better at listening than public speaking. At our training, we help group leaders to get an understanding of teen dynamics and give them a great toolkit of informal education techniques. But there is no substitute for sensitivity, maturity, and humor.

We strongly encourage you to pay your group leaders, if possible. We have found that group leaders who are paid (as opposed to volunteering or the role being added to their existing job) are more likely to fully engage in running the group and connecting with the teens, and feel honored for their efforts.

Sample Group Leader Job Posting

Do you enjoy working to build self-esteem and Jewish identity in adolescents? We are seeking an enthusiastic and creative group leader to facilitate the Moving Traditions program, [Rosh Hodesh/Shevet], which draws on Jewish tradition to build the self-esteem and Jewish identity of adolescents. You will use the program materials to run monthly meetings. These groups offer a supportive and authentically Jewish experience through which adolescents can explore the issues they face as they become adults. You will receive training, ongoing consultation, and supervision.

Qualifications

- Someone who believes that when Judaism promotes self-discovery, challenges sexism, and celebrates a diversity of voices, it has the power to move our teens, our communities, and Judaism forward.
- Ability to facilitate groups by employing a range of modalities including discussions and experiential exercises
- Enjoy working with Jewish adolescents
- Must be friendly, organized, motivated, and a good role model

Responsibilities

- Attend a Moving Traditions' National Training Conference with other group leaders from around the country.
- In conjunction with the supervisor, recruit eight to ten adolescents 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.
- Sustain an ongoing group through monthly follow-up calls and mailings.
 - If the group is home-based, each month call the participant who volunteered their home to confirm that they cleared the date with their 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.
- Use provided materials and personal creativity to facilitate fun and meaningful gatherings.
- Manage group dynamics. Identify and act upon any issues that require follow-up or referrals.
- Become familiar with current popular culture through television, teen magazines, and other teen-targeted media.
- Help evaluate the program's effect on the participants.
- 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 Group Leader Interview Questions

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/Shevet 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!*
6. 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*

7. 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*

8. 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)*

9. 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.*

10. What questions do you have?

Sample Group Leader Contract Agreement

Group Leader Responsibilities:

- Attend Moving Traditions' Training Conference for new group leaders, during the summer of _____. Travel, accommodations, salary and expenses to be paid by (name of institution).
- Together with the supervisor, 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 for and facilitate 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 two to three 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.
- 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 paid \$ _____ per session from _____ 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

One of the most important relationships that you can have as a supervisor of Moving Traditions' Teen Groups is your relationship with each of your group leaders. A successful supervisory relationship can ensure the longevity of a healthy, thriving group. Below are the top five recommended best practices for supervising group leaders. You may be able to do all of these, or you may have to pick and choose.

1. Hold one-on-one meetings with each of your group leaders. Your meetings should invite open communication about the group so that questions can be answered, problems/challenges can be addressed, and planning can be done that might support the group's success.
2. Observe a group. Once the group is established, work with the group leader to choose a time for you to observe all or part of a meeting, informing the participants in advance.
3. Ask group leaders to include you as a cc on all e-mail communication to parents and participants. This keeps everyone in the loop and is an easy way for a group leader to communicate what's happening in the group to their supervisor.
4. Ask the group leader, as well as a participant or two, to offer a presentation about the program to your board and/or community members mid-year. This will garner support in your community and increase momentum and could assist with funding. It's also a great skill for the participants.
5. Meet with the group leader, participants, and parents at the end of the year to learn more about their experience and plan for the next year.

As you continue this vital relationship with your group leaders, keep in mind that we will be reaching out to you later this month to gather contact information of your group participants, if you have not already shared that information with us through our registration system.

Group Leader Supervision Questions

Supervision should invite open communication about the group so that questions can be answered, problems/challenges can be addressed, and the group's success can be ensured.

Sample supervision ideas follow.

1. *Clarify Institutional Partner standards:*
 - a. Payment (see sample Group Leader contract)
 - b. Privacy and safety regulations at your site with regard to issues of concern in the group.
 - c. Communal policies regarding kashrut/observance
2. *Sample questions follow. Some questions you may ask every time you meet, others are one-time questions.*
 - a. What can I do to help you?
 - b. Is there anything in the materials for which I can provide further understanding?
 - c. Tell me a great thing that happened at your last gathering.
 - d. Tell me about the dynamics of the participants in your group.
 - e. Are there any participants about whom you have concerns?
 - f. What tools are you using to communicate with parents?
 - g. What do you enjoy most about leading your group?
 - h. What challenges you the most about leading your group?
 - i. What can we put together to share with the board about the group this year (ex. photos, written summary, letter from participants /parents, presentation by two participants).
 - j. What are the next steps to be taken as a result of our time today?

Recruitment and Communication with Parents and Participants

Based on years of experiences and feedback from our partners, we have created a Recruitment Toolkit, which can be found [here](#). This toolkit includes:

- 1) Videos designed for parents and teens.
- 2) Language for emails and other direct communications.
- 3) Social media tools and samples.
- 4) Taste-of sessions.
- 5) Branding guidelines.

You asked—and we heard you! Many Moving Traditions partners have asked us for language about Moving Traditions programming that they can send to the families in their communities during recruitment season.

Below, please find language you can use for the parents and teens at your institution. There are three versions of each, so that you have maximum flexibility. Some suggested uses:

- Short-form: Use this version for social media posts, blurbs in your bulletin, and other applications where your audience's attention span might be shortest.
- Medium-form: Use this version in your e-newsletter or for individual outreach.
- Long-form: Use this if you have a website where you'll be hosting program information, or as a follow up if parents or teens ask for more information.

Suggested Recruitment Videos

Videos are a fantastic way to recruit participants and get 'buy in' from parents. We are pleased to provide you with a series of videos in several lengths that include participant testimonials, insight about our teen programs from the Moving Traditions team, and more.

For a longer version, please use this video (3-4 MINUTES):

- <https://bit.ly/2Rz35Gw>

For shortened versions, here are three options to choose from (LESS THAN ONE MINUTE – RECOMMENDED FOR SOCIAL MEDIA):

- <https://bit.ly/2P7ugeN>
- <https://bit.ly/2JF0VCn>
- <https://bit.ly/2P9qotV>
- <https://bit.ly/2DwUK2Y> (Unique to Tzelem)

Language for Parents

Short form

Middle school and high school can be a challenging time in your child's life. That's why we're partnering with Moving Traditions, which is a national nonprofit that specializes in helping Jewish youth grow up healthy and whole. Together we're creating small, safe group experiences that encourage self-discovery, promote self-confidence and strengthen connections with other teens and the broader Jewish community. These groups, Rosh Hodesh for girls and Shevet for guys, meet monthly and, through the guidance of a trained mentor, connect relevant teen content with enduring Jewish values—while having a good time, sharing a meal and making new friends.

Find out how your teen can join a group that's right for them by contacting [insert institution name/contact] or by visiting MovingTraditions.org.

Medium-Form

Middle school and high school can be a challenging time in your child's life. It's when they're asking the big questions, like who they want to be and become. It's a time when friendship and mentorship are needed most, and when the values and support of Jewish community can be a positive, guiding force.

We are partnering with Moving Traditions, which is a national nonprofit that specializes in helping Jewish youth grow up healthy and whole. Together we're creating small, safe group experiences that encourage self-discovery, promote self-confidence and strengthen connections with other teens and the broader Jewish community. These groups, Rosh Hodesh for girls, Shevet for guys, and Tzelem for transgender and gender fluid teens, meet monthly and, through the guidance of a trained mentor, connect relevant teen content with enduring Jewish values—while having a good time, sharing a meal and making new friends.

Find out how your teen can join a group that's right for them by contacting [insert institution name/contact] or by visiting MovingTraditions.org.

Long-Form

Middle school and high school can be a challenging time in your child's life. It's when they're asking life's big questions, like who they want to be and become. It's a time when friendship and mentorship are needed most, and when the values and support of Jewish community can be a positive, guiding force.

We are partnering with Moving Traditions, a national nonprofit that specializes in helping Jewish youth grow up healthy and whole. Together we're creating small, safe group experiences within your community and inspiring teens like yours to openly explore the

fundamental questions of identity and society. These groups, Rosh Hodesh for girls, Shevet for guys, and Tzelem for transgender and gender fluid teens, meet monthly and, through the guidance of a trained mentor, connect relevant teen content with enduring Jewish values—all while encouraging a good time and fostering new friendships.

Together, with the guidance of Moving Traditions, more Jewish teens are growing into adulthood with confidence, compassion and a lifelong commitment to Jewish community.

Find out how your teen can join a group that's right for them by contacting [insert institution name/contact] or visiting MovingTraditions.org.

Language for Teens

Short-form

Middle school and high school can be an exciting, but challenging time. Moving Traditions' programs were created with this in mind, just for teens like you—they're a unique Jewish teen experience. Rosh Hodesh, Shevet, and Tzelem, monthly groups for girls, guys, or transgender and gender fluid teens are led by an adult you can trust, offering a safe space to talk openly about the issues that matter most to you—like relationships, school, sexuality, and stress—all while having a good time and making great friends.

Talk to your parents about joining a monthly group at [insert institution's name] and tell them to check out MovingTraditions.org to learn more.

Medium-form

Middle school and high school can be an exciting, but challenging time. You're asking yourself big questions about who you are, where you belong and what kind of person you want to become. It's when you most need friends, but don't want them to judge you. When you most need mentors, but don't want lectures.

Moving Traditions' programs were created for you—they're a unique Jewish teen experience. Rosh Hodesh, Shevet, and Tzelem, monthly groups for girls, guys, or transgender and gender fluid teens are led by an adult you can trust, offering a safe space to talk openly about the issues that matter most to you—like relationships, school, sexuality, and stress—all while having a good time, eating, and making great friends.

Talk to your parents about joining a monthly group at [insert institution's name] and tell them to check out MovingTraditions.org to learn more.

Long-Form

Making your way through middle school and high school can be an exciting, but challenging time. There are things you're asking yourself, wanting to explore or questioning every day. It's

when you most need friends, but don't want them to judge you. When you most need mentors, but don't want lectures.

Moving Traditions' programs were created for you—they're a unique Jewish teen experience. Rosh Hodesh, Shevet, and Tzelem, monthly groups for girls, guys, or transgender and gender fluid teens are led by an adult you can trust, offering a safe space to talk openly about issues that matter most to you—like relationships, school, sexuality, and stress.

It's where all Jewish teens can share a common experience—one in which you can freely speak your mind, listen to different perspectives, and ask big questions—all while having a good time and making good friends.

Talk to your parents about joining a monthly group at [insert institution's name] and tell them to visit MovingTraditions.org to learn more.

Suggested Social Media Content

Rosh Hodesh

[NAME OF PARTNER] is forming our Moving Traditions teen groups for the fall. Through Rosh Hodesh, we bring together Jewish teen girls like you in small, single-gender groups where you can speak freely about relationships, gender, stress, school, and anything else that's on your mind—while having a good time and making great friends. Comment below or contact [NAME] at [EMAIL/PHONE] to learn more!

Shevet

[NAME OF PARTNER] is forming our Moving Traditions teen groups for the fall. Through Shevet, we bring together Jewish teen guys like you in small, single-gender groups where you can speak freely about relationships, gender, stress, school, and anything else that's on your mind—while having a good time and making great friends. Comment below or contact [NAME] at [EMAIL/PHONE] to learn more!

Tzelem

[NAME OF PARTNER] is forming our Moving Traditions teen groups for the fall. Through Tzelem, we bring together transgender, nonbinary, gender fluid, or gender questioning teens in partnership with Keshet. The groups are led by trans or non-binary group leaders and will focus on topics like courage, friendship, stress, body image, sexuality, and more while having a good time and making friends. Comment below or contact [NAME] at [EMAIL/PHONE] to learn more!

Branding Guidelines

We are thrilled you have chosen to bring Moving Traditions programming to your institution. Below is a link to helpful resources for marketing or co-branding. If you have any questions about how to access or use these resources, please contact us.

To obtain various logo sizes, stock images, and Moving Traditions signature fonts, please access this link:

- <https://bit.ly/2Dmilhu>
- Please see Appendix D for the full Moving Traditions Branding Guidelines

Taste Of Planning and Sessions

Using Moving Traditions' signature Taste Of sessions is a fantastic way to recruit teens and educate parents about our teen programs. Your local Regional Director is ready to support you as you plan your next Taste Of event. See Appendices E and F for each session.

Navigating Challenges

How do I set up my calendar of sessions?

In consultation with your group leader, we suggest that you map out a full academic year of sessions. Share this calendar with families ahead of time and try to ensure that there are no other teen programming conflicts at your institution. If you plan on hosting a Taste Of session, please remember to integrate that date into your calendar as well.

Where can I find recruitment materials online?

Please go to www.movingtraditions.org, hover over the Educators tab, and select Recruitment Toolkit. You will find Taste Of sessions, recruitment videos, and helpful templates to communicate with families there.

I don't have enough teens in one grade to create a Rosh Hodesh/Shevet group. Can I create a multi-grade group?

We strongly encourage single-grade groups. However, sometimes this isn't possible. Please contact your Regional Director for advice and guidance regarding this issue and we will support you.

There is someone who would make a fantastic group leader, but their child is a participant in the group. What do I do?

To maintain the safe space of the group, we strongly discourage supervisors from hiring parents of participants to facilitate their child's group.

What are the time commitments for a group leader to lead a Rosh Hodesh, Shevet, or Tzelem group?

Our research shows that group leaders succeed when they commit to the following: attending national teen training; setting aside regular planning time to prepare for each session; maintaining communication with families before and after each session; meeting with their supervisors; and leading their group for at least two years.

What can I do to support my group leader and his/her/their participants during difficult or traumatic times?

We have resources for you. During times of crisis, please reach out to your Regional Director who is here help you and your community.

Budgeting

Thinking about teen programming costs can be a daunting task. Our team is here to help you think through the process of budgeting and breaking down expenses for Moving Traditions teens programs.

Potential costs include:

- Moving Traditions' annual program fee
- Group leader salaries or stipends
- Snacks, drinks, and food for teen groups
- Materials for each session
- Fees for group leader teen training and further professional development opportunities including webinars and in-person trainings
- Synagogue personnel fees if applicable (including, but not limited to, custodians, security guards, etc.)

Charging participation fees is solely at the discretion of each Moving Traditions partner and varies by region and congregation. For more information and support with budgeting, please reach out to us.

Who to Contact

Recruiting and launching Moving Traditions' teen programs is dynamic and can come with unexpected questions. Please do not hesitate to be in touch with Moving Traditions staff should you have concerns or questions about any Moving Traditions programs. For support with specific issues, please contact:

Curriculum access or issues with logging in online:

support@movingtraditions.org

Help supporting a Group Leader:

Your Regional Director or Stephanie Freedman, Education Program Manager
sfreedman@movingtraditions.org

Recruitment, curriculum, program, and budget:

Your Regional Director

Contract or invoice questions and concerns:

Sarah Fox, Senior National Program Manager
sfox@movingtraditions.org

Appendix A: Making the Most of This Material (Rosh Hodesh)

This guide presents an overview of the approach and philosophy, an outline of the format and features of the monthly sessions (gathering plans), and suggestions for tailoring the material.

We have attempted to include all that is needed to guide and support successful implementation and facilitation of the groups, but, ultimately, it's in your hands! Therefore, we encourage you to:

- **Read** the wisdom within the curriculum and this manual.
- **Draw** on your own strengths and talents.
- **Reflect** on your own adolescence and consider how your own experience may affect your work with teen girls. Discuss with a supervisor, friend, or confidante.
- **Work** to push beyond your areas of discomfort.
- **Challenge** yourself to be present and authentic in your interactions with the teens.

It is our hope that you will bring your unique style, talents, and positive energy to the Rosh Hodesh curricular material. Your ability to engage, read, and respond to the group will bring this program to life.

Approach and Philosophy

The curriculum material draws on Jewish wisdom and practice as a resource for young women as they explore topics relevant to their lives. This approach fosters self-expression, critical thinking, and the validation of individual experience.

The method of facilitation is experiential, meaning that group participants will learn key concepts through direct experience and focused reflection, rather than a formal lecture format. The activities and discussions within the curriculum lead participants on a journey of discovery and self-awareness. On the way, they are guided and enriched by Jewish wisdom.

Although it is designed to honor diverse perspectives and experiences, the material reflects the values of pluralism and egalitarianism and a commitment to Jewish life and learning.

Rosh Hodesh: The Curriculum

The Rosh Hodesh curriculum is filled with engaging activities and thought-provoking exercises that teach teens self-respect, personal strength, and spiritual well-being.

Eighth Grade

In the 8th grade curriculum, teens discuss social and emotional related topics such as identity, self-confidence, gender and gender roles, “good/perfect girl” stereotypes, understanding and

expressing emotions, body image, stress, communication, and empathy, as well as supportive friendships.

Ninth Grade

In the 9th grade curriculum, teens explore topics such as the transition to high school, friendship conflicts, healthy intimate/romantic relationships, self-care, social media, and more.

