

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

Subtitle

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	<b>Around the room introductions</b> 1. Name 2. Who your child/parent is 3. Answer to one question ( <b>choose one</b> )	Choose your question
0:45-0:55	Pgs 3-5	<b>Experiential activity</b> Barometer (or stand up, sit down)	
0:55-1:00		<b>Parents and teens split up;</b> 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	<b>Curriculum Component: Video OR Activity</b> <i>Note: Parents and teens will be doing the same activity – but they will not know that and <u>should not be told until the end</u></i> <b>(CHOOSE ONE – A or B. If you have more time, you can do both)</b> <b>A. Video</b> • Evolution <b>B. Activity</b> • Mad Lib/magazine cut out	<b>Video:</b> • Computer/LCD projector or slips of paper with video URL for people to pull it up on their phones • Quotes to hang up  <b>Activity:</b> • Magazines • Glue sticks • scissors • “mad lib” handout • Quotes to hang up • Poster boards
1:25-1:30	Pg 5	<b>Wrap up</b> 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

### 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 a 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:**

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.

### 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 researchxbased, 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.)*

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- "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
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- "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

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### 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

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*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?
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- "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**

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*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.)*

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**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

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