

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

Timing	Page #’s	Content	What’s Needed?
0:00-0:05		Arrival, schmooze	
0:05-0:10	Pgs 3-4	Welcome by host Brief introduction to Moving Traditions	Script
0:10-0:20	Pgs 4-5	<p>Choose which option you will use for the icebreaker, option 1 or option 2.</p> <p>Around the room introductions</p> <ol style="list-style-type: none"> 1. Name 2. [Choose one of the questions below] 3. What middle school/high school you go to/went to 	<p>If you will have a large group, prepare a whiteboard with chosen question for larger groups.</p> <p>If you have a small group, be prepared to list the questions.</p>
0:20-0:30	Pgs 5-6	<p>Experiential activity</p> <p>Thumbs Up/Thumbs Down</p>	Script
0:30-0:31		<p>Parents and teens split up into breakout rooms; Teens in the breakout room with the group leader, parents in the other room with second facilitator.</p>	Two facilitators needed, one for each breakout room
0:31-0:52	Parent Session: Pgs 7-11 Teen Session: Pgs 11-14	<p>Curriculum Component: Video</p> <p>https://www.youtube.com/watch?v=iYhCn0jf46U</p> <p><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></p>	Each facilitator should have video and quotes ready to share. Decide prior to the session if you are going to use a whiteboard or a padlet to share the quotes. Both groups should use the same tool
0:52-1:00	Pg 6-7	<p>Wrap up</p> <p>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)</p>	Information about signing up for the group

Parents and Teens Together

When sending out the meeting invitation to participants, ask them to be prepared to start together on one device, but to then have a second device ready and logged into the meeting. During the session, teens and parents will split apart. These instructions should be repeated on a shared screen when people log in.

Sample Invitation Text:

We recommend sending an invitation to families ahead of time so that they know how to log in, how to have their teens log in, and are prepared for the session:

Hello!

In our new reality, nothing can be taken for granted and even our basic assumptions have been called into question. One of those questions may be around what it means to create community with other teen girls while fostering self-expression through Jewish wisdom and practice in our current world. As a part of our partnership with Moving Traditions, we want to help you and your teen think about this question. We hope you will join us for our interactive, online workshop for teens and parents, called “A Taste of Rosh Hodesh.”

Here is the meeting information: [insert applicable link]

Before you join the call, please note the following:

- For one part of the call, parents and teens will be separated into breakout groups. To prepare for this, please log into the meeting on two devices, in two separate rooms (computers or laptops preferably). Then, on the device your child will be using for the breakout room, turn off the video and press “mute.”
- On the device you’ll be using for the main session, make sure your name listed on the screen is accurate (for instance, if your name is “Bess Levin” and Zoom automatically logs you in as “Levin family computer,” change your name to “Bess Levin.”). Do the same for your child’s computer. This will make it easier for us to put you in the correct breakout rooms.
- At the beginning of the call, please sit with your teen. They’ll go back to the other computer once the breakout room begins.

0:00-0:05 Parents and Teens login/schmooze

Give families 5 minutes to log on, say hi and welcome as they enter.

0:05-0:10 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 staff who organized, any funders, etc.)

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

SAY: I also want to thank you so much for joining us today – not only are you busy, but right now we are all feeling stretched and stressed in new ways. We know it is no small thing to have you set aside time to learn about our programs, so I really appreciate that you are taking the time to find out what we have planned for you. 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. And I think we could all agree that now, more than ever, resilience is one of the most important skills anyone can have!

What this means to you, teens in this session, 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 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 session 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!

0:10-0:20 Around the Room Introductions

Prior to the session, decide if you are going to use option 1 or option 2 for facilitation of the icebreaker.

SAY:

Just like we would do in any new group, we are going to start with a quick icebreaker. Everyone is going to answer three questions, starting with the teens:

Facilitator's Tip: You should model these questions. Go first and model the length of time you want others to speak.

Option 1: For a large group (over 20): Use a whiteboard to answer the questions below.

On whiteboard: During the annotation, you may need to move responses around to make more room for other responses. Prepare your whiteboard prior to the start of the meeting with the two questions on each side of the whiteboard.

Facilitator's Tip: You may need to instruct people how to annotate on a whiteboard. During the annotation, you may need to move responses around to make more room for other responses.

Option 2: For a smaller group (under 20) list the questions out loud:

1. Name
2. [Choose one of the questions below]
3. Your school (middle or high for both parents and kids)

(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.*

0:20-0:30 **Thumbs Up/Thumbs Down (Parents and Teens together)**

SAY: It was so nice to see/hear everyone's responses and learn a bit about something you liked or like 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...

Get your thumbs ready to go!

Make sure both parent and teen can be seen on the screen.

EXPLAIN: I am going to read off some statements and ask you to respond to each statement by holding your thumb up or down, depending on if you agree or disagree. As an example, if I said, “Ice cream is the best!” and you love ice cream, you'd hold your thumb up, if you hate ice cream, you'd hold your thumb down. If you think ice cream is okay, you might hold your thumb halfway.

Please hold your thumb in place until we move on to the next question.

REMIND participants that there are no right or wrong answers here. And they don't have to agree with their parent/teen! These are 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 specific participants to respond to the questions, depending on thumb position. You may want to note when a teen had thumbs up and their parent had thumbs down and inquire about that difference of opinion.

- Why did you choose to give this a thumbs up?
- Was it difficult or easy to figure out how to respond?
- What do you notice?
- Does how your parent/child responded surprise you?
- Given what you've just heard, would you choose to react differently?

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 thumbs up/thumbs down 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 now going to move into breakout rooms, with teens in one room and parents in another.