Tenth Grade

In the 10th grade pilot curriculum, teens explore topics such as healthy sexuality, drugs and alcohol, stress, and more.

A note about the curriculum: Institutions that have been running Moving Traditions programs for a long time may still have binders of our original curriculum. While there are a lot of good resources in these binders, we have replaced these materials with new curriculum designed to better meet the needs of teens today. We understand that institutions and group leaders may need some time to transition to our new curriculum and age focus *and* we are confident that using the new materials is the best way to work with Rosh Hodesh participants today.

Format and Features of the Monthly Sessions

Each session of the curriculum is devoted to an important social-emotional topic for teens, such as self-confidence, dealing with emotions, body image, stress, or communication. The curriculum is designed to be user friendly, outlining each activity as well as the discussion questions and framing necessary to make the activity relevant and meaningful for participants. The following is an overview of the components of the curricular sessions. Note that there are special elements in your first and last meetings of the year. For more on curricular modalities, see “Experiential Learning in Rosh Hodesh Groups.”

Curriculum Elements

Opening Ritual

The beginning of the gathering is an opportunity to welcome participants, light a ritual candle, and recite the prayer for the new month. The opening ritual also includes an opening question relevant to the overall theme of the meeting that functions as a springboard for later discussions or activities. It is open but contained, inviting the teens’ voices early, but not encouraging lengthy discussion at this point. You may also choose to insert additional icebreaker activities at this point in the meeting. You can find a bank of icebreakers on the Moving Traditions website at: <http://bit.ly/2rhS3J5>. In some months, the Opening Ritual also contains a glance at the Wonder Woman (a Jewish role model who relates to the monthly theme) for the month.

Prayer for the New Month

A cardstock sheet in the front of this manual features a contemporary version of the Rosh Hodesh prayer, followed by an excerpt of the traditional text. The contemporary version is from *The Book of Blessings* (HarperSF, 1996), by Jewish poet and author Marcia Falk. It has been set to music by composer and director Linda Hirschhorn, which can be found in the Rosh Hodesh Curriculum section of the Moving Traditions' website. Many groups chant this simple melody to open the gathering with a sense of "sacred space." Although some leaders may initially feel hesitant about singing, the use of this melody often becomes a cherished tradition for groups. If you experience personal discomfort with singing, we encourage you to make creative use of resources—such as teens who love to sing and teach songs—to share this special experience with your group.

Objectives

At the beginning of each session there are a set of objectives or goals for what participants will feel, know, and/or do by the end of the session. The activities and discussions in each session are designed to accomplish the objectives.

Materials

These items are what we suggest you purchase or prepare for the session. This includes handouts or facilitator's resources to print, other supplies to purchase, and any special technological requirements for the session.

Facilitator's Tips

Tips for you, the facilitator, appear throughout the sessions and contain suggestions about how to most effectively lead or adapt content for your groups. Frequently, they suggest how to adapt activities for particularly small or large groups, for different time constraints, and/or for groups of differing interests and maturity levels.

Life Lessons

These are key pieces of wisdom that group leaders are strongly encouraged to communicate to their group in whatever way feels most natural.

Jewish Wisdom

Throughout the curriculum, there are opportunities to engage with Jewish wisdom. This may consist of a story of a biblical or contemporary Jewish woman, a rabbinic or later Jewish teaching, an excerpt from *Pirkei Avot* (Wisdom of our Ancestors) or other Talmudic texts, or a discussion of a Jewish value. Don't be concerned if you are not a walking encyclopedia of Jewish knowledge and practice. The monthly gathering plans provide you with the

background you need to be a resource to the teens in your group. That said, it can also be meaningful for teens to be invited to a Shabbat dinner in a group leader's home or to hear stories about her own Jewish journey.

Often in Jewish life, we begin with an ancient story, such as a biblical tale of the matriarchs, and then try to connect what we hear with something in our own lives. In this curriculum, we do the opposite. We start with our lives now and then we go back to connect the challenges of our lives with wisdom from the Jewish tradition. In this way, we follow the early twentieth-century Jewish philosopher Franz Rosenzweig's teaching about "a learning, no longer out of the Torah into life, but out of life, out of a world that does not know about the law, back into the Torah."

For every session, you will find traditional and more recent Jewish folktales, texts, quotes and stories. Studying these before each session and deciding which resonate with you is a critical step in connecting your discussions with the Jewish narrative.

Given the male centered and male authored nature of most traditional Jewish sources, we also include less familiar elements of Jewish wisdom that make women's voices and experiences of Judaism more visible and central.

Closing

A group ritual provides closure to the meeting. It may include candle-lighting, personal reflection, or a poem. Each closing section in the curriculum also contains a short prayer that connects the session content with the Hebrew month. It is a good idea to check the Hebrew calendar before you lead a session as the sessions may not always be aligned with the months mentioned in the prayer. In these cases, you may choose to rewrite the prayer or to substitute a repetition/niggun (wordless melody) of the Prayer for the New Month at the end of the session. The closing ritual is an essential component of the gathering, as it provides a meaningful and anticipated way to demarcate the sacred space created by the group.

Facilitator's Resources

Each session is accompanied by several pages of Facilitator's Resources and Handouts. These are materials designed to be printed out before the session so that you can share them with participants during the session. Because we learned that most participants do not want to take papers home, we have generally limited the handouts to papers necessary to be used within the session itself.

Experiential Learning in Rosh Hodesh Groups

It's almost a law of nature: give people permission to play, and they'll seize it. It is the act of creating, not what it ends up looking like, that is distinctively gratifying. —Lauren Pokras

The Rosh Hodesh program calls upon and develops all of a teen's **multiple intelligences**: intellectual, emotional, creative, and interpersonal intelligence. This happens through a variety of modalities; each curriculum session includes an experiential activity— games or role plays, debates or hands-on projects, writing or rituals. Used in the right spirit, these modalities are among **the most effective teaching tools** available to you—and the “**fun quotient**” keeps the teens coming back month after month, year after year.

Some teens in your group might favor verbal modalities, some the nonverbal; some may prefer using their hands, some their full bodies; some may enjoy role-play and for others it may be anxiety producing. Therefore, we have varied the modalities from month to month, with an eye to overall **diversity and balance**. We recommend that you, the group leader, encourage participants to step out of their comfort zones. You might consider modeling for participants your own willingness to try new things, even if it risks looking silly. Participants will receive the valuable message that trying new things and even looking silly can be fun and liberating and that what other people think really doesn't matter all that much. Regardless of the modality, the most important underlying values of each session are:

- Process, not product.
- Creativity, not repetition.
- Curiosity, not assumptions.
- Participation and flexibility

As a facilitator, you can create a **nonjudgmental atmosphere** that frees the teens to see that learning is accessible and that their own ideas are valuable. These experiences build the teens' confidence in their own ideas, personal expression, and individuality and provide them with a valuable direct experience of **independence**.

In creative expression, adolescent teens **freely manage their own ideas**. Creative activities also give them some control over their time and effort, how the meeting goes, and the character of the group.

For teens, **the best teaching methods are often indirect**. They do not generally respond to frontal learning or lecturing. (Really, who does?) In creating something—a craft, an improvisational role, a poem—teens get to discover something about themselves that may surprise them. Most importantly, it's coming from themselves, not from an external source.

What we discover *ourselves* is what we remember best—and helps mold who and how we are in the world.

Creative exercises give teens an opportunity for more concrete **self-expression**. They also give teens an age-appropriate path into their **interior lives**. Adults can sit around in a group processing our experiences all night, but for teens it's often boring. They're typically not as equipped for interior searching in the way adults are, so they need different avenues to go inside—through crafts, theater, writing, movement, music, and more.

Curricular modalities

This curriculum is designed to meet the needs of participants with diverse interests and learning styles. One of the ways it endeavors to do this is by including a range of modalities, detailed below. All modalities will not necessarily appear in every session, but each session includes multiple modalities. Frequently, you will be able to choose which types of activities to bring to your group.

Over the course of the year, you will gain insight into the kinds of activities your participants prefer as well as the those that feel most authentic to your facilitation style. That said, there is value in occasionally pushing your participants and yourself to try out modalities that are outside of their/your comfort zones. In fact, being open with participants about how you find a modality challenging can help you model risk-taking and vulnerability for participants in order to encourage them to take risks and be vulnerable within the group.

Videos

The videos included in the curriculum are designed to spark conversation related to the theme of the month. Often, there are several options of similar videos, allowing the group leader to choose which they think is best for the maturity and interests in their group.

Role Play

Role play activities give participants a chance to try out new communication techniques in a supportive environment. These types of activities may feel silly or awkward at first to participants and group leaders. However, many participants have found them to be a powerful and helpful way to physically experience what it's like to communicate in more effective and assertive ways. Just as a musician or athlete needs to practice in order to improve their skills, so too all of us can benefit from practicing new ways of communicating and asserting ourselves and even new ways of being in our bodies.

Improvisational role-playing activities give the teens a chance to use their imaginations to step into the shoes of someone different from themselves—perhaps a parent or an ancient biblical figure—or someone like themselves in a different situation—such as a teen confronting her parents about trust issues. Taking on a role is like putting on a mask—it permits us more

freedom to experiment, and, paradoxically, **to be more authentic** than if we just think or talk about what we might do in a given situation.

- To create a **supportive context** for the role plays, let the teens know that:
 - **No one has to** participate if she is not comfortable doing so.
 - Anyone who gets stuck or overwhelmed in a role can get out of it just by asking.
 - There is no one right interpretation—this is **imaginative play**.
- Key words in introducing role plays are “**invite**” and “**imagine**,” as in “Now I invite you to imagine that you are Sarah....” “Invite” is pleasantly nondirective (and who doesn’t want to be invited?). “Imagine” opens people up to this kind of play, while the word “pretend” closes people down. (It suggests duplicity and keeps them trying to operate two selves at the same time.)
- The key to effective role playing is to speak **AS** the character. If a teen uses language like “I might....” Or “I think I would....,” gently encourage her to speak as the character, “I will...” or “I am feeling....”
- Make sure there is the opportunity for everyone who might want to participate to do so. Don’t allow the activity to be taken over by those teens with the strongest “acting hunger,” whether because they imagine themselves to be amateur actors or because they have a need to “act out.” Occasionally ask the teens who are always the first to volunteer to give others a chance to go first.

Writing

Writing components range from letter writing, responding to creative prompts, poetry, and more. Writing provides participants the opportunity to work independently, be introspective, and flex creative muscles.

Journaling is listening to your inner voice and putting it to paper. Journaling and personal writing provide **quiet, reflective moments** in a gathering and can be an important part of the overall rhythm of the session. Teens are asked to do a great deal of writing for school, but they are rarely asked to write **from the heart, just for themselves**—for no other reader, no judge, no grade.

Writing activities provide an opportunity for girls to **find their authentic private, personal voice**. The ability to summon that voice will be an invaluable asset throughout their lives.

For this activity to be successful, the teens must feel confident that what they write will remain **private**. Please speak to your group about respecting their friends’ **space, property, and personal boundaries**.

- Encourage the teens to spread out in the room and to each draw an imaginary curtain around herself for privacy. When the time is up, ask them to open their curtains and step out into the common space of the room.
- It sometimes takes a few minutes to warm up, especially if they are new to journaling or have had very busy days. If transitioning to writing is difficult, encourage them to check in with all their senses and note what they see, hear, feel, smell, and taste as a centering warm-up.
- To get past writing blocks (all writers get them!), teach them the trick of freewriting: put the pen to paper and write whatever comes into your mind as fast as you can. Do not lift the pen from the paper. Do not judge. Do not edit. If you can't think of anything, write, "I can't think of anything," over and over again until you think of something else, and write that. Keep going until the time is up.

Art Projects

Art projects range from drawing and coloring, to creating ritual objects or other useful things that can serve as reminders and links between Rosh Hodesh and the rest of life. Art projects provide participants with a creative, hand-on experience as well as a chance to relax and focus, often relieving the stress of a social situation. Many group leaders report that some of the most meaningful and productive discussions within their groups have occurred while participants were doing an art activity. Once the directions have been given, participants are free to chat, work on their own, or help one another as suits them individually and as a group.

We recommend creating an example or two of the art project to bring to the session to give participants a sense of the different approaches they might take to the project. It is also helpful to stress that art in Rosh Hodesh is another way of practicing not being perfect or aiming for perfection but instead focusing on fun, creativity, and play.

Games and Icebreakers

Similar to the videos, games are designed to spark conversation related to the month's theme. They often promote fun and laughter, and get participants physically moving. Games at the beginning of sessions are also used to break down initial barriers, to set a mood, and to energize teens for the coming activities in the session. Some icebreakers create group bonding and collaboration. In other cases, a warm-up **lightly introduces** a process or topic that will then be explored with a more serious intention.

If you need **additional games or icebreakers** for your group, we suggest you refer to the Moving Traditions website (<http://bit.ly/2rhS3J5>) or any of the following great resources:

Cooking

A cooking activity closely resembles a craft project in that each involves materials, tools, and a creative process (in this case, a “recipe”). Like a craft activity, cooking tends to be **high-energy, somewhat messy, time-consuming, and an opportunity to talk.**

- For the same reasons that it is important to make samples of the crafts, it is essential to **try the recipe(s)** you will be using.
- **Make notes** regarding required ingredients and utensils, based on your experience with the directions. The middle of the meeting is not the time to figure out that the butter should be cut in half, or that you need a spatula.
- **Make no assumptions!** When cooking, ***check in advance*** with the host family or institution regarding the availability of the kitchen, and any requirements regarding ***kashrut***, use of **utensils**, and **clean-up**.
- Be careful to accommodate the teens’ **food allergies, chronic diseases**, such as diabetes or celiac disease, and expectations of ***kashrut***, just as you would with any snack. **Adapt** the activity or the recipe as necessary.

Guided Visualization

Guided visualizations (sometimes referred to as “guided meditations”) are similar to role plays—but acted on the stage of one’s own mind, with a great deal of side-coaching. Many adolescents appreciate the opportunity to pause and reflect—to close their eyes and focus on something that grounds them. These teens are operating in a whirlwind of early-to-rise, late-to-bed, with lots of social interaction in between.

At the vortex of this commotion, they are trying to balance their lives—academically and socially—and are trying to figure out who they are. Guided visualizations and meditations are opportunities for them to connect with their inner selves and experience their own truth. They are important tools to cultivate in adolescence because they can provide strong internal anchors as they continue to grow and develop.

When leading a guided visualization, it is important to have a good sense of pacing.

Go slowly.

Very.

Slowly.

With lots of time...between directions.

It is essential that you give each participant plenty of time to enter into her imagination.

- If you are not fully comfortable with leading guided meditations, we suggest that you **record yourself, and then try the visualization while listening to your own voice.** Re-record until you get the pacing right, and make any notes you need in the text.
- **Read** the visualization to the group—do not try to use the tape of your voice.

Many of the principles of role plays (above) also apply to guided visualizations:

- To create a **supportive context** for the visualization, let the teens know that there is no desired outcome—this is just a time to relax and connect with their inner selves. Their lives are filled with pressure and this is a time to let all of that fade away for the moment. Let them know that:
 - Closing one’s eyes is NOT necessary; many people prefer to just soft-focus their eyes on a fixed point in the room.
 - **No one *has* to participate** if she is not comfortable doing so.
 - Anyone who feels stuck or overwhelmed can open or refocus her eyes at any time and **sit quietly and listen.**
 - There is no one right interpretation.
- Key words in introducing guided visualizations are “**invite**” and “**imagine.**”
- After the visualization, give the participants a way to **SLOWLY and GENTLY return to their normal frame of mind.** This can be accomplished simply by asking them to change seats or stretch, or to observe the room around them and make eye contact with other members of the group.

Movement

Active games, Interpretive movement, dance, yoga, and self-defense instruction provide opportunities for movement and **nonverbal self-expression** with one’s whole body. They also help develop a teen’s **kinesthetic sense** (knowing where one’s body is in space) and may help develop **comfort with and pride in her changing body** as she evolves from teen to young woman.

- Make sure that your meeting place has a **floor surface** suitable for the movement activity, so that no one slips or gets rug burns or impact injuries.
- If you are inviting a guest leader for a movement section, make sure that both she and the teens **know what to expect.** If the guest does not already know the teens, **name tags** will help everyone connect.
- The presence of a guest leader is a small and temporary violation of the normal group boundary that should not be ignored. After she has left, plan to take a few minutes to **reestablish the group boundary**, perhaps with a warm-up exercise that emphasizes group bonding.

Music

Music can be used effectively in many ways during the gatherings:

- **Singing the “Prayer for the New Month”** is far more moving than simply reciting it (and the tune supports remembering the words as well). The music can be found on the Moving Traditions’ website (www.movingtraditions.org) in the Rosh Hodesh curriculum section. And if you or one of the teens plays guitar or keyboard, we encourage you or them to **accompany** the group.
- Many groups use music in the **background** during craft activities. You may wish to ask the teens to share appropriate music for this purpose.
- Some older groups have adopted a custom of beginning with **contemporary music chosen by one of the teens**, who also explains why the piece **pertains to the themes of the group**. This is a great opportunity for the teens to begin to take leadership and to express themselves by sharing important parts of pop culture.

