

A Taste of Teen Groups: Rosh Hodesh and Shevet

Materials

- Zoom whiteboard with icebreaker questions ready to be shared (if needed for large group)
- Dove video and Audi video cued up, ready to be shared
- Padlet or Zoom whiteboard with Jewish quotes for Parents and for teen Rosh Hodesh session
- Zoom whiteboard with “Who is brave” quotes for teen Shevet session
- Registration link and email to send to participants after session is over

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 teens 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 and Shevet.”

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.” Your child should change their name to the following: *SH* for Shevet for boys- *RH* for Rosh Hodesh for girls- + Full name ex. ‘RH Pamela Fried’.

- 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.") 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. Then, they'll go back to the other computer once the breakout room begins.

Parents and Teens Together

0:00-0:05 **Material Parents and teens login/schmooze**

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

0:05-0:10 **Welcome and Opening Framing**

SAY: Welcome! I am (name and position at Moving Traditions) I am joined by (Name any educators who are present and/or will be co leading) I want to thank you so much for joining us today --not only are you of course busy, but right now we are all feeling stretched and stressed in new ways. So, 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 new Moving Traditions groups to your 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 skill 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 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 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 today, you will actually experience all of this instead of just hearing about it. So, let's get started!

0:10-0:20 Welcome and Opening Framing Around the Room Introductions

SAY: Just like we would do in any new group, we are going to start with a quick icebreaker

For a large group (over 20): Using a whiteboard to have participants 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: 1. You may need to instruct people how to annotate on a whiteboard. 2. During the annotation, you may need to move responses around to make more room for other responses.

For a smaller group (under 20): Create a slide before 'Taste of' that says:

- Name
- Teens, what's your favorite song or band? Parents, when you were a teen, what was your favorite song or band?
- Your school (middle or high for both parents and kids)

Everyone is going to answer a question, starting with the teens first.

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

NOTE: When people answer the question, it may elicit reactions such as "oh, I LOVED that band too!" or "ugh that song 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.

SAY: It was so nice to meet everyone and hear a little bit about something they like or 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 whether in person or online. In our programs we also focus a lot on culture – movies, songs, games, books and we like to unpack them for the messages they send about gender and society, so we all become more savvy media consumers. We'll be doing some more of that shortly.

0:20-0:30 Introductions Experiential Activity: Barometer (Parents and Teens Together)

SAY: It was so nice to see 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 now 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.**

REMINDE participants that there are no right or wrong answers here. And they do not have to agree with their parent/teen! 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 specific participants to respond to the questions, depending on what you see. 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 others say, 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 going to now go into 3 breakout rooms, with teens in two rooms – shevet or rosh hodesh - and the 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.

Moving time

Make sure you have moved Teens (non-video participants) into a separate breakout room. During the last activity one of the staff should create the breakout room.

0:30-0:55 Parent Session/ Teen Session

See following pages for instructions for Parent Session and Teen Rosh Hodesh Session and Teen Shevet Session

0:55-1:05 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. Teens go ask your parents what they just did for the past half hour. Parents, go ask your teens the same thing.

SAY: So yes, you all did close to 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!"

While we did this a little differently in the parent and teens rooms, it was pretty close.

Did you and your teen have the same reaction to the video you saw? Did you and your parent 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 now is to talk to one another 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 and Shevet 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.

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.

Parent Session (25 minutes total)

0:30-0:37 Introduction to Rosh Hodesh and Shevet

SAY: We will all join together again at the end of our time together. Now that the teens 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, 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 guide Jewish teens on the pathway to adulthood, through self-discovery, mentorship and positive peer-to-peer relationships. We help teens build resilience.
- We encourage conversation and collaboration for a more inclusive Judaism and the greater good.
- We inspire a lifelong connection to Judaism and its teachings.
- We challenge and discuss the fundamental questions of identity—the role of gender, and Judaism.

SAY: Moving Traditions' programs are designed to meet teen where they are with support to help them navigate the many pressures of adolescence.

Rosh Hodesh is 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 with a trained and talented adult mentor, to investigate what it means to be Jewish and female in today's world. 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. For both, in this crazy time, we added new discussion guides around issues of being stuck at home and the disappointment over the loss of special events.

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 breakout room!

ALLOW for questions if parents have any.

0:37-0:55 Curriculum Component

Facilitator’s Tip: We recommend spending about six minutes discussing each video and six minutes on the concluding quote activity. There are three parts of this activity: a) Dove Evolution Video, (b) Audi Commercial, and (c) Gallery walk.

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 from *Rosh Hodesh* and one from the *Shevet* that we use in our groups.

Facilitator’s Tip: Parents and teens will be doing very similar activities—but they will not know that and should not be told until the end.

Rosh Hodesh Video: Dove Evolution (6 min)

SAY We will be looking at two videos: one used in *Rosh Hodesh* and one in *Shevet*. Both of these videos have to do with gendered messages that teens girls and boys respectively receive from the media about how they should behave and what they should care about. Note that these videos don’t speak to every issue that is covered within *Rosh Hodesh*, *Shevet*, and *Tzelem*. We use videos in our groups like “texts” to spark discussion and get teens to ask questions.

We’ll start with the video from *Rosh Hodesh*, which relates to the beauty industry. Girls grow up surrounded by digitally altered images of women and

girls. The multibillion-dollar beauty industry sends girls messages about what is “beautiful” and encourages them to do things and buy products to conform to that image of beauty. This video will give us a glimpse into how that beauty industry operates.

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 As a parent, what are your biggest concerns about your children, of whatever gender, consuming photoshopped images – whether professionally photoshopped or filtered by teens themselves on Instagram?