Facilitator's Tip: you will need two staff people (at least) to assist with this session. At the beginning of the meeting, set up the breakout room so the transition is smooth.

0:30-0:31 Moving Time

Please make sure you have moved teens (non-video participants) into a separate breakout room.

0:31-0:52 Parent Session / Teen Session

See following pages for instructions for Parent Session and Teen Session

0:52-1:00 **Wrap Up**

SAY: Welcome back everyone! In these last few minutes together, I have only one instruction for you, and it's really for after our session ends. Mute your sound, and ask each other what you did for the past half hour.

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!"

Did you choose the same quote or different ones? Why did you each choose what you chose? Now you have a place to begin your conversation when we leave this session! Your homework is to talk to each other and find out more about the different ways that you each approached the very same materials.

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 on for a few minutes to answer any questions you may have. Otherwise, I hope that you continue the conversation about what you all experienced here tonight!

Explain that a follow-up email will be sent, which will include registration information for the group.

Facilitator's Tip: Figure out how you want people to register for the group, and when you are going to share that. For example, you may want to be ready to paste a link to the registration into the chat box.

Rosh Hodesh Parent Session

0:31-0:36 **Introduction to Rosh Hodesh**

SAY: We will join your kids again at the end of our time together. Now that the teens are gone, I am going to give you a quick overview of how our teen groups came to be, what they are, and what we hope to accomplish. In Rosh Hodesh for girls, Shevet for boys, we are able to create gender separate spaces that are safe places for teens to talk about the issues they care most about. Moving Traditions' online group, Tzelem, 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:

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

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 – Rosh is Hebrew for head, and hodesh is Hebrew for month – 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. In the pandemic, some of our groups even elected to meet more often online. During the meetings, they 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. In this crazy time, Moving Traditions added new discussion guides around issues of being stuck at home and the disappointment over the loss of special events. 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.

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. I am sure that is something we all want for our teens in the breakout room!

ALLOW for questions if parents have any.

0:36-0:51 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

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 of a woman. It starts prior to the photo being taken through being transformed with makeup and hair and then the process afterward during which the photo is edited.

Don’t forget to click “share audio” when you share your screen.

ASK:

- What are your reactions?
- (If you have a group of parents who aren’t talking, you could ask:
 - 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. One of the results of the increased time girls are spending on Zoom is that they are constantly seeing themselves in their box on the screen, and worried about how they look. Girls are feeling more self conscious because of the constant “mirror” that the Zoom screen provides. In Rosh Hodesh, we talk about these issues as well as strategies for dealing with them – like clicking the “Hide self view” button so girls are not looking at themselves!

Facilitator’s Tip: The next activity gives you two options, whiteboard or padlet. Parents and teens should both be using the same tool, but different links to the padlet.

Share a whiteboard with a select number of the quotes below. Have participants annotate the whiteboard with a checkmark next to the quotes that most resonate with them. You can also do this as a padlet, which may be easier for the group to view.

If you choose to use the Padlet option, you can create a copy of this padlet: <https://padlet.com/Traditions2020/7sf9phqkssghx8gj>. To do this, create an account on Padlet.com (it's free and easy). Navigate to the padlet linked above, and select "remake" in the top right corner of the screen. Make sure to select "Copy Posts" before you click the "Submit" button. This will create a copy of the padlet on your account. **Optional:** Add any additional quotes you'd like to add to the padlet.

SAY: On this whiteboard/padlet, there are several quotes, most of these are quotes are by contemporary Jewish women, though one is from the Bible. This is one of the ways we introduce girls to role models to develop pride in being young Jewish women. When you find your quote, think about what the quote evokes for you and any questions you might have about the quote.

NOTE: *After giving participants a chance to think, ask for volunteers to share with the larger group their thoughts.*

Quotes

- "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 into the main session.

Rosh Hodesh Teen Session

0:31-0:33 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.*

0:33-0:52 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*

VIDEO: Dove Evolution

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Don’t forget to click “share audio” when you share your screen.

This video shows the process of creating a photoshopped photo of a woman. It starts prior to the photo being taken through being transformed with makeup and hair and then 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.

If time allows add:

Today, we are spending more time than ever on zooms and other video conferencing platforms. We have spoken to some girls who are finding it challenging to constantly see themselves on the screen.

ASK

- Have any of you experienced challenges with seeing yourself on Zoom mirror all day?
- Do you think about what you look like before logging in to a school or other kind of Zoom? Why/Why not?
- Do you think others worry about what they look like when they log on?
- Have you ever turned off your video because you didn't like what you looked like?
- Do you think boys worry about this in the same way? Why do you think that is?

SAY

These are all common challenges and the kinds of things we talk about in our Rosh Hodesh groups because it's probably good to know that you are not the only one struggling with this issue. We hope over time group members will help each other come up with strategies for dealing with however you are feeling. For instance, did you know that you can keep your video on but "hide self view" so that you're not constantly looking at yourself and checking your appearance?

Demonstrate this if necessary.

*Facilitator's Tip: The next activity gives you two options, whiteboard or padlet. **Parents and teens should both be using the same tool**, but different links to the padlet.*

Share a whiteboard with a select number of the quotes below. Have participants annotate the whiteboard with a checkmark next to the quotes that most resonate with them. You can also do this as a padlet, which may be easier for the group to view.

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NOTE: *After giving participants a chance to think, ask for volunteers to share with the larger group their thoughts.*

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Quotes

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- "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: In Rosh Hodesh groups, we challenge girls like you to think critically about the messages you receive from 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 yourselves.

ASK if there are any questions.

**In a moment we are going to return to the main session with your parents.
So you can log off, and go join your parent again at their computer. See you
in a minute!**