Finally, we encourage you to **experiment** with all of these modalities. ***Most of all—Have Fun!***

Tailoring the Material

Making Modifications

In response to the diverse needs of groups, each curricular session contains many options and more content than you can reasonably get to in one session. We do not expect that anyone will do all of the things in a particular session! Below are some tips on how to use the curriculum. For even more helpful tips, visit the “Wisdom for Group Leaders” resource on the website: <https://bit.ly/2HA4Txq>.

The purpose of the various modalities, activities and tools in the curriculum is to lead into a serious (or sometimes both a serious and playful) discussion, reflection and exploration that gets to the heart of what it means to be a Jewish girl today. If your participants have gone off topic, but are still talking about something that concerns them about Jews or as girls, and are learning from one another and challenging cultural norms, then you are in the right zone. But if they are just veering off-topic to amuse each other and avoid any meaningful discussion, it is time to pull them back to the curricular material.

That said, we encourage you to take the first few sessions as an opportunity to gain familiarity with and confidence in the rhythm of the curriculum as it is written. Read through each session, choose the activities and discussions that you will bring to your group, and use the scripting, discussion questions, and facilitators tips to guide your group thought the session. This experience will allow you, with increasing ease, to create sacred space, prime your participants with an opening question, then engage them in an interactive learning

experience. You will gain comfort with highlighting lessons as they unfold, and bringing the group to closure with ritual and reflection.

We also invite you to use these first sessions to get to know the teens, attending to their aspirations, worries, and delights. Once you have a good sense of them, you can begin to tailor the gatherings to respond to the unique needs or preferences of your group. You might substitute their real-life situations (as appropriate) in place of scripted scenarios or adapt/create material in ways described below. Use your insights to maximize every opportunity to foster your group's connection to you, to each other, and to their Jewish identity!

Innovating

Use your talents. We hope that you will bring your special talents to enhance the material. One facilitator used her background in drama to skillfully convert a paired discussion activity into an improvisational theater exercise. Another, artistically-gifted, group leader took the simple concept of the Rosh Hodesh Cloth and turned it into a patchwork quilt project. She had the skill, the willingness, and a group that enjoyed the project. Your strengths should be used to enhance the material. We also strongly encourage you to stretch yourself beyond your comfort zone, in order to always provide your group with the full array of modalities.

Give them what they love. You may notice that your group responds best to a particular approach; for example, some groups are enthusiastic about craft-making, while others prefer discussion or active games. By all means, respond to that preference; if a month doesn't have a craft activity and your group loves such projects, go ahead and add one! Just be sure to link the craft activity to the theme, objectives, and life lessons, as you see done in the materials. But be mindful not to rely only on the group's apparent preferred modality. Everyone learns differently—there may well be a silent minority whose preferences are less visible.

Adjust to size. While the optimal group size is eight to twelve teens, there will be monthly variation in the group's size and there are sometimes small or larger groups. Prepare for the maximum number of participants but consider in advance how to adjust delivery of content with fewer numbers. Facilitator's tips within the curriculum will often provide ideas about how to adapt materials for different sized groups.

Share your own stories. As a group leader, you will need to enter each session with stories related to the theme that are easily accessible for you. These stories can be personal (from your own lives or lives of your family members and friends) or they can come from fiction (novels or film), but they need to contain some emotional truth about the human experience that girls can relate to.

Your role in telling a story is to provide a model for the teen girls so it is important to find stories that are about real challenges and do not simplify your own efforts or the efforts of others. In other words, while you could spend your time entertaining teens with various tales, the goal of your tales is to help spark in them the desire to tell stories to one another.

Draw on community resources. Take advantage of local resources—consider museums, galleries, guest facilitators—to enhance themes of relevance to young Jewish women. One group leader knew a yoga instructor who came to a group; the group adapted their monthly closing ritual to include a movement they learned from her.

Bring in the parents. Once the group is well established, and if the girls are interested, you may wish to design a gathering in which you invite the parents to participate. The teens take pride in demonstrating their monthly ritual, and parents are appreciative of the glimpse into their daughters' experience in the group.

Meet other Rosh Hodesh teens. If your area has more than one Rosh Hodesh group, you might choose to plan a joint gathering or event, enabling the teens to feel a part of something larger than themselves—the “sisterhood” among those who celebrate Rosh Hodesh! Moving Traditions can help make this kind of event a reality.

Be Responsive. Although the gatherings are designed sequentially, the facilitator may choose to respond to an issue proactively by adding or changing an activity in a session or by skipping ahead to a session that deals with that issue rather than waiting to address it when it arises in the curriculum. For example, if teens in your group may talk about feeling overwhelmed and stressed, you might decide to jump ahead to the stress session or to incorporate a de-stressing activity into another session.

Keep the context. Even as you innovate, maintain ritual elements and what is familiar and cherished by the group. Begin with candle lighting and an opening question that stimulates thought, begins the personal sharing, and pulls the teens in. Include at least two different modalities per session for varied interest and broad appeal. Most importantly, be sure to maximize interaction and minimize speeches, and to include the opening and closing rituals. Plan where you want to take the group and the most fun way to get there!

Leadership Development Opportunities

Rosh Hodesh groups hold great possibilities for fostering leadership skills and should be mined for that potential. Teens can be given the opportunity to assume some responsibility for the success of their group. Make it clear that any degree of involvement is valued. Initially, teens can choose to send reminder texts, organize materials and snacks, or even monitor ground rules. Eventually, they can suggest a topic, develop and/or implement activity ideas, or facilitate scripted materials.

Work to identify and draw on each teen's unique style and strengths and afford her a leadership opportunity in that venue. Is she a poet? Encourage her to share some poems or lead a poetry writing in response to a topic. Does she love music? Perhaps she can lead the group in analyzing some pop songs for their messages and comparing them with Jewish values.

Once the rhythm and energy of a group is established, participants are very likely to suggest any number of activities and topics but may need help in maintaining the Jewish context.

Most importantly, by virtue of their active participation in the group, teens are called upon to be open, to listen, to respect themselves and others, and to discover and heed their inner voices. Such skills, fostered each month, are at the core of true leadership. It's also good to remember that for many girls, Rosh Hodesh is a place they can relax and not have to be "leaders" and that's often core to what they value about the experience.

Facilitating Your Rosh Hodesh Group

As facilitator, you help the group develop its unique culture—one that promotes bonding, safety, free expression of ideas and feelings, and positive Jewish identity. You wear multiple hats: as coordinator, informal educator, facilitator, role model. Each of these important roles is explored below.

Coordinator

In most cases, you are the logistics coordinator for your group. You determine the time and date of the meeting and arrange for the location and necessary supplies. You are responsible for communicating with both the teens and their parents. To encourage regular attendance, you can use phone calls, texts, and e-mail. (See the "Starting and Nurturing a Group" section for correspondence samples.) When making arrangements, confirm with parents before assuming you proceed with your plan.

Make sure that both teens and parents are aware of the expectations of hosting. If the gathering is held in teens' homes, the facilitator brings supplies, but the parents need to know

the best place to set up for the group's activities. Some activities may require a kitchen, an open room for movement, a table for crafts, or space to present a skit.

We encourage you to delegate some coordination responsibilities to the teens. For example, whether meeting in an institutional or home setting, you might ask the designated host teen to contact the other members of the group to confirm their attendance at a gathering. Although supervising her may be more labor intensive than doing the task yourself, this approach promotes participants' ownership of the group and develops their leadership skills. If you do delegate responsibility to a teen, make sure she is clear about her responsibility, the timeline, and your expectations for checking in, because her tasks are essential to the group's success.

Informal Educator

Rosh Hodesh gatherings create perfect opportunities for Jewish learning. With an experiential, participant-centered approach, learning happens through guided discovery, rather than didactic teaching. Dr. Joseph Reimer, an expert in Jewish identity and education, has outlined six characteristics of a great Jewish experiential learning program. A successful Rosh Hodesh gathering reflects these traits:

1. The program is well prepared.
2. The participants feel comfort and trust.
3. Participants identify with the group and feel that they belong.
4. Participants feel challenged, stretched, and engaged in the experience.
5. Participants have time to reflect.
6. Participants have time to act.

Keep these principles in mind as you walk the group through the warm-up, the introductions and instructions, and the thoughtful processing of the teens' experience and insights. In your role as an informal educator, you create the opportunity for the intended life lessons to emerge naturally from participation in and processing of the shared activity. Far more effective than "the moral of the story" pronouncements, good questions can help the teens themselves draw the connections between Jewish values and the activity at hand. Through this process, you will set up and support an unfolding "a-ha!" moment of self-discovery or new understanding that is revealed rather than imposed.

Facilitator

Excerpts from "Experiential Jewish Education: Impacting the Formation of Jewish Identity" by Shuki Taylor in Bryfman, David, ed. Experience and Jewish Education (Torah Aura Productions 2014)

In order to foster self-exploration while guiding learners towards predetermined outcomes, the educator must develop two distinct types of facilitation skills:

1. **Reflection:** reflection allows for the process of self-exploration to emerge and flourish. By asking questions that allow learners to respond to and reflect upon the experiences and the content to which they have been exposed, educators can allow learners to access the space they need and can help learners achieve an authentic process of self-exploration. Educators should ask open-ended questions that focus on thoughts about and feelings towards the experience.

In order to ensure authentic self-exploration, the educator should validate whatever feelings and thoughts learners express and should permit any type of reaction. This type of reflection will allow a multiplicity of voices, opinions and approaches to emerge.

2. **Framing and contextualizing:** this type of facilitation is geared towards pre-determined outcomes rather than self-exploration. The educator will frame and contextualize the experience in a specific fashion, so that it builds a narrative that can result in the outcomes. When using these skills, the educator does not want to gauge what learners might be feeling, but wants to guide learners towards outcomes. This facilitation technique utilizes guided—rather than open-ended—questions.

When engaged in this type of facilitation, if the educator is not satisfied with an answer, she should ask if anyone has another opinion. In this way, the educator will be able to build a narrative by asking directed questions and respecting whatever answers are given.

Both types of facilitation skills are necessary. If educators merely foster reflection, learners might get lost in the process of exploration and lose sight of the overall narrative. In such a case, learners might not recognize the deliberate connections that the educator tries to make between activities and experiences. On the other hand, if educators spend too much time framing and contextualizing experiences, they will not enable any form of self-exploration. As a result, learners are likely to lose their unique voices.

Once again, intentionality is crucial: the educator must recognize when it is necessary to use each type of facilitation skill in order to ensure a seamless process of intervention that balances pre-determined outcomes with self-exploration.

Role Model

As facilitator, you are a role model for embracing the delights and difficulties of Jewish womanhood. Your words and actions speak volumes to the teens in your group. Modeling your ability to question, share, take risks, laugh, empathize, and connect will inspire them to do the same. Valuing yourself while respecting others, speaking out yet being willing to listen, being

honest about the struggles and joys of women today, seeking guidance from others and from your heritage as you find your own voice, always striving to learn and grow—these are at the heart of the life lessons which you can embody for the young women in your group. Finally, remain open and curious about the wisdom that participants have to offer. Being a role model and mentor, in the Jewish tradition, is a two-way street. As Rabbi Chanina taught in the era of the Talmud, “I have learned much from my teachers, more from my colleagues, and the most from my students” (Ta’anit, 7a).

Appendix B: Making the Most of This Material (Shevet)

The Shevet program aims to engage teen boys with the questions, “What does it mean to be a man” and “What does it mean to be a *mensh*”? Ultimately, our goal is for the teen boys in our program to be able to critique superficial ideas of what it means to be a dude today. We also hope to embolden guys to be authentic Jewish men, value conversation and friendship, foster better relationships, and enjoy the full range of human possibilities.

This group leader manual, paired with the Shevet curriculum, is designed to serve as a step-by-step, user friendly guide to facilitating monthly Shevet sessions that meet the program goals.

This guide presents an overview of the approach and philosophy, an outline of the format and features of the monthly sessions (gathering plans), and suggestions for tailoring the material. We have attempted to include all that is needed to guide and support successful implementation and facilitation of the groups, but, ultimately, it’s in your hands! Therefore, we encourage you to

- **Read** the wisdom within the curriculum and this manual.
- **Draw** on your own strengths and talents.
- **Reflect** on your own adolescence and face any discomforts you have with that challenging stage of life.
- **Work** to push beyond your areas of comfort.
- **Challenge** yourself to be present and authentic in your interactions with the teens.

It is our hope that you will bring your unique style, talents, and positive energy to the Shevet curriculum. Your ability to engage, read, and respond to the group will bring this program to life.

Approach and Philosophy

The curriculum material draws on Jewish wisdom and practice as a resource for teen boys as they explore topics relevant to their lives. Its approach fosters self-expression, critical thinking, and the validation of individual experience.

The method of facilitation is experiential, meaning that group participants will learn key concepts through direct experience and focused reflection, rather than a formal lecture format. The activities and discussions within the curriculum lead participants in an investigation of the question “what does it mean to be a Jewish man/mensch?” They are guided and enriched by Jewish wisdom.

Although it is designed to honor diverse perspectives and experiences, the material reflects the values of pluralism and egalitarianism and a commitment to Jewish life and learning.

Shevet: The Curriculum

Shevet is a program designed for teen boys by a group of rabbis, educators, psychologists, parents, and teens themselves. In general, the program is a lot of fun for the guys—they'll be playing various competitive and collaborative games, talking about pop culture, studying great Jewish texts, eating and sharing stories. But they will also have an opportunity to discuss, in a setting that values personal privacy, critical issues in their lives as teens and young men.

Eighth Grade

In eighth grade, boys discuss teen boys' relationship with manhood, competition, wisdom, friendship, money, sexism, and courage.

Ninth Grade

In ninth grade, boys explore the topics of balance, language, the body, healthy sexuality, drugs and alcohol, social media, Jewish identity, and the soul.

Tenth Grade

In tenth grade, boys explore the topics of stress, anti-Semitism, ritual (religious and secular), healthy sexuality, emotions, beauty, storytelling, and friendship.

Format and Features of the Curriculum

Great education begins with questions. The questions that we pose with the Shevet curriculum are all a version of "What is the relationship between being a Jewish man and _____?" The blank is filled with the theme of each month; each session of the Shevet curriculum focuses in-depth on a topic or theme that relates to the lives of teen boys. Themes include manhood, competition, courage, wisdom, friendship, the body, pleasure, Jewish identity, the soul, money, and stress. Each session is designed for a two-hour meeting and contains a variety of different modalities and discussions for group leaders to choose from. The curriculum is designed to be user friendly, outlining each activity as well as the discussion questions and framing necessary to make the activity relevant and meaningful for participants. The following is an overview of the components of the curricular sessions. Note that there are special elements in your first and last meetings of the year. For more on curricular modalities, see Experiential Learning in Shevet Groups.

The Four Educational Components

You will see that each curriculum session has four central components: physical, cognitive, emotive, and ritual.

Here is a brief definition of what we mean by these four categories:

- *Physical*—Involving play and movement, often engaging in competition or collaboration.
- *Cognitive*—Igniting discussion and debate through reactions to game-play or to words, images, film clips, statements, folktales, texts, and concepts.
- *Emotive*—Evoking stories (both impersonal and personal accounts) and exploring the themes of these stories with participants in age appropriate ways.
- *Ritual*—Eating, singing, pounding the table, dancing, blessing the moon, holiday related elements (blasting a shofar, building a sukkah, shaking a lulav, making Havdalah, baking challah, preparing.

Making the transition from the physical activity to whatever cognitive or emotive element that you have chosen for the session will be key. Noticing how the guys interact and offering comments on the physical activity is a great way to begin the next portion of the group. We'll give examples for transitions, but we encourage you to come up with your own.

After the cognitive or emotive elements, you might need to get back to a physical activity, a recharge, so to speak, so we have included at least two physical elements for each session. It is essential to read the energy of your guys and switch modes to keep them engaged.

Cognitive should be fun!

All the cognitive pieces should generate healthy debate. As a group leader, always keep in mind who is participating and who isn't. Who is the most resistant? Who is the most withdrawn? You can easily use the cognitive pieces to change the group dynamic.

If participants are not responding to each other, here are some questions to provoke conversation:

- *Who has a different take?*
- *Who wants to challenge what he just said?*
- *Who agrees with that? Why?*
- *Who hasn't spoken? What are you thinking?*
- *Think about an older man... a grandfather, maybe. What would he say about this?*

Why the emotive is so critical

- One of the challenges many young men face, as articulated by Dr. William Pollack of Harvard Medical School and others, is growing up in a culture that encourages men to hold in their emotions. Anger is an accepted emotional outlet, but any feelings of vulnerability are considered off limits. Since we see the critical role of vulnerable emotion in developing a sense of “closeness” in relationships, we work to challenge the cultural norm.
- But we also want to be careful not to bombard teen boys with the question, “how do you feel?” in a way that pushes them uncomfortably. Instead, we encourage them to tell stories—real stories about their lives. These stories will sometimes be humorous, but they will also contain multiple feelings—hurt, sadness, fear, elation, grief, joy, pride, shame—and we want to help them to understand how sharing these stories with friends can be a great emotional outlet and learning experience.