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. Girls today also photoshop their own photos before posting them on Instagram or Snapchat. In *Rosh Hodesh* groups, girls challenge society’s beauty ideals and learn to be savvy consumers of media and social media. In *Shevet* groups, boys learn about objectification of women and explore how advertising’s messages can give them unrealistic ideas about relationships, women, and sexuality. Research shows that this critical approach to media and social media leads to a healthier body image.

Shevet Video: Audi (6 min)

SAY And now, let’s take a look at a *Shevet* activity also built around a commercial. 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. And again, while this comes from our work designed for teenage boys, any parent or caregiver in the room is invited and encouraged to participate in our conversation.

SHARE with your participants the following Audi commercial:

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

ASK

What messages about masculinity that were in this video do you worry about boys and girls internalizing? How is bravery defined in this 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. This definition of bravery is harmful for boys and for girls. In our *Shevet* groups, we unpack elements within this video and redefine masculinity. This is something that has ALWAYS been necessary but is even more needed in our #metoo world.

Jewish Text Gallery Walk (6 min)

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.

Option 1: Whiteboard: 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 or maybe the one they think would be most helpful to think about given the issues that have just been discussed.

Option 2: Padlet Create a copy of this padlet:

<https://padlet.com/Traditions2020/bs36g2hmafcwhl3q> do this, first, create an account on Padlet (it's free and easy). Then navigate to the following padlet and select "remake" at 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.

Have participants look at the padlet and pick the quote that most resonates for them or maybe the one they think would be most helpful to think about given the issues that have just been discussed. They can "like" the quote they pick, and you can invite them to comment as well as to why they chose what they chose.

After giving participants a chance to pick, ask for volunteers to share with the larger group their thoughts on what about the quote resonated for them

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
- "Who is brave? One who guides the mind with intelligence and reason." – Maimonides
- "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 (25 minutes total)

0:30-0:35 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 a little taste of what these groups are all about.

SHARE a little about yourself – who you are, your background, how long you've been leading our groups

Facilitator's Tip: If your group does not know one another, review names again before you begin.

0:35-0:55 Curriculum Component (20 min – 12 min for video, 8 min for Jewish texts)

Facilitator's Tip: Parents and teens will be doing very similar activities—but they will not know that and should not be told yet

SAY In our culture, there's an entire, multibillion-dollar beauty industry, which sends messages to us about what is beautiful. It encourages us to do things and

buy products to conform to a standard image of beauty. The video we are about to watch will give us a glimpse into how that industry operates.

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 (A few of the following questions)

- 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. As you know, there are also lots of apps that make it possible to alter one’s own image before posting it. This means that whenever we compare our bodies to women we see in the media or on social 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 we give you tools to help you live in your body in a more comfortable and healthy way and think about your body with positivity. There are lots of places we could turn to for tools and a new way of thinking, but we have picked a few quotes we think might be particularly relevant or helpful.

Jewish Text Gallery Walk (8 min)

SAY: On this whiteboard or 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 like you to role models and help you 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.

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.

Option 1: Whiteboard: 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 or maybe the one they think would be most helpful to think about given the issues that have just been discussed.

Option 2: Padlet Create a copy of this padlet:

<https://padlet.com/Traditions2020/bs36g2hmafcwhl3q> To do this, first, create an account on Padlet (it's free and easy). Then navigate to the following padlet and select "remake" at 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.

Have participants look at the padlet and pick the quote that most resonates for them or maybe the one they think would be most helpful to think about given the issues that have just been discussed. They can "like" the quote they pick, and you can invite them to comment as well as to why they chose what they chose.

After giving participants a chance to pick, ask for volunteers to share with the larger group their thoughts on what about the quote resonated for them

***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: In Rosh Hodesh groups, we challenge girls like you 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, 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 room with your parents. So, you can log off, and go join your parent again at their computer. See you in a minute!

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

RETURN to parent room by _____pm

Shevet Teen Session (25 minutes total)

0:30-0:35 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 a little taste of what these groups are all about.

SHARE a little about yourself – who you are, your background, how long you’ve been leading our groups

Facilitator’s Tip: If your group does not know one another, review names again before you begin.

0:35-0:55 Curriculum Component (20 min – 12 min for video, 8 for Jewish texts/discussion)

Facilitator’s Tip: Parents and teens will be doing very similar activities—but they will not know that and should not be told yet)

Activity headers Video: Audi Commercial

SAY In *Shevet* groups, guys often watch and then critically respond to videos 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 without sound and then another time with sound (if timing permits, otherwise, just play once with sound): https://www.youtube.com/watch?v=g7_slK24IXU

ASK

(Choose 2-3 questions)

- 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?

ASK

Based on the boy's actions in the video we just watched, what is bravery? (This video defines bravery as parking in the principal's spot, grabbing and kissing the prom queen, taking a punch, and driving fast.) But what is bravery really? Who is really brave?

Share your whiteboard with the following two quotes.

SAY

Here are two Jewish texts that offer a 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? (Firefighters helping people in California, being the first person to ask a question, admitting that you are wrong, trying out for the school play or soccer team when you're not sure you'll make it.)

Facilitator's Tip: Encourage participants to give examples of people they know, people in the news, or fictional characters

I hope this gave you just a little taste of what our groups are about. Each time we meet we will play some games, watch a commercial or video clip and talk about what it means to be Jewish guy. What we hope is that this group will become a place you look forward to being and a place to think about things in a fun and meaningful way.

ASK Does anyone have any questions about how our groups run?

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

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

RETURN to parent room by _____pm