Curriculum Elements

Objectives

At the beginning of each session there are a set of objectives or goals for what participants will feel, know, and/or do by the end of the session. The activities and discussions in each session are designed to accomplish the objectives.

Materials:

These items are what we suggest you purchase or prepare for the session. This includes handouts or facilitator’s resources you need to print, other supplies you need to purchase, and any special technological requirements for the session.

Facilitator’s Tips

Tips for you, the facilitator, appear throughout the sessions and contain suggestions about how to most effectively lead or adapt content for your groups. Frequently, they suggest how to adapt activities for particularly small or large groups, for different time constraints, and/or for groups of differing interests and maturity levels.

Life Lessons

These are key pieces of wisdom that group leaders are strongly encouraged to communicate to their group in whatever way feels most natural.

Jewish Wisdom

There are opportunities to engage with Jewish wisdom throughout the curriculum. This may consist of a story of a biblical or contemporary Jewish person, a rabbinic or later Jewish teaching, an excerpt from Pirkei Avot (Wisdom of our Ancestors) or other Talmudic texts, or a discussion of a Jewish value. Don't be concerned if you are not a walking encyclopedia of Jewish knowledge and practice. The monthly gathering plans provide you with the background you need to be a resource to the teens in your group. That said, it can also be meaningful for teens to be invited to a Shabbat dinner in a group leader's home or to hear stories about their own Jewish journey.

Often in Jewish education, we begin with an ancient story, such as a Torah reading for example, and try to connect what we hear to something in our own lives. In this curriculum, we do the opposite. We start with our lives now and then we go back to connect the challenges of our lives with wisdom from the Jewish tradition. In this way, we follow the early twentieth-century Jewish philosopher Franz Rosenzweig's teaching about "a learning, no longer out of the Torah into life, but out of life, out of a world that does not know about the law, back into the Torah."

For every session, you will find traditional Jewish folktales, texts, and stories that speak to us in metaphor. Studying these before each session and deciding which resonate with you is a critical step in connecting the spontaneous stories with the Jewish narrative.

Closing

A group ritual provides closure to the meeting. It may include candle-lighting, personal reflection, or a poem. Each closing section in the curriculum also contains a short prayer that connects the session content with the Hebrew month. It is a good idea to check the Hebrew calendar before you lead a session as the sessions may not always be aligned with the months mentioned in the prayer. In these cases, you may choose to rewrite the prayer or to substitute a repetition/niggun (wordless melody) at the end of the session. The closing ritual is an essential component of the gathering, as it provides a meaningful and anticipated way to demarcate the sacred space created by the group.

Facilitator's Resources

Each session is accompanied by several pages of Facilitator's Resources and Handouts. These are materials designed to be printed out before the session so that you can share them with participants during the session. Because we learned that most participants do not want to take papers home, we have generally limited the handouts to papers necessary to be used within the curriculum session.

Experiential Learning in Shevet Groups

The Shevet program calls upon and develops all of a teen’s **multiple intelligences**: intellectual, emotional, creative, and interpersonal intelligence. This happens through a variety of modalities; each curriculum session includes an experiential activity— games or role plays, debates or hands-on projects, writing or rituals. Used in the right spirit, these modalities are among **the most effective teaching tools** available to you—and the “**fun quotient**” keeps the teens coming back month after month, year after year.

Some teens in your group might favor verbal modalities, some the nonverbal; some may prefer using their hands, some their full bodies; some may enjoy role-play and for others it may be anxiety producing. Therefore, we have varied the modalities from month to month, with an eye to overall **diversity and balance**. We recommend that you, the group leader, encourage participants to step out of their comfort zones.

Curricular modalities

This curriculum is designed to meet the needs of participants with diverse interests and learning styles. One of the ways it endeavors to do this is by including a range of modalities, detailed below. All modalities will not necessarily appear in every session, but each session includes multiple modalities. You will be able to choose which types of activities to bring to your group.

Over the course of the year, you will gain insight into the kinds of activities your participants prefer as well as the those that feel most authentic to your facilitation style. That said, there is value in occasionally pushing your participants and yourself to try out modalities that are outside of their/your comfort zones. In fact, being open with participants about how you find a modality challenging can help you model risk-taking and vulnerability for participants in order to encourage them to take risks and be vulnerable within the group.

Videos

The videos included in the curriculum are designed to spark conversation related to the theme of the month. Often, there are several options of similar videos, allowing the group leader to choose which they think is best for the maturity and interests in their group.

Role Play

Role play activities give participants a chance to try out new communication techniques in a supportive environment. These types of activities may feel silly or awkward at first to participants and group leaders. However, many participants have found them to be a powerful and helpful way to physically experience what it’s like to communicate in more effective and assertive ways. Just as a musician or athlete needs to practice in order to improve their skills,

so too all of us can benefit from practicing new ways of communicating and asserting ourselves and even new ways of being in our bodies.

Improvisational role-playing activities give the teens a chance to use their imaginations to step into the shoes of someone different from themselves—perhaps a parent or an ancient biblical figure—or someone like themselves in a different situation—such as a teen confronting his parents about trust issues. Taking on a role is like putting on a mask—it permits us more freedom to experiment, and, paradoxically, to be more authentic than if we just think or talk about what we might do in a given situation.

- To create a supportive context for the role plays, let the teens know that:
 - No one has to participate if he is not comfortable doing so.
 - You are available for “side-coaching”—advice given from the side on how to play the role.
 - Anyone who gets stuck or overwhelmed in a role can get out of it just by asking.
 - There is no one right interpretation—this is imaginative play.
- Key words in introducing role plays are “invite” and “imagine,” as in “Now I invite you to imagine that you are Moses....” “Invite” is pleasantly nondirective (and who doesn’t want to be invited?). “Imagine” opens people up to this kind of play, while the word “pretend” closes people down. (It suggests duplicity and keeps them trying to operate two selves at the same time.)
- This may seem counterintuitive, but do NOT tell the teens how safe the activity is. It’s an odd paradox. As soon as you assure people that something is safe, they immediately worry about why you are reassuring them—and their sense of safety actually diminishes!
- The key to effective role playing is to speak AS the character. If a teen uses language like “I might....” Or “I think I would....,” gently encourage him to speak as the character, “I will...” or “I am feeling....”
- Make sure there is the opportunity for everyone who might want to participate to do so. Don’t allow the activity to be taken over by those teens with the strongest “acting hunger,” whether because they imagine themselves to be amateur actors or because they have a need to “act out.” Occasionally ask the teens who are always the first to volunteer to give others a chance to go first.
- After role plays, give the participants a way to return to their “everyday selves” by “de-role-ing.” This can be done simply by asking them to change seats or stretch, or by asking them to answer a question that they have to think about, such as “What is your favorite ice cream?”

Projects

Projects can include creating ritual objects or other useful things that can serve as reminders and links between Shevet and the rest of life. One group leader gave his teens the plans and

tools to create Adirondack chairs, using this opportunity to develop new skills and practice teambuilding. Projects provide participants with a creative, hands-on experience as well as a chance to relax and focus, often relieving the stress of a social situation. Many group leaders report that some of the most meaningful and productive discussions within their groups have occurred while participants were doing an activity. Once the directions have been given, participants are free to chat, work on their own, or help one another as suits them individually and as a group. It is also helpful to stress that a project in Shevet is another way of practicing not being perfect or aiming for perfection but instead focusing on fun, creativity, and play.

Games and Icebreakers

Similar to the videos, games are designed to spark conversation related to the month's theme. They often promote fun and laughter, and get participants physically moving. Games at the beginning of sessions are also used to break down initial barriers, to set a mood, and to energize teens for the coming activities in the session. Some icebreakers create group bonding and collaboration. In other cases, a warm-up lightly introduces a process or topic that will then be explored with a more serious intention.

If you need games or icebreakers for your group, we suggest you refer to any of the following great resources:

- Viola Spolin, *Theater Games for Rehearsal: A Director's Handbook* (Northwestern University Press, 1985).
- Viola Spolin, *Theater Games for the Classroom: A Teacher's Handbook* (Northwestern University Press, 1986).
- Maria C. Novelly, *Theatre Games for Young Performers: Improvisations and Exercises for Developing Acting Skills* (Meriwether Publishing, 1985).

Cooking

A cooking activity closely resembles a project in that each involves materials, tools, and a creative process (in this case, a "recipe"). Cooking tends to be high-energy, somewhat messy, time-consuming, and an opportunity to chat.

- Try out the recipe(s) you will be using.
- Make notes regarding required ingredients and utensils, based on your experience with the directions. The middle of the meeting is not the time to figure out that the butter should be cut in half, or that you need a spatula.
- Make no assumptions! When cooking, *check in advance* with the host family or institution regarding the availability of the kitchen, and any requirements regarding *kashrut*, use of utensils, and clean-up.

- Be careful to accommodate the teens' food allergies, chronic diseases, such as diabetes or celiac disease, and expectations of *kashrut*, just as you would with any snack. Adapt the activity or the recipe as necessary.

Physical activity

Physical activity provides opportunities for movement and nonverbal self-expression with one's whole body. They also help develop a teen's kinesthetic sense (knowing where one's body is in space) and may help develop comfort with and pride in his changing body.

- Make sure that your meeting place has a space large enough and a floor surface suitable for the physical activity.

Music

Bring a speaker and play some music as people arrive or during a break.

Tailoring the Material

Making Modifications

We have learned in our many pilot programs that groups' sizes, time constraints, energies, and interests differ. We have also learned that different group leaders prefer different educational tools. In response to the diverse needs of groups, each curricular session contains many options and more content than you can reasonably get to in one session. We do not expect that anyone will do all of the things in a particular session!

The purpose of the tools in the curriculum is to lead into a serious (or sometimes both a serious and a playful) discussion that gets to the heart of what it means to be a Jewish guy. If participants have gone off topic but are still talking about something that concerns them about Jews or as guys, and are learning from one another and challenging cultural norms, then you are in the right zone. But if they are just veering off-topic to amuse each other and avoid any meaningful discussion, it is time to pull them back to the curricular materials.

That said, we encourage you to take the first few sessions as an opportunity to gain familiarity with and confidence in the rhythm of the curriculum as it is written. Read through each session, choose the activities and discussions that you will bring to your group, and use the scripting, discussion questions, and facilitators tips to guide your group throughout the session. This experience will allow you, with increasing ease, to create sacred space, prime your participants with an opening question, then engage them in an interactive learning experience. You will gain comfort with highlighting lessons as they unfold and bringing the group to closure with ritual and reflection.

We also invite you to use these first sessions to get to know the teens, attending to their aspirations, worries, and delights. Once you have a personal sense of them, you can begin to tailor the gatherings to respond to the unique needs or preferences of your group. You might substitute their real-life situations (as appropriate) in place of scripted scenarios or adapt/create material in ways described below. Use your insights to maximize every opportunity to foster your group's connection to you, to each other, and to their Jewish heritage.

Innovating

Use your talents. We hope that you will bring your special talents and strengths to enhance the material. However, we also strongly encourage you to stretch yourself beyond your comfort zone, in order to always provide your group with the full array of modalities.

Share your own stories. As a group leader, you will need to enter each session with stories related to the theme that are easily accessible for you. These stories can be personal (from your own lives or lives of your family members and friends) or they can come from fiction (novels or film), but they need to contain some emotional truth about the human experience that guys can relate to.

Your role in telling a story is to provide a model for the participants so it is important to find stories that are about real challenges and do not simply aggrandize your own efforts or the efforts of others. In other words, while you could spend your time entertaining teens with various tales, the goal of your tales is to help spark in them the desire to tell stories to one another.

Give them what they love. You may notice that your group responds best to a particular approach; for example, some groups are enthusiastic about physical activity, while others prefer discussion. By all means, respond to that preference; if a month doesn't have an activity and your group loves that modality, go ahead and add something. Just be sure to link the activity to the theme and life lessons, as you see done in the materials. But be mindful not to rely only on the group's apparent preferred modality. Everyone learns differently—there may well be a silent minority whose preferences are less visible.

Adjust to size. While the optimal group size is eight to ten, there may be monthly variation in the group's size. Prepare for the maximum number of participants but consider in advance how to adjust delivery of content with fewer numbers. For example, a physical activity that involves nine teens may require creatively combining or omitting roles, or simply using a different format entirely.

Draw on community resources. Take advantage of local resources—consider hiking, sporting events, guest facilitators—to enhance themes of relevance to young Jewish men.

Bring in the parents. Once the group is well established, you may wish to design a gathering in which you invite the parents to participate. The teens take pride in demonstrating their monthly ritual, and parents are appreciative of the glimpse into their sons' experience in the group.

Meet other Shevet teens. If your area has more than one Shevet group, you might choose to plan a joint gathering or event, enabling the teens to feel a part of something larger than themselves—the “brotherhood” among those who enjoy Shevet.

Be Responsive. Because gathering plans are not designed strictly sequentially, the facilitator has the leeway to respond to an issue proactively, rather than wait to address it when it arises in the curriculum.

You may notice a recurring issue in your group discussions or identify an area of particular concern to the teens. For example, frequently repeated comments might suggest to you the need to address those issues. Refer to the curriculum to find the session plan that addresses the desired topic or formulate a plan of your own.

Keep the context. Even as you innovate, maintain what is familiar and enjoyed by the group. Begin with an opening question that stimulates thought, begins the personal sharing, and pulls the teens in. Include at least two different modalities for varied interest and broad appeal. Most importantly, be sure to maximize interaction and minimize speeches. Plan where you want to take the group and the most fun way to get there.

Leadership Development Opportunities

Shevet groups hold great possibilities for fostering leadership skills and should be mined for that potential. Teens can be given the opportunity to assume some responsibility for the success of their group. Make it clear that any degree of involvement is valued. Initially, teens can choose to send reminder texts, organize materials and snacks, or even monitor ground rules. Eventually, they can suggest a topic, develop and/or implement activity ideas, or facilitate scripted materials.

Work to identify and draw on each teen's unique style and strengths and afford him a leadership opportunity in that venue. Is he an athlete? Encourage him to share a physical activity in which the group can participate. Does he love music? Perhaps he can lead the group in analyzing some pop songs for their messages and comparing them with Jewish values.

Once the rhythm and energy of a group is established, participants are very likely to suggest any number of activities and topics but may need help in maintaining the Jewish context.

Most importantly, by virtue of their active participation in the group, teens are called upon to be open, to listen, to respect themselves and others, and to discover and heed their inner voices. Such skills, fostered each month, are at the core of true leadership. They serve as the foundation for more targeted leadership skill development that becomes the focus of Shevet in later years.

Facilitating Your Shevet Group

As facilitator, you help the group develop its unique culture—one that promotes bonding, safety, free expression of ideas and feelings, and positive Jewish identity. You wear multiple hats: as coordinator, informal educator, facilitator, role model. Each of these important roles is explored below.

Coordinator

You are the logistics coordinator. You determine the time and date of the meeting and arrange for the location and necessary supplies. You are responsible for communicating with both the teens and their parents. To encourage regular attendance, you can use phone calls, texts, and e-mail. When making arrangements, confirm with parents before assuming you can proceed with your plan.

Make sure that both teens and parents are aware of the expectations of hosting. If the gathering is held in teens' homes, the facilitator brings supplies, but the parents need to know the best place to set up for the group's activities. Some activities may require a kitchen, an open room for movement, or space to do an activity.

We encourage you to delegate some coordination responsibilities to the teens. For example, whether meeting in an institutional or home setting, you might ask the designated host teen to contact the other members of the group to confirm their attendance at a gathering. Although supervising him may be more labor intensive than doing the task yourself, this approach promotes participants' ownership of the group and develops their leadership skills. If you do delegate responsibility to a teen, make sure he is clear about his responsibility, the timeline, and your expectations for checking in, because his tasks are essential to the group's success.

Informal Educator

Shevet gatherings create perfect opportunities for Jewish learning. With an experiential, participant-centered approach, learning happens through guided discovery, rather than didactic teaching. Dr. Joseph Reimer, an expert in Jewish identity and education, has outlined six characteristics of a great Jewish experiential learning program. A successful Shevet gathering reflects these traits:

3. The program is well prepared.
4. The participants feel comfort and trust.
5. Participants identify with the group and feel that they belong.
6. Participants feel challenged, stretched, and engaged in the experience.
7. Participants have time to reflect.
8. Participants have time to act.

Keep these principles in mind as you walk the group through the warm-up, the introductions and instructions, and the thoughtful processing of the teens' experience and insights. In your role as an informal educator, you create the opportunity for the intended life lessons to emerge naturally from participation in and processing of the shared activity. Far more effective than "the moral of the story" pronouncements, good questions can help the teens themselves draw the connections between Jewish values and the activity at hand. Through this process, you will set up and support an unfolding "a-ha!" moment of self-discovery or new understanding that is revealed rather than imposed.

Don't be concerned if you are not a walking encyclopedia of Jewish knowledge and practice. The curriculum plans provide you with the background you need to be a resource to the teens. The activities themselves blend fun and personal exploration toward a goal of enhanced self-esteem and a positive Jewish identity. Your role as facilitator is to model the appreciation of diverse affiliations of the richness of our heritage.

Facilitator

Excerpts from "Experiential Jewish Education: Impacting the Formation of Jewish Identity" by Shuki Taylor in Bryfman, David, ed. Experience and Jewish Education (Torah Aura Productions 2014)

In order to foster self-exploration while guiding learners towards predetermined outcomes, the educator must develop two distinct types of facilitation skills:

9. **Reflection:** reflection allows for the process of self-exploration to emerge and flourish. By asking questions that allow learners to respond to and reflect upon the experiences and the content to which they have been exposed, educators can allow learners to access the space they need and can help learners achieve an authentic process of self-exploration. Educators should ask open-ended questions that focus on thoughts about and feelings towards the experience.

In order to ensure authentic self-exploration, the educator should validate whatever feelings and thoughts learners express and should permit any type of reaction. This type of reflection will allow a multiplicity of voices, opinions and approaches to emerge.

10. *Framing and contextualizing*: this type of facilitation is geared towards pre-determined outcomes rather than self-exploration. The educator will frame and contextualize the experience in a specific fashion, so that it builds a narrative that can result in the outcomes. When using these skills, the educator does not want to gauge what learners might be feeling but wants to guide learners towards outcomes. This facilitation technique utilizes guided—rather than open-ended—questions.

When engaged in this type of the facilitation, if the educator is not satisfied with an answer, he should ask if anyone has another opinion. In this way, the educator will be able to build a narrative by asking directed questions and respecting whatever answers are given.

Both types of facilitation skills are necessary. If educators merely foster reflection, learners might get lost in the process of exploration and lose sight of the overall narrative. In such a case, learners might not recognize the deliberate connections that the educator tries to make between activities and experiences. On the other hand, if educators spend too much time framing and contextualizing experiences, they will not enable any form of self-exploration. As a result, learners are likely to lose their unique voices.

Once again, intentionality is crucial: the educator must recognize when it is necessary to use each type of facilitation skill in order to ensure a seamless process of intervention that balances pre-determined outcomes with self-exploration.

Role Model

As facilitator, you are a role model for embracing the delights and difficulties of Jewish manhood. Your words and actions speak volumes to the teens in your group. Modeling your ability to risk, question, share, laugh, empathize, and connect will inspire them to do the same. Valuing yourself while respecting others, speaking out yet being willing to listen, being honest about the struggles and joys of men today, seeking guidance from others and from your heritage as you find your own voice, always striving to learn and grow—these are at the heart of the life lessons which you can embody for the young men in your group. Finally, remain open and curious about the wisdom that participants have to offer. Being a role model and mentor, in the Jewish tradition, is a two-way street. As Rabbi Chanina taught in the era of the Talmud, “I have learned much from my teachers, more from my colleagues, and the most from my students” (Ta’anit, 7a).

Appendix C: A Few Notes on Running Successful Groups

Be Authentic: Be yourself. You will serve the teens best as a role model if you demonstrate comfort with who you are and an openness to discovering who they are and what they can teach you. You don't have to be "cool" for the teens to connect with you. Being true to yourself and striving to be the best version of your authentic self will inspire the teens to do the same for their own evolving selves. Teens learn to become adults through the adults in their worlds. You don't have to convince teens that you have everything figured out—model the struggle. Acknowledge that it can be difficult to create healthy relationships or stand up for yourself. Teens will learn to love themselves by watching adults who do.

Be Prepared: Read each curricular session well in advance. As you review the session, familiarize yourself not only with the activities, but also with the objectives, facilitator's tips and life lessons, so that you can comfortably meet the session's learning goals even when the conversation in the group goes off-script. Arrive early to set up the meeting space and greet group members in a relaxed, unhurried state.

Be the Safety Net: In today's fast-paced hyper-technological world, teens need safe spaces carved out for them to explore their lives, try out new roles and voices, and feel confident in their choices. Offering teens time to pause, reflect and consider their options is essential for their personal growth. Help the group establish and maintain ground rules that create a fun and safe environment. Empower group members to notice and self-correct behaviors that are not in keeping with the group's intentions. Sharing this responsibility demonstrates your belief in the group's competence—but be willing to step in if necessary to ensure that all members feel safe, valued, and included.

A note about safety: While your group will establish confidentiality as a norm, it is important that you state from the beginning that there are situations where you, as the responsible adult, are required to break that agreement. Remind the teens that there is nothing more important to you than their safety and therefore if you feel like they are a danger to themselves or to others, you will break confidentiality to make sure they get the help they need.

Be Present and Attentive: Listen to teens. Show them your interest by asking them questions about their lives as well as their opinions on a variety of issues. By offering open-ended questions you help teens deepen their understandings of their feelings, situations and the actions they may wish to take. Try to refrain from always offering your wisdom and create space for them to discover their own. Also, notice individual and group dynamics, attending to both content and feelings. Listen for the unvoiced concern and the unasked question. You may

choose to share your observations about group dynamics—either within the group or privately with one or two participants, as appropriate to ensure the comfort and participation of all members.

Be Flexible: Monitor the group’s receptivity and the pace of the session and be willing to adjust if necessary. Be prepared to insert an active game or respond to a timely issue of concern. Sometimes a discussion may take an unexpected yet valuable turn, providing an unplanned teachable moment. At these moments, it is okay to put aside the agenda; acknowledge the group’s interest and adapt your plan accordingly.

Be Affirming: Be sure to use inclusive, supportive, non-biased language. Ask open-ended questions and respond honestly and without judgment. It’s okay not to have all the answers; you can seek and provide them later. You, like the teens, are always growing and learning. You can be each other’s teachers. Don’t impose your own views. Rather, guide the group by the Jewish value of respect for self and others. Encourage all group members to participate in their own unique ways and commend their efforts and insights.

Also, show teens that you value people for their actions, thoughts and accomplishments rather than their appearance. Model that feeling good about yourself comes from what we DO not how we LOOK. Teens don’t need any additional pressure to be perfect—it is ever-present in our society. Be the change you want to see and monitor your negative self-talk and your comments talking about bodies.

Be Intentionally Inclusive: Be conscious of what you say and how you say it. Model inclusive language that reflects your understanding that not all Jewish teens are heterosexual, middle-class, Ashkenazi, white, from two-parent homes, able-bodied, children of two Jewish parents, college-bound, etc. For instance, you might say “partner” or “someone you’re dating” rather than “boyfriend/girlfriend” and avoid generalizations (such as “Girls/Guys are...” or “Jews believe...”). When issues are being explored, ensure that a full spectrum of viewpoints is presented. Teach teens to question the pervasive narrow definitions of teenhood and gender. Remind them that they are complex, multi-faceted, unique human beings and encourage them to embrace their gifts. Elicit or give voice to perspectives not initially offered by the group (“Some people believe..., while others might say...”). Be aware of your body language and nonverbal cues. Encourage exchanges among group members, rather than dialogue between group members and you. You guide the group best when you aren’t controlling it.

Be Open and Maintain Boundaries: Group leaders report that they are sometimes caught off guard when asked to reveal their personal history. Consult your best judgment and personal style when determining how much of yourself you disclose. Disclose enough information to model vulnerability, but not so much that your personal story monopolizes the conversation or that participants feel they need to take care of you. For example, if you are asked the age of

your first sexual encounter, a way to deflect the question back to the group is, “I’m glad you raised the topic for us. I’m open to discussing this topic, but not my own history. My decisions reflect my circumstances, values, and choices. You’ll need to assess those for yourself.” Or more simply, “I want to exercise my option to pass.” This models for the teens that they also have the option to pass. They will appreciate seeing how you say ‘no.’

Be Aware of Teen Issues Today: While the tasks of adolescent development are familiar, today’s realities are different from what you faced as a teen. Learn what you can about their world. Ask questions that demonstrate your interest, not your judgment. Read articles written for, by, and about teens, listen to teen music, and view popular movies, television shows, and websites. Understanding the joys and challenges of your group will enable you to help them flourish. Acknowledge what you don’t know. The goal is not to modify your behavior for acceptance; your value to them is rooted in your openness, authenticity, and self-acceptance.

Be Self-Aware: Know your limitations and personal challenges and draw upon your strengths and talents. Learn to develop and trust your intuition when responding to group challenges. Reflect ahead of time on sensitive issues from your own adolescence that might be stimulated by group discussions. Prepare yourself for the unearthing of your emotional responses to common issues, such as popularity, relationships with parents, and performance anxiety. Your feelings are important assets that help you empathize with the teens.

Be Patient: Allow the time required for group comfort and cohesion to develop. Become comfortable with silence, providing time for the group to take responsibility for itself. Allow the teens to experience the session as their own. Nurture the group process, allowing it to unfold naturally.

Be Fun: Humor helps set a warm tone and reduces tension. The group experience should be an enjoyable one! Be willing to laugh at yourself and model your own ability to risk, learn, and have fun. Each gathering should include opportunity for playfulness (but, obviously, should never involve laughter at someone else’s expense).

Engage teens’ full range of emotions: Contrary to messages teens are getting, they are entitled to the full range of their emotions, including the negative ones, such as anger and jealousy. Give them permission to feel their emotions and teach them how to express themselves, so that they can speak and act honestly and directly.

Be Prepared for Challenges: Inevitably, you will be called upon to respond to the challenges presented by the group as it evolves. The art and science of facilitation combine skill, intuition, and creativity to successfully guide the group process. Some typical difficult behaviors and suggested strategies for addressing them are listed in “Difficult Group Behaviors and Suggested Strategies,” found below.

Believe in the Group: Seek and celebrate what is special about your group. Get to know and appreciate each group member and help each participant recognize the value of their contributions. Convey your enthusiasm and confidence in the group's ability to support each other, have fun, and grow. Your positive attitude and your respect for the teens set a tone for the group that becomes self-fulfilling.

We hope that you enjoy the many hats a facilitator wears—coordinator, informal educator, role model, and process facilitator. Of course, the most important "hat" you wear is your own. The spirit, dedication, and fun that you bring to the group are what make it a cherished experience for everyone.

Difficult Group Behaviors and Suggested Strategies

One common challenge to the group is the monopolizer—a group member who speaks a lot more than other group members, preventing others from speaking. As facilitator, you must protect the group's time. This means assertively staying on schedule, even if it means cutting off the monopolizer directly by saying, "I am sorry to interrupt, but I want to be sure everyone gets a chance to speak." Sometimes it is necessary to gently coach the monopolizer and help them to take turns with other participants in the conversation.

The flip side is the silent participant. You can employ strategies to encourage their vocal participation. You can gently welcome the quiet teen's opinions or use pairs or small groups in which they might share more comfortably. Find out about their interests and talents that may be opportunities to contribute to the group. Keep in mind that shyness may just be a personal style and is not necessarily a problem requiring intervention. Check in with the quiet teen to find out if this is the case.

Another challenging issue that arises in many groups is **gossip** (*lashon hara*). For example, the teens may share details of experiences that reflect badly on someone who isn't present. As facilitator, you are responsible for reminding the teens of their ground rules. "It's not in keeping with our group intention of respect to talk about someone who is not here to defend themselves. Instead of discussing specific people, let's talk about the issue and ways to handle it." Model warmth, caring, and assertive positive regard, and hold clear expectations that group members will speak and act kindly.

Sometimes the group seems to have great potential, but it is not going well because there is one teen who is **consistently disruptive**. You are encouraged to address the issue privately and directly with the teen involved, being very behavior-specific. For example, you might say, "I notice that you often have a negative reaction when we start an activity, like rolling your eyes and making comments. It's hard to keep the group energy positive with that behavior. I need you to become a more positive participant in the group next month. I think you have a lot

to offer.” If the problem persists, the facilitator must be proactive on behalf of the whole group. It is OK, and sometimes necessary, to make the difficult decision to counsel the teen to leave the group.

Be aware that sometimes a disruptive group member actually expresses a larger group dissatisfaction or is meeting the group’s unconscious need to be distracted from what is planned. You may need to consider what needs to change in order to more actively engage the group.

When you are concerned about a teen’s **serious emotional problem**, it must be handled outside of the session. It is your responsibility to identify a concern, move the group back to the session, and then to follow up with the individual and their family as appropriate. A response plan will vary depending on the issue and should be developed in consultation with your supervisor. It is likely that your institution can offer support and referrals to appropriate professional resources. You are obligated to direct anyone at risk to a professional; it is not in the scope of your role as a group leader to address serious problems yourself. Though groups sometimes offer an opportunity to discuss sensitive issues, it is never appropriate to do a therapeutic intervention during a gathering and it is not your role to be a therapist

Of course, teens in distress may share things with each other and not directly with you. Encourage a teen who may be concerned about a fellow group member to share their concerns with you, their parents, or other adults who can help.

Be assured that the most common challenge for groups is that **they can become silly, giggly, loud, and chaotic**. Guide, but don’t squelch, this energy. Remember that playful energy is fun. Fun builds friendship and keeps the group strong. Facilitating the group well will develop your ability to be both flexible and assertive.

Group Stages

All groups go through certain stages as participants get to know one another and trust begins to form. While every group is different, it is helpful to keep in mind the following general guidelines about group formation. When encountering an issue in your group you may refer to this page and realize that your group is right on schedule!

Initial Stage: Forming (Sessions 1-3)

Because most groups only meet once a month, moving through these stages can be difficult. The materials are designed to help you facilitate the exploration phase of your group. Trust is created during this stage. By providing safe space for this trust, more intimate relationships among the teens can begin to form. Reach into your bag of tricks to engage teens more with icebreakers and getting-to-know-you activities.

Transition Stage: Storming and Norming (Sessions 4-6)

Group members are feeling each other out—and you too! This is where potential subgroups may begin to form. The group leader responses during this stage are best if grounded in genuineness and concreteness (maintaining boundaries). This is also when teens begin to take risks if they feel safe. They will learn to enjoy revealing themselves if they feel heard and all teens' comments are equally valued. Round robins (each teen speaks for two minutes) is a structured way to develop a culture of listening. Consider adding team and trust building techniques to more deeply engage teens.

Working Stage: Performing (Sessions 7-9)

There is less dependence on the group leader to maintain and provide conversation. The group is more self-sufficient regarding roles and norms. During this stage, the group leader can best function with providing activities and feedback and acknowledging what is taking place in the here-and-now of the group. Allow group members to take on additional roles. The host may help prepare parts of the gathering. Be open to feedback and meeting the needs of group participants.

Separation Stage or Conclusion (Session 10)

The group is getting ready to say goodbye. Because we hope that this is a multi-year process for both you and your teens, this stage could even be characterized as separating for the summer months. Providing a clear final session is important. This session provides an opportunity for teens to discuss their thoughts and explore feelings about the group. Conducting an evaluation will help collect the teens' feedback (and provide valuable information to you and your sponsoring institution). If either you or some teens will not be continuing the following year, this could be an important stage to address feelings of loss. It also is an opportunity for celebration (and fun activities/ food to acknowledge it).

If you are well prepared and attend to the group, watching for signs of engagement or impatience, the group will thrive, and the teens will continue to astonish you with their insight, enthusiasm, and creativity.

Working with Teens of Various Ages

8th Grade

Teens are coming into their own as young adults. Often, their involvement in the group may be their tie to their Jewish identities. Provide them space to explore emerging thoughts and ideas around the exploration of identity.

As teens are developing their identities, they are also trying on different roles. Allow them the space to explore this within the safe environment of the group.

9th Grade

Teens are participating in more adult-like activities and are less interested in activities geared to children. They are now in high school, so, using your judgement, treat them as adults.

Teens at this age love to talk and assert themselves and their identities. Ask them what is on their minds and provide the chance to develop those thoughts constructively.

10th Grade

Teens behave and should be treated as young adults. They are much more independent and are grappling with a multitude of issues, activities, and learning experiences.

Don't be afraid to open up and talk. These young adults are looking for your wisdom as well as empathy and crave the opportunity to share with you and with each other.

Appendix D: Branding Guidelines for Moving Traditions' Partners



Thank you for your continued partnership as we strive to foster more meaningful connections with Jewish teens today, and more confident and compassionate adults tomorrow. To highlight the renewal and expansion of our programs, as well as meet teens where they are, we are excited to announce some changes to our program and group names, including updated visual signatures. On page five, you will find the updated visual signatures that we request you use going forward.

Old visual signatures – **Please discontinue use**

Rosh Hodesh

powered by  Moving Traditions

New visual signatures – **Please use going forward**



Rosh Hodesh

Moving Traditions Logo

When promoting programs and/or groups from Moving Traditions, please use the approved version(s) of the logo. We have provided variations to accommodate different contexts.

Preferred version

Full-color (PMS/CMYK/RGB), without tagline.

Grayscale

In certain contexts, only black and white or grayscale printing may be available. In these scenarios, we recommend that you use the black and white or grayscale versions of the logo to optimize legibility and impact.

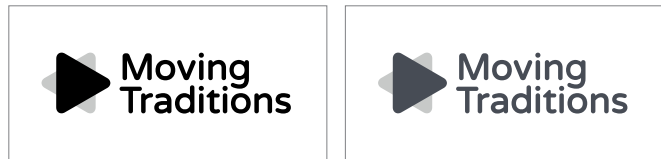
Knockout (white)

The knockout version is for use on a dark background or photograph. When using this version, please ensure that the background color or photograph is dark enough to provide enough contrast for the logo to appear clear and legible.

Preferred version



Grayscale



Knockout (white)



Clear Space and Minimum Size

Clear space

Keep the logo clear of competing text, images and graphics by maintaining the minimum amount of clear space, equal to the size of x on all sides.

Minimum size

Keep the logo legible by always using it in sizes equal to or greater than 0.25" high for print, and 25px high for digital applications.

Clear space



Minimum size

Print



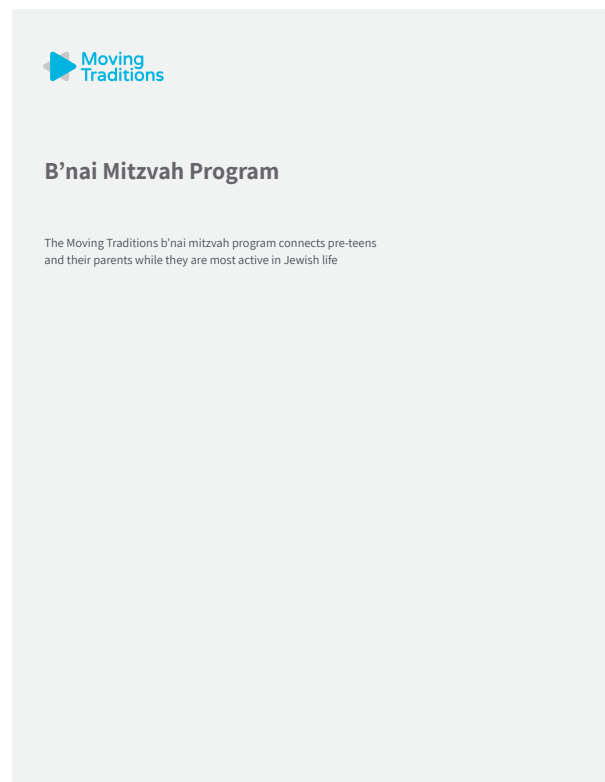
Digital



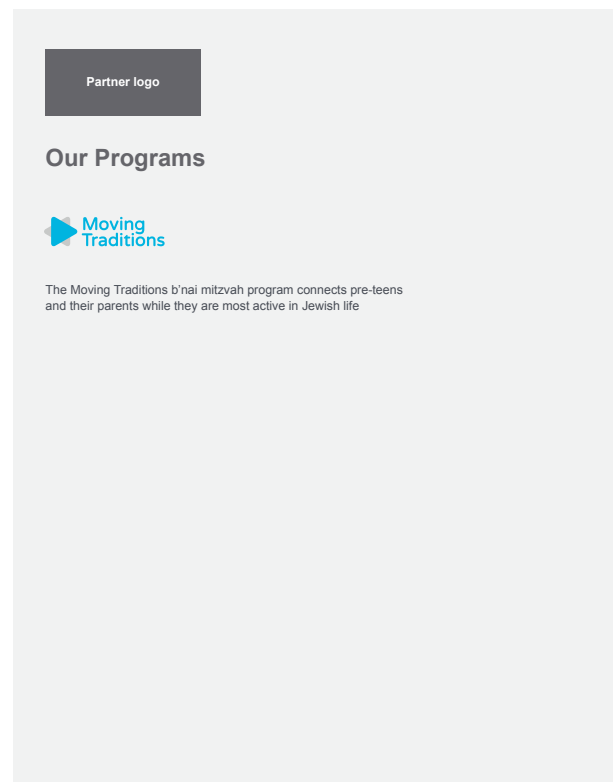
Moving Traditions Programs

Moving Traditions programs should be communicated in text only.

Moving Traditions' context



Partner's context



Moving Traditions Groups

When promoting Moving Traditions groups individually, lockup the Moving Traditions logo with the group name. The group name should be rendered in a larger font size, as shown here.



When listing multiple groups at once, use the Moving Traditions logo and reference the group names in text.



Rosh Hodesh
Shevet
Tzelem

Clear Space and Minimum Size

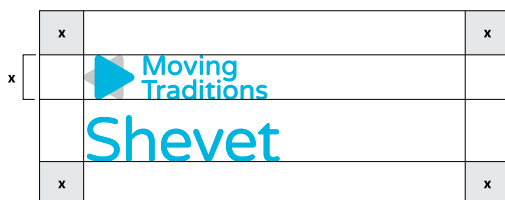
Clear space

Keep the visual signature clear of competing text, images and graphics by maintaining the minimum amount of clear space, equal to the size of x on all sides.

Minimum size

Keep the visual signature legible by always using it in sizes equal to or greater than 0.5" high for print, and 50px high for digital applications.

Clear space



Minimum size

Print



0.5"

Digital



50px

Appendix E: A “Taste of” Rosh Hodesh: Parent/Teen Session

Timing	Page #’s	Content	What’s Needed?
0:00-0:30		Arrival, nosh, schmooze	Snacks/Food
0:30-0:35	Pg 2	Welcome by host Brief introduction to Moving Traditions	Script
0:35-0:45	Pg 3	Around the room introductions 1. Name 2. Who your child/parent is 3. Answer to one question (choose one)	Choose your question
0:45-0:55	Pgs 3-5	Experiential activity Barometer (or stand up, sit down)	
0:55-1:00		Parents and teens split up; Parent in one room, teens in gender-specific rooms with a group leader	Two rooms and two facilitators needed: one for parents, one for teens
1:00-1:25	Parent Session: Pgs 6-10 Teen Session: Pgs 10-13	Curriculum Component: Video OR Activity <i>Note: Parents and teens will be doing the same activity — but they will not know that and <u>should not</u> be told until the end</i> (CHOOSE ONE — A or B. If you have more time, you can do both) A. Video • Evolution B. Activity • Mad Lib/magazine cut out	Video: • Computer/LCD projector or slips of paper with video URL for people to pull it up on their phones • Quotes to hang up Activity: • Magazines • Glue sticks • scissors • “mad lib” handout • Quotes to hang up • Poster boards
1:25-1:30	Pg 5	Wrap up Parents and kids come back together with the instruction to tell one another what they just did (they will now discover they did the same activity)	Information packets/sign up sheets for Rosh Hodesh

Parents and Teens Together

0:00-0:30 Arrival of parents and teens; food/schmooze

0:30-0:35 Welcome and Introduction

SAY: Welcome to _____ (name of your institution). Introduce yourself if necessary

THANK anyone you need to thank who helped make the evening possible (i.e. the host if you're in a house, the staff who organized, any funders, etc.)

INTRODUCE any other staff in the room and tell the group their role. i.e. "I want to make sure you know all the staff in the room who will be helping facilitate over the next hour...."

SAY: I also want to thank you so much for joining us today — I know you are all very busy and have lot going on so I really appreciate that you are taking the time to find out what we have planned for you all in 8th and 9th grade. We are really excited to be bringing Moving Traditions programs to our synagogue.

Briefly, Moving Traditions is a Jewish organization whose mission is to embolden teens by fostering self-discovery, challenging sexism, and inspiring a commitment to Jewish life and learning. What this means for you, parents, is that your child will be part of monthly groups — Rosh Hodesh for girls, and Shevet for boys — that have been created based on research and consultation with psychologists, social workers, rabbis — and of course, teens. These monthly groups will help guide your teens on the difficult journey to becoming resilient, responsible young people in the Jewish community and the wider world.

What this means to you, teens in the room, is that every month you will have a safe space to explore the issues that are on your mind 24/7, and you will do so with a supportive peer group, a trained mentor, and we promise, lots of fun.

We are at a unique moment in time to be talking about gender-based issues. All of you have of course been affected in one way or another by the #metoo movement. At Moving Traditions, we have been highlighting these kinds of issues for years and hope to help reshape our culture so that all of the young

people in this room understand their role in interrupting the patterns that have led to this moment. Our groups help do just that — we help teens address topics related to sexuality, ethics, gender and power.

I just said A LOT of words. But tonight, you will actually experience all of this instead of just hearing about it. So, let's get started!

0:35-0:45 **Around the Room Introductions**

SAY: Just like we would do in any new group, we are going to start with a quick introduction around the room. Everyone is going to say their name, who their child/parent is in the room, and answer the following question:

(choose ONE question for everyone to answer)

1. Teens, what's your favorite song? Parents, when you were a teen, what was your favorite song?
2. Teens, what movie do you love? Parents, when you were a teen, what movie did you love?
3. Teens, what's a place you love? Parents, when you were a teen, what was a place you loved?
4. Teens, name a book you read that you really enjoyed. Parents, when you were a teen, what was a book you read that you really enjoyed?
5. Teens, is there a game of any kind that you like to play? Parents, when you were a teen, what was a game that you really liked to play?

NOTE: When people answer the question, it may elicit reactions such as “oh, I LOVED that movie too!” or “ugh that book sucked!” A little banter is ok but remind everyone that everyone has the right to their own opinion on things and be sure to keep the introductions going so it doesn't take up too much time.

0:45-0:55 **Experiential Activity: Barometer (Parents and Teens together)**

SAY: It was so nice to meet everyone and hear a little bit about something they liked as a teen... Moving Traditions programs always place an emphasis on the group members getting to know one another so that the groups can become a safe space. Another part of the way the groups are run is that they always include activities of various kinds. So, we are going to do one of those activities right now!

NAME one side of the room “agree” and the other “disagree.”

ASK everyone to stand up

EXPLAIN: I am now going to read off some statements and ask you to respond to each statement by standing somewhere on the line between agree and disagree. As an example, if I said, “Ice cream is the best!” and you love ice cream, you’d stand over here (*stand on the agree side of the room*), if you hate ice cream, stand over here (*stand on the disagree side of the room*). If you think ice cream is okay, you might choose to stand somewhere in between (*stand in the middle of agree and disagree*).

REMIND participants that there are no right or wrong answers here. This is just their own, personal feelings about the statements

SAY:

1. Today, teens have more independence than their parents did.
2. Today, teens experience more gender equality than their parents did.
3. Today, teens experience gender as more fluid than their parents did.
4. Today, teens have more freedom of self-expression than their parents had.
5. Today, teens take more risks than their parents did.
6. Today, teens have more stress than their parents had.
7. Today, teens are more connected to family than their parents were.
8. Today, Jewish teens struggle with what it means to be Jewish more than their parents did.
9. Today, teens have more choices about how to be Jewish than their parents had.
10. (Optional for older teens: Today, teens know more about sex and sexuality than their parents did.)

ASK questions after participants take their place on the barometer, depending on what you see.

- Why did you choose to stand at this point on the barometer?
- Was it difficult or easy to figure out where to stand?
- What do you notice?
- Does where your parent/child is standing surprise you?
- Given what you’ve just heard, would you choose to stand someplace different?

NOTE: While this activity can be a lot of fun, keep an eye on the time and only read statements as time allows. You don’t want to shortchange the smaller group session

CONCLUDE ACTIVITY — SAY: You can see how activities like this barometer one can generate lots of conversation about all kinds of topics. It also helps highlight some of the challenges that teens face so that we can address them in the context of our groups. But all this is just a starting point. In order to give everyone the full feeling of the program, we are going to now divide up and have teens leave the room.

0:55-1:00 Moving Time

NOTE: *Be sure to have clear directions about where the different groups are going as they leave the room. Ideally, the Group Leader who is facilitating will walk the teens to their respective rooms.*

1:00-1:25 Parent session / Teen Session

See following pages for instructions for Parent Session and Teen Session

1:25-1:30 Wrap Up

SAY: Welcome back everyone! In these last few minutes together, I have only one instruction for you, and it's really for now and the ride home.... Teens go ask your parents what they just did for the past half hour. Parents, go ask your teens the same thing.

NOTE: *If time allows, you can have the teens and parents get up and talk to one another about this for a few minutes*

ASK for a volunteer Teen and Parent to each share what they just out loud so that the entire group now knows that they were doing the same activity.

SAY: So yes, you all did the same activities, just in separate spaces. Now I bet many of you are thinking, "Hmm...I wonder what my child answered for that question..." and there are probably some of you feeling slightly nervous wondering "Oh no! I hope my parent didn't say anything super embarrassing!" Your homework now is to talk to one another and find out more about the different way that you each approached the very same materials. Should make for an interesting car ride home!

Thank you all again for being here and taking part in this program. We truly hope that you now not only understand how powerful Rosh Hodesh groups can be, but that you want to be a part of them moving forward. Again, I am happy to stay for a few minutes to answer any questions you may have. Otherwise, I hope

you have a safe ride home and that you continue the conversation about what you all experienced here tonight!

HAND OUT brochures or registration forms to families as they leave.

Rosh Hodesh Parent Session

1:00-1:05 Introduction to Rosh Hodesh

SAY: The teens will be brought back to you at the end of the evening. But now that they are gone, we wanted to give you a quick overview of how our teen groups came to be, what they are, and what we hope to accomplish. In our programs — Rosh Hodesh for girls, Shevet for boys — we create gender separate spaces that are safe places for teens to talk about the issues they care most about. Our online group, Tzelem, still being piloted, offers a parallel experience for transgender and non-binary teens across the country.

All of the groups are dedicated to the following four core principles:

- We challenge and discuss the fundamental questions of identity—the role of gender, age and Judaism.
- We guide Jewish teens on the pathway to adulthood, through self-discovery, mentorship and positive peer-to-peer relationships.
- We encourage conversation and collaboration for a more inclusive Judaism and the greater good.
- We inspire a lifelong connection to Judaism and its teachings.

Choose one of the following to say depending on what your institution is running:

A. If you have only Rosh Hodesh:

SAY: Moving Traditions' Rosh Hodesh program is designed to meet teen girls where they are with support to help them navigate the many pressures of adolescence. Built upon the ancient new moon holiday of Rosh Hodesh with its special connection to women, teen girls meet monthly with a trained and talented adult mentor to investigate what it means to be Jewish and female in today's world. They share a meal together and explore social and emotional topics that affect Jewish girls, such as stress, friendship, emotions, and conflict, all-the-while drawing from relevant, engaging Jewish wisdom. The research-based, experiential Rosh Hodesh program model aims to build teen girls' self-

confidence, helping them feel empowered to speak up for their needs and against sexism in their relationships and communities.

B. If you have both Rosh Hodesh and Shevet:

SAY: Moving Traditions’ teen programs, Rosh Hodesh and Shevet, seek to provide teens with skills to help them thrive in their relationships and personal lives, not to mention a space to relax, have fun, share a meal, and connect with other Jewish teens, post-B’nai Mitzvah. Through monthly, gender specific sessions in small groups, teens in our programs explore what it means to be a Jewish girl, Jewish boy, and Jewish non-binary teen in today’s world. Each program gathering is facilitated by a trained, talented mentor and focused around a social and emotional topic such as stress, emotions, relationships, or competition. Facilitators use relevant Jewish wisdom and ritual to draw teens into each topic and also encourage the teens to think critically about how messages from the media and culture about gender norms affect how teens live their lives.

THEN CONTINUE:

SAY: You should know that this entire approach is informed by “Positive Youth Development”, a field that has been advanced by scholars and practitioners since the 1990s. Positive Youth Development shows that when teens are guided by mentors who create safe space, when they connect to a community of values, and when they have a supportive peer group, they exhibit greater resilience and engage in fewer risky behaviors. That is something I am sure, we all want for our teens in the other room!

ALLOW for questions if parents have any

1:05-1:25 Curriculum Component

SAY: You may be thinking to yourself, how do we accomplish all of these things? Well, I’m going to show you just a small sample of one activity that we would do during one of our groups. While we will not get to have as long a conversation as I would like, you can be certain that when your teens do this, we will explore everything that they tell us they need to explore.

NOTE: *Parents and teens will be doing the same activity — but they will not know that and should not be told until the end*

(CHOOSE ONE- Either Video or Activity: A or B. If you have more time, you can do both.)

A. VIDEO: Dove Evolution

SHARE the “Dove Evolution” video with your group:

<https://www.youtube.com/watch?v=iYhCn0jf46U>

This video shows the process of creating a photoshopped photo. This involves seeing before the photo is taken as a woman is transformed through makeup and a hair stylist and the process afterward during which the photo is edited.

ASK:

- What are your reactions?
- What were some of the ways the model’s appearance was changed before the photos were taken?
- What were ways her image was altered after the photo was taken?
- How did it feel to watch this video? What change to the model’s appearance did you find the most upsetting?
- What’s your reaction to the information this video was created by a soap company?
- How might this video change how you think about photos in the media?

SAY: The majority of women and girls we see in the photos in magazines, on billboards, and even in movies have had their bodies digitally altered. Which means that whenever we compare our bodies to women we see in the media, we are likely comparing our body to a body that is not real. In Rosh Hodesh groups, girls are prompted to challenge society’s beauty ideals and to strive toward having a healthy body image.

POINT to the posters with quotes that are on the wall (NOTE: If you cannot post these on the wall, you can print out copies to have on tables around the room)

SAY: Around the room there are quotes pasted on the wall. I’d like to invite you to walk around and read them all and then go stand near the quote that most resonates with you. Most of these are quotes by contemporary Jewish women, though one is from the Bible. This is one of the ways we introduce girls to role models and develop their pride in being young Jewish women. When you find your quote, turn to someone near you and talk about what the quote evokes for you and any questions you have about the quote.

NOTE: After giving participants a chance to speak with a partner, allow for pairs to share with the larger group a few words about what they talked about.

Quotes (each quote should be printed on its own 8-1/2 x 11 piece of paper. See pages 14-19)

- "And God said, Let us create humanity in our likeness and image, and God created humanity b'tzelem Elohim (in God's image), male and female God created them." — Genesis 1:26
- "Loving yourself truly means loving yourself with no conditions" — Julia Blum, teen activist
- "I think of my body as a tool to do what I do, but not a be-all-end-all of my existence" — Lena Dunham
- "My mother told me to be a lady. And for her, that meant be your own person, be independent." — Associate Justice Ruth Bader Ginsburg
- "The self is made, not given." — Barbara Myeroff, pioneering anthropologist
- "I believe that what we do matters. Our lives, our actions, our words, even our thoughts can make a difference." — Sharon Kleinbaum, Contemporary Rabbi and activist

B. ACTIVITY: Mad Lib/Magazine cut out

PROVIDE participants with the following "mad lib" written out on a large sheet of chart paper or use handout. See page 20. Ask them to work together to fill in the blanks:

When teen girl celebrities are on the news the stories are usually about _____, or _____. "Cool/Popular girl characters in movies and on TV often talk about _____, look _____, and are _____. "Unpopular/Uncool" girl characters often talk about _____, look _____, and are _____. Magazine and internet content written for teen girls usually gives advice about _____, _____, and _____. Media/Pop culture makes me feel _____ for/about my daughter.

Optional: After they have completed the Madlib, pass out magazines, scissors, glue, and a posterboard. Invite participants to create a collage in response to their answers to the madlib, illustrating the main messages that they think media and culture sends to their daughters.

SAY: In Rosh Hodesh groups, we challenge girls to think critically about the messages they receive from the mainstream media about how girls should look or behave. As the year (or years) progresses, the girls will accumulate a set of tools and strategies for being the most authentic version of themselves.

(Facilitator's Tip: This following is the same activity that is paired with the Evolution Video. If you decide to do both the video and the Madlib, do this quote activity at the end.)

POINT to the posters with quotes that are on the wall (**NOTE:** *If you cannot post these on the wall, you can print our copies to have on tables around the room*)

SAY: Around the room there are quotes pasted on the wall. I'd like to invite you to walk around and read them all and then go stand near the quote that most resonates with you. Most of these are quotes by contemporary Jewish women, though one is from the Bible. This is one of the ways we introduce girls to role models and develop their pride in being young Jewish women. When you find your quote, turn to someone near you and talk about what the quote evokes for you and any questions you have about the quote.

NOTE: After giving participants a chance to speak with a partner, allow for pairs to share with the larger group a few words about what they talked about.

Quotes (each quote should be printed on its own 8-1/2 x 11 piece of paper. See pages 14-19.)

- "And God said, Let us create humanity in our likeness and image, and God created humanity b'tzelem Elohim (in God's image), male and female God created them." — Genesis 1:26
- "Loving yourself truly means loving yourself with no conditions" — Julia Blum, teen activist
- "I think of my body as a tool to do what I do, but not a be-all-end-all of my existence" — Lena Dunham
- "My mother told me to be a lady. And for her, that meant be your own person, be independent." — Associate Justice Ruth Bader Ginsburg
- "The self is made, not given." — Barbara Myeroff, pioneering anthropologist
- "I believe that what we do matters. Our lives, our actions, our words, even our thoughts can make a difference." — Sharon Kleinbaum, Contemporary Rabbi and activist

SAY: This is a little taste of something we do with our teens. Of course, there are other activities and discussion both before and after, as well as rituals and check-ins that occur at each session. If you have questions, I am happy to answer them after we are finished. But for now, we are now going to bring your teens back in the room

Rosh Hodesh Teen Session

1:00-1:05 Introduction to Rosh Hodesh

SAY: Welcome to our teen-only space for the day! It is my hope that in a short time, I can give you just a little taste of what these Rosh Hodesh groups are all about.

NOTE: *If your group does not know one another, review names again before you begin.*

1:05-1:25 Curriculum Component

NOTE: *Parents and teens will be doing the same activity — but they will not know that and should not be told until the end*

(CHOOSE ONE- Either Video or Activity: A or B.)

A. VIDEO: Dove Evolution

SHARE the “Dove Evolution” video with your group:
<https://www.youtube.com/watch?v=iYhCn0jf46U>

This video shows the process of creating a photoshopped photo. This involves seeing before the photo is taken as a woman is transformed through makeup and a hair stylist and the process afterward during which the photo is edited.

ASK:

- What are your reactions?
- What were some of the ways the model’s appearance was changed before the photos were taken?
- What were ways her image was altered after the photo was taken?
- How did it feel to watch this video? What change to the model’s appearance did you find the most upsetting?
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- How might this video change how you think about photos in the media?

SAY: The majority of women and girls we see in the photos in magazines, on billboards, and even in movies have had their bodies digitally altered. Which means that whenever we compare our bodies to women we see in the media, we are likely comparing our body to a body that is not real. In Rosh Hodesh groups, we want you to challenge society's beauty ideals and to strive towards having a healthy body image.

POINT to the posters with quotes that are on the wall (**NOTE:** *If you cannot post these on the wall, you can print our copies to have on tables around the room*)

SAY: Around the room there are quotes pasted on the wall. I'd like to invite you to walk around and read them all and then go stand near the quote that most resonates with you. Most of these are quotes by contemporary Jewish women, though one is from the Bible. This is one of the ways we introduce girls to role models and develop their pride in being young Jewish women. When you find your quote, turn to someone near you and talk about what the quote evokes for you and any questions you have about the quote.

NOTE: *After giving participants a chance to speak with a partner, allow for pairs to share with the larger group a few words about what they talked about.*

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- "And God said, Let us create humanity in our likeness and image, and God created humanity b'tzelem Elohim (in God's image), male and female God created them." — Genesis 1:26
- "Loving yourself truly means loving yourself with no conditions" — Julia Blum, teen activist
- "I think of my body as a tool to do what I do, but not a be-all-end-all of my existence" — Lena Dunham
- "My mother told me to be a lady. And for her, that meant be your own person, be independent." — Associate Justice Ruth Bader Ginsburg
- "The self is made, not given." — Barbara Myeroff, pioneering anthropologist
- "I believe that what we do matters. Our lives, our actions, our words, even our thoughts can make a difference." — Sharon Kleinbaum, Contemporary Rabbi and activist

B. ACTIVITY: Mad Lib/Magazine cut out

PROVIDE participants with the following “mad lib” written out on a large sheet of chart paper. Or use handout (see page 21.). Ask them to work together to fill in the blanks:

When teen girl celebrities are on the news the stories are usually about _____, or _____. “Cool/Popular girl characters in movies and on TV often talk about _____, look _____, and are _____. “Unpopular/Uncool” girl characters often talk about _____, look _____, and are _____. Magazine and internet content written for teen girls usually gives advice about _____, _____, and _____. Media/Pop culture makes me feel _____.

Optional: *After they have completed the Madlib, pass out magazines, scissors, glue, and a posterboard. Invite participants to create a collage in response to their answers to the madlib, illustrating the main messages that they think media and culture sends to their daughters.*

SAY: In Rosh Hodesh groups, we want to challenge you to think critically about the messages you receive from the mainstream media about how girls should look or behave. As the year (or years) progresses, you will accumulate a set of tools and strategies for being the most authentic version of yourself.

(Facilitator’s Tip: This following is the same activity that is paired with the Evolution Video. If you decide to do both the video and the Madlib, do this quote activity at the end.)

POINT to the posters with quotes that are on the wall (**NOTE:** *If you cannot post these on the wall, you can print our copies to have on tables around the room*)

SAY: Around the room there are quotes pasted on the wall. I'd like to invite you to walk around and read them all and then go stand near the quote that most resonates with you. Most of these are quotes by contemporary Jewish women, though one is from the Bible. This is one of the ways we introduce girls to role models and develop their pride in being young Jewish women. When you find your quote, turn to someone near you and talk about what the quote evokes for you and any questions you have about the quote.

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Quotes (each quote should be printed on its own 8-1/2 x 11 piece of paper. See pages 14-19.)

- "And God said, Let us create humanity in our likeness and image, and God created humanity b'tzelem Elohim (in God's image), male and female God created them." — Genesis 1:26
- "Loving yourself truly means loving yourself with no conditions" — Julia Blum, teen activist
- "I think of my body as a tool to do what I do, but not a be-all-end-all of my existence" — Lena Dunham
- "My mother told me to be a lady. And for her, that meant be your own person, be independent." — Associate Justice Ruth Bader Ginsburg
- "The self is made, not given." — Barbara Myeroff, pioneering anthropologist
- "I believe that what we do matters. Our lives, our actions, our words, even our thoughts can make a difference." — Sharon Kleinbaum, Contemporary Rabbi and activist

SAY: We are now going to go back and join your parents for a quick wrap up.

Genesis 1: 26

**“And God said, Let us
create humanity in
our likeness and
image, and God
created humanity
b’tzelem Elohim (in
God’s image), male
and female God
created them.”**

Julia Blum, teen activist

**“Loving yourself truly
means loving yourself
with no conditions”**

Lena Dunham

**“I think of my body as
a tool to do what I do,
but not a be-all-end-
all of my existence”**

Associate Justice of the Supreme Court Ruth Bader Ginsburg

“My mother told me to be a lady. And for her, that meant be your own person, be independent.”

Barbara Myeroff, pioneering anthropologist

**“The self is made,
not given.”**

Sharon Kleinbaum, contemporary Rabbi and activist

“I believe that what we do matters. Our lives, our actions, our words, even our thoughts can make a difference.”

Mad Lib for Parents

When teen girl celebrities are on the news the stories are usually about _____, or _____. “Cool/Popular girl characters in movies and on TV often talk about _____, look _____, and are _____. “Unpopular/Uncool” girl characters often talk about _____, look _____, and are _____. Magazine and internet content written for teen girls usually gives advice about _____, _____, and _____. Media/Pop culture makes me feel _____ for/about my daughter.

Mad Lib for Teens

When teen girl celebrities are on the news the stories are usually about _____, or _____. “Cool/Popular girl characters in movies and on TV often talk about _____, look _____, and are _____. “Unpopular/Uncool” girl characters often talk about _____, look _____, and are _____. Magazine and internet content written for teen girls usually gives advice about _____, _____, and _____. Media/Pop culture makes me feel _____.

Appendix F: A “Taste of” Shevet: Parent/Teen Session

Timing	Page #’s	Content	What’s Needed?
0:00-0:30		Arrival, nosh, schmooze	Snacks/Food
0:30-0:35	Pg 2	Welcome by host Brief introduction to Moving Traditions	Script
0:35-0:45	Pg 3	Around the room introductions 4. Name 5. Who your child/parent is 6. Answer to one question (choose one)	Choose your question
0:45-0:55	Pgs 3-5	Experiential activity Barometer (or stand up, sit down)	
0:55-1:00		Parents and teens split up; Parent in one room, teens in gender-specific rooms with a group leader	Two rooms and two facilitators needed: one for parents, one for teens
1:00-1:25	Parent Session: Pgs 6-10 Teen Session: Pgs 10-13	Curriculum Component: Video OR Activity <i>Note: Parents and teens will be doing the same activity – but they will not know that and <u>should not</u> be told until the end</i> (CHOOSE ONE – A or B. If you have more time, you can do both) C. Video • Audi D. Activity • What is more manly?	Video: • Computer/LCD projector or slips of paper with video URL for people to pull it up on their phones Activity: • “Manly” pictures printed or ready on a computer
1:25-1:30	Pg 5	Wrap up Parents and kids come back together with the instruction to tell one another what they just did (they will now discover they did the same activity)	Information packets/sign up sheets for Shevet

Parents and Teens Together

0:00-0:30 Arrival of parents and teens; food/schmooze

0:30-0:35 Welcome and Introduction

SAY: Welcome to _____ (name of your institution). Introduce yourself if necessary

THANK anyone you need to thank who helped make the evening possible (i.e. the host if you're in a house, the staff who organized, any funders, etc.)

INTRODUCE any other staff in the room and tell the group their role. i.e. "I want to make sure you know all the staff in the room who will be helping facilitate over the next hour...."

SAY: I also want to thank you so much for joining us today – I know you are all very busy and have lot going on so I really appreciate that you are taking the time to find out what we have planned for you all in 8th and 9th grade. We are really excited to be bringing Moving Traditions programs to our synagogue.

Briefly, Moving Traditions is a Jewish organization whose mission is to embolden teens by fostering self-discovery, challenging sexism, and inspiring a commitment to Jewish life and learning. What this means for you, parents, is that your child will be part of monthly groups — Rosh Hodesh for girls, and Shevet for boys — that have been created based on research and consultation with psychologists, social workers, rabbis — and of course, teens. These monthly groups will help guide your teens on the difficult journey to becoming resilient, responsible young people in the Jewish community and the wider world.

What this means to you, teens in the room, is that every month you will have a safe space to explore the issues that are on your mind 24/7, and you will do so with a supportive peer group, a trained mentor, and we promise, lots of fun.

We are at a unique moment in time to be talking about gender-based issues. All of you have of course been affected in one way or another by the #metoo movement. At Moving Traditions, we have been highlighting these kinds of issues for years and hope to help reshape our culture so that all of the young

people in this room understand their role in interrupting the patterns that have led to this moment. Our groups help do just that — we help teens address topics related to sexuality, ethics, gender and power.

I just said A LOT of words. But tonight, you will actually experience all of this instead of just hearing about it. So, let's get started!

0:35-0:45 Around the Room Introductions

SAY: Just like we would do in any new group, we are going to start with a quick introduction around the room. Everyone is going to say their name, who their child/parent is in the room, and answer the following question:

(choose ONE question for everyone to answer)

1. Teens, what's your favorite song? Parents, when you were a teen, what was your favorite song?
2. Teens, what movie do you love? Parents, when you were a teen, what movie did you love?
3. Teens, what's a place you love? Parents, when you were a teen, what was a place you loved?
4. Teens, name a book you read that you really enjoyed. Parents, when you were a teen, what was a book you read that you really enjoyed?
5. Teens, is there a game of any kind that you like to play? Parents, when you were a teen, what was a game that you really liked to play?

NOTE: When people answer the question, it may elicit reactions such as “oh, I LOVED that movie too!” or “ugh that book sucked!” A little banter is ok but remind everyone that everyone has the right to their own opinion on things and be sure to keep the introductions going so it doesn't take up too much time.

0:45-0:55 Experiential Activity: Barometer (Parents and Teens together)

SAY: It was so nice to meet everyone and hear a little bit about something they liked as a teen... Moving Traditions programs always place an emphasis on the group members getting to know one another so that the groups can become a safe space. Another part of the way the groups are run is that they always include activities of various kinds. So, we are going to do one of those activities right now!

NAME one side of the room “agree” and the other “disagree.”

ASK everyone to stand up

EXPLAIN: I am now going to read off some statements and ask you to respond to each statement by standing somewhere on the line between agree and disagree. As an example, if I said, “Ice cream is the best!” and you love ice cream, you’d stand over here (*stand on the agree side of the room*), if you hate ice cream, stand over here (*stand on the disagree side of the room*). If you think ice cream is okay, you might choose to stand somewhere in between (*stand in the middle of agree and disagree*).

REMINDE participants that there are no right or wrong answers here. This is just their own, personal feelings about the statements

SAY:

11. Today, teens have more independence than their parents did.
12. Today, teens experience more gender equality than their parents did.
13. Today, teens experience gender as more fluid than their parents did.
14. Today, teens have more freedom of self-expression than their parents had.
15. Today, teens take more risks than their parents did.
16. Today, teens have more stress than their parents had.
17. Today, teens are more connected to family than their parents were.
18. Today, Jewish teens struggle with what it means to be Jewish more than their parents did.
19. Today, teens have more choices about how to be Jewish than their parents had.
20. (Optional for older teens: Today, teens know more about sex and sexuality than their parents did.)

ASK questions after participants take their place on the barometer, depending on what you see.

- Why did you choose to stand at this point on the barometer?
- Was it difficult or easy to figure out where to stand?
- What do you notice?
- Does where your parent/child is standing surprise you?
- Given what you’ve just heard, would you choose to stand someplace different?

NOTE: *While this activity can be a lot of fun, keep an eye on the time and only read statements as time allows. You don’t want to shortchange the smaller group session*

CONCLUDE ACTIVITY – SAY: You can see how activities like this barometer one can generate lots of conversation about all kinds of topics. It also helps highlight some of the challenges that teens face so that we can address them in the context of our groups. But all this is just a starting point. In order to give everyone the full feeling of the program, we are going to now divide up and have teens leave the room.

0:55-1:00 Moving Time

NOTE: *Be sure to have clear directions about where the different groups are going as they leave the room. Ideally, the Group Leader who is facilitating will walk the teens to their respective rooms.*

1:00-1:25 Parent session / Teen Session

See following pages for instructions for Parent Session and Teen Session

1:25-1:30 Wrap Up

SAY: Welcome back everyone! In these last few minutes together, I have only one instruction for you, and it's really for now and the ride home.... Teens go ask your parents what they just did for the past half hour. Parents, go ask your teens the same thing.

NOTE: *If time allows, you can have the teens and parents get up and talk to one another about this for a few minutes*

ASK for a volunteer Teen and Parent to each share what they just out loud so that the entire group now knows that they were doing the same activity.

SAY: So yes, you all did the same activities, just in separate spaces. Now I bet many of you are thinking, "Hmm...I wonder what my child answered for that question..." and there are probably some of you feeling slightly nervous wondering "Oh no! I hope my parent didn't say anything super embarrassing!" Your homework now is to talk to one another and find out more about the different way that you each approached the very same materials. Should make for an interesting car ride home!

Thank you all again for being here and taking part in this program. We truly hope that you now not only understand how powerful Shevet groups can be, but that you want to be a part of them moving forward. Again, I am happy to stay for a few minutes to answer any questions you may have. Otherwise, I hope

you have a safe ride home and that you continue the conversation about what you all experienced here tonight!

HAND OUT brochures or registration forms to families as they leave.

Shevet Parent Session

1:00-1:05 Introduction to Shevet

SAY: The teens will be brought back to you at the end of the evening. But now that they are gone, we wanted to give you a quick overview of how our teen groups came to be, what they are, and what we hope to accomplish. In our programs — Rosh Hodesh for girls, Shevet for boys — we create gender separate spaces that are safe places for teens to talk about the issues they care most about. Our online group, Tzelem, still being piloted, offers a parallel experience for transgender and non-binary teens across the country.

All of the groups are dedicated to the following four core principles:

- We challenge and discuss the fundamental questions of identity—the role of gender, age and Judaism.
- We guide Jewish teens on the pathway to adulthood, through self-discovery, mentorship and positive peer-to-peer relationships.
- We encourage conversation and collaboration for a more inclusive Judaism and the greater good.
- We inspire a lifelong connection to Judaism and its teachings.

Choose one of the following to say depending on what your institution is running:

C. If you have only Shevet:

SAY: Teen boys receive countless messages throughout their lives about what it means to “be a man” and what male characteristics they should and shouldn’t emulate. In Shevet, Hebrew for “tribe,” teen boys explore the question, what does it mean to be a Jewish guy,” and “how do we think about what it means to be a mensch?” Trained and talented mentors engage boys in critical media critique, active games and conversations in a relaxed atmosphere. They encourage boys to examine various models of manhood and define for themselves what it means to be a man in today’s world. Shevet also provides a place for boys to decompress from their stressful lives. In the groups, boys learn tactics to help them deal with the stress they experience on a day to day basis

and strategies for dealing with emotions in the context of a society that sends the message they should hold in their feelings.

D. If you have both Rosh Hodesh and Shevet:

SAY: Moving Traditions' teen programs, Rosh Hodesh and Shevet, seek to provide teens with skills to help them thrive in their relationships and personal lives, not to mention a space to relax, have fun, share a meal, and connect with other Jewish teens, post-B'nai Mitzvah. Through monthly, gender specific sessions in small groups, teens in our programs explore what it means to be a Jewish girl, Jewish boy, and Jewish non-binary teen in today's world. Each program gathering is facilitated by a trained, talented mentor and focused around a social and emotional topic such as stress, emotions, relationships, or competition. Facilitators use relevant Jewish wisdom and ritual to draw teens into each topic and also encourage the teens to think critically about how messages from the media and culture about gender norms affect how teens live their lives.

THEN CONTINUE:

SAY: You should know that this entire approach is informed by "Positive Youth Development", a field that has been advanced by scholars and practitioners since the 1990s. Positive Youth Development shows that when teens are guided by mentors who create safe space, when they connect to a community of values, and when they have a supportive peer group, they exhibit greater resilience and engage in fewer risky behaviors. That is something I am sure, we all want for our teens in the other room!

ALLOW for questions if parents have any

1:05-1:25 Curriculum Component

SAY: You may be thinking to yourself, how do we accomplish all of these things? Well, I'm going to show you just a small sample of one activity that we would do during one of our groups. While we will not get to have as long a conversation as I would like, you can be certain that when your teens do this, we will explore everything that they tell us they need to explore.

NOTE: *Parents and teens will be doing the same activity – but they will not know that and should not be told until the end*

(CHOOSE ONE- Either Video or Activity: A or B. If you have more time, you can do both.)

C. VIDEO: Audi Commercial

SAY: In Shevet groups, guys often watch and then critically respond to video content like commercials, YouTube videos, and TV and film clips. With the group leader's guidance, they break down the messages that these videos send about masculinity and the way guys "should" behave. We're going to look at one of these videos together.

SHARE with your participants the following Audi Commercial. Play it once with sound and then another time without sound:

https://www.youtube.com/watch?v=g7_slK24IXU

ASK:

- What happened in the video? What stood out to you?
- What did you notice about the behavior of the men in the video as compared with the behavior of the women?
- Why was it significant that the boy's dad gave him the keys to the car?
- What effect did driving the Audi to the prom have on the boy?
- What was your reaction to when the boy kissed the girl at the prom?
- What was brave about the boy in the video?

SAY: This video defines bravery as: parking in the principal's spot, grabbing and kissing the prom queen, taking a punch, and driving fast.

ASK: But what is bravery really? Who is really brave?

SAY: Here are two Jewish texts that offer very different understandings of bravery:

- "Who is brave? One who masters self-centered desires" – Pirkei Avot
- "Who is brave? One who guides the mind with intelligence and reason?" – Maimonides

ASK: What are some real examples of bravery – not people doing things for their own satisfaction/desires, but people conquering their fears by doing something that scares them? (encourage participants to give examples of people they know, people in the news, or fictional characters).

D. ACTIVITY: What is More Manly?

SAY: Our work teen boys in our Shevet groups has grown tremendously and seeks to help our teens take a critical look at the whole concept of masculinity

in our culture. One of the ways we do this is through an activity that has them instantly judge what is "manly". Which is what we are going to do right now. As a reminder, each group meeting is about two hours. So, there are activities that happen before the one we are about to show you, and of course ones that happen after. This is just a piece of the two-hour program.

EXPLAIN: I am going to show you two pictures. I am then going to ask you to tell me which one you think is more manly

SHOW the first set of pictures. **NOTE:** *Pictures can be shown on a computer, on a projector, or can be printed out ahead of time so you can hold up two pieces of paper. See handouts for photos)*

ASK: Why is that picture more manly? Why is the other picture less manly?

ALLOW for some discussion after each set of pictures.

Photo Pairs:

1. Hotdog/sushi
2. Muffin/ donut?
3. Red monster truck/pink monster truck
4. Cowboy hat/ baseball cap
5. Game of Thrones board game/ Monopoly
6. Johnny Cage/Kano (from Mortal Kombat
7. Guy with a briefcase/guy studying torah
8. David or Goliath

After #10, SAY: In Jewish history, and in some more observant Jewish communities today, it was/is the men's role to study Torah while their wives worked. However, today in the world most of us inhabit, that has quite significantly changed.

After #11, SAY: You might have seen the muscular man and picked him as more manly. However, what if I remind you of the story of David and Goliath.

REFRESH *participants' memories of David and Goliath if necessary: The Israelites are at war with the Philistines. Goliath, champion of the Philistines asks for an Israelite to participate in single combat with him. David volunteers to fight Goliath, refusing to take armor, goes into combat with only his staff, a*

sling, and five stones. He defeats Goliath by hitting Goliath in the head with a stone and cutting off his head.)

ASK: Keeping that story in mind, which is more manly? Why?

SAY: Now as you likely have guessed the whole point of this game is to draw you in to a contest and then have you take a step back and critique the whole game. Boys in our groups love this game and they also like getting to talk about how they challenge ideas about manliness in their daily lives and how they can support each other to eat whatever they want, pursue whatever subject they want, and in other ways reclaim and expand what it means to them to be the men they are becoming.

SAY: This is a little taste of something we do with our teens. Of course, there are other activities and discussion both before and after, as well as rituals and check-ins that occur at each session. If you have questions, I am happy to answer them after we are finished. But for now, we are now going to bring your teens back in the room

Shevet Teen Session

1:00-1:05 Introduction to Shevet

SAY: Welcome to our teen-only space for the day! It is my hope that in a short time, I can give you just a little taste of what these Shevet groups are all about.

NOTE: *If your group does not know one another, review names again before you begin.*

1:05-1:25 Curriculum Component

NOTE: *Parents and teens will be doing the same activity – but they will not know that and should not be told until the end*

(CHOOSE ONE- Either Video or Activity: A or B.)

A. VIDEO: Audi Commercial

SAY: In Shevet groups, we often watch and then critically respond to video content like commercials, YouTube videos, and TV and film clips. With some guidance, they break down the messages that these videos send about masculinity and the way guys “should” behave. We’re going to look at one of these videos together.

SHARE with your participants the following Audi Commercial. Play it once with sound and then another time without sound:

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ASK:

- What happened in the video? What stood out to you?
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SAY: This video defines bravery as: parking in the principal’s spot, grabbing and kissing the prom queen, taking a punch, and driving fast.

ASK: But what is bravery really? Who is really brave?

SAY: Here are two Jewish texts that offer very different understandings of bravery:

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ASK: What are some real examples of bravery – not people doing things for their own satisfaction/desires, but people conquering their fears by doing something that scares them? (encourage participants to give examples of people they know, people in the news, or fictional characters).

B. ACTIVITY: What is More Manly?

SAY: We want to help teens like you take a critical look at the whole concept of masculinity in our culture. I am going to take you through an activity where you will instantly judge what is “manly”. As a reminder, each group meeting is about two hours. So, there are activities that happen before the one we are about to do, and of course ones that happen after. This is just a piece of the two-hour program.

EXPLAIN: I am going to show you two pictures. I am then going to ask you to tell me which one you think is more manly

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REFRESH *participants' memories of David and Goliath if necessary: The Israelites are at war with the Philistines. Goliath, champion of the Philistines asks for an Israelite to participate in single combat with him. David volunteers to fight Goliath, refusing to take armor, goes into combat with only his staff, a sling, and five stones. He defeats Goliath by hitting Goliath in the head with a stone and cutting off his head.)*

ASK: Keeping that story in mind, which is more manly? Why?

SAY: Now as you likely have guessed the whole point of this game is to draw you in to a contest and then have you take a step back and critique the whole game.

ASK:

- Given what you just heard, how can you challenge ideas about manliness in your daily lives?
- How can you support each other to eat whatever you want, pursue whatever subject you want?

SAY: In our Shevet group, we will spend time together doing activities like these so that we can support one another and reclaim and expand what it means to become a man in our society today.

SAY: We are now going to go back and join your parents for a quick wrap up

Which Do You Think is More Manly?



Which Do You Think is More Manly?



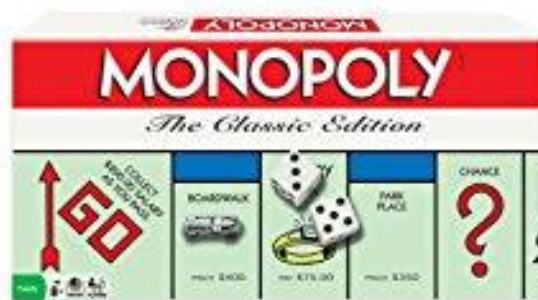
Which Do You Think is More Manly?



Which Do You Think is More Manly?



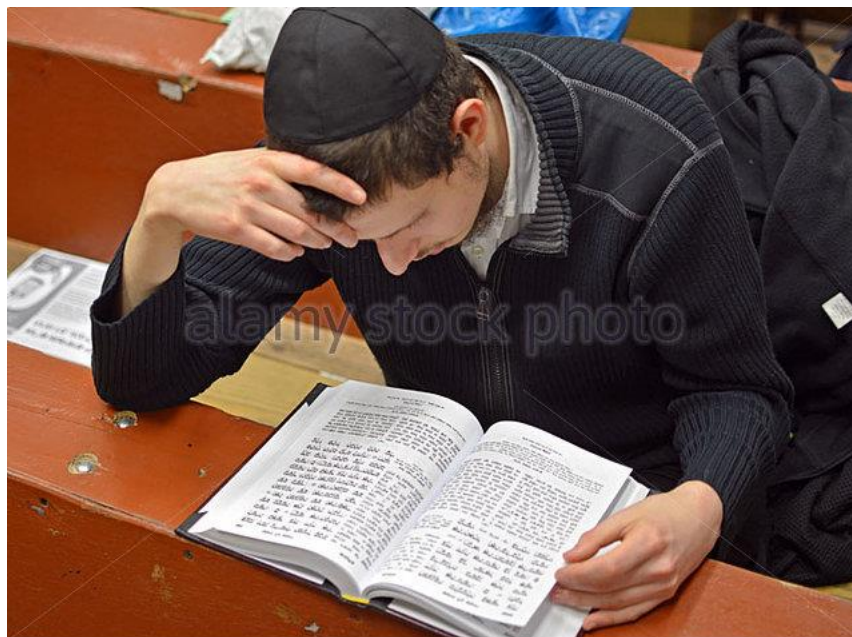
Which Do You Think is More Manly?



Which Do You Think is More Manly?

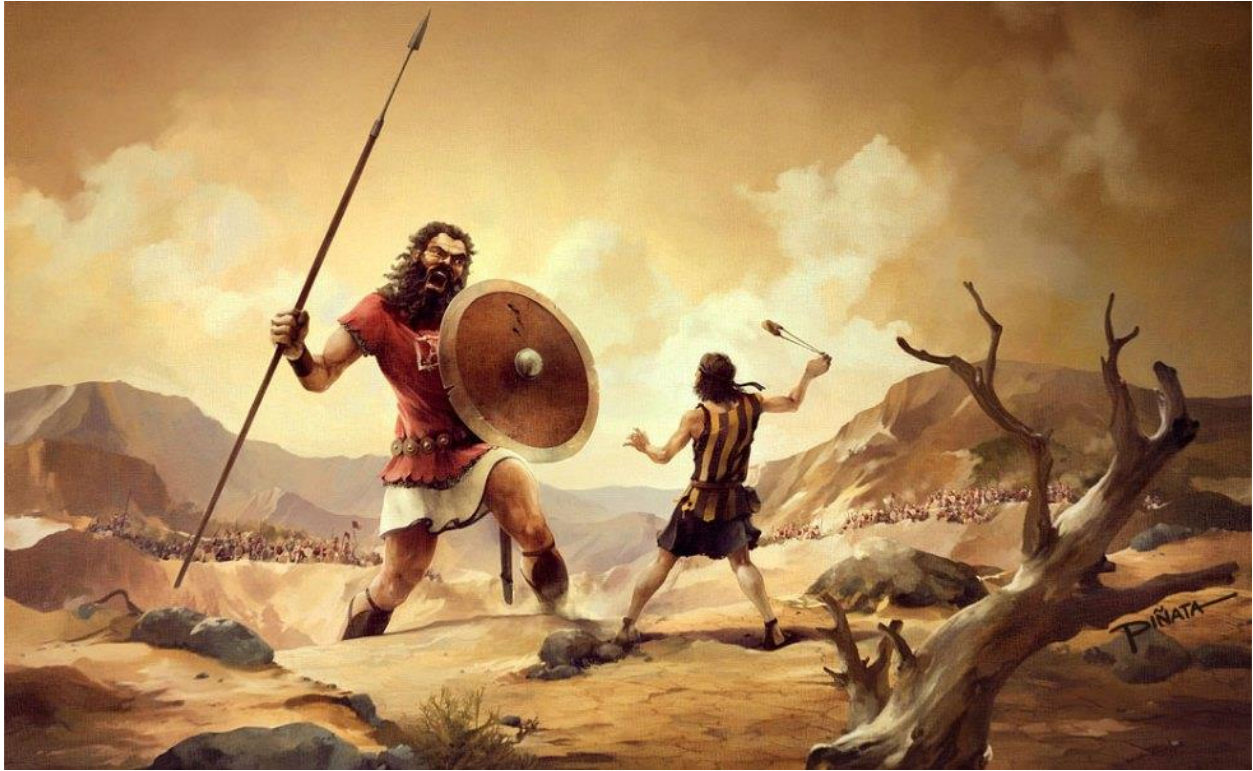


Which Do You Think is More Manly?



www.alamy.com - DWBYKP

Which Do You Think is More Manly?



(Man on left or man on right?)