

## 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<br>Brief introduction to Moving Traditions   | Script   |
| 0:35-0:45 | Pg 3  | <b>Around the room introductions</b><br>1. Name<br>2. Who your child/parent is<br>3. Answer to one question ( <b>choose one</b> )  | Choose your question   |
| 0:45-0:55 | Pgs 3-5   | <b>Experiential activity</b><br>Barometer (or stand up, sit down)  |  |
| 0:55-1:00 |   | <b>Parents and teens split up;</b><br>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<br>Teen Session: Pgs 10-13 | <b>Curriculum Component: Video OR Activity</b><br><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><br><b>(CHOOSE ONE – A or B. If you have more time, you can do both)</b><br><b>A. Video</b><br>• Audi<br><b>B. Activity</b><br>• What is more manly? | <b>Video:</b><br>• Computer/LCD projector or slips of paper with video URL for people to pull it up on their phones<br><br><b>Activity:</b><br>• “Manly” pictures printed or ready on a computer |
| 1:25-1:30 | Pg 5  | <b>Wrap up</b><br>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  |

### 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 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

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### 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:*

*A. 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.

*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: 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](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).

**B. 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 appendix 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

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### 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.

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#### ASK:

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

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– 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).

### **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.

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**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.

**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?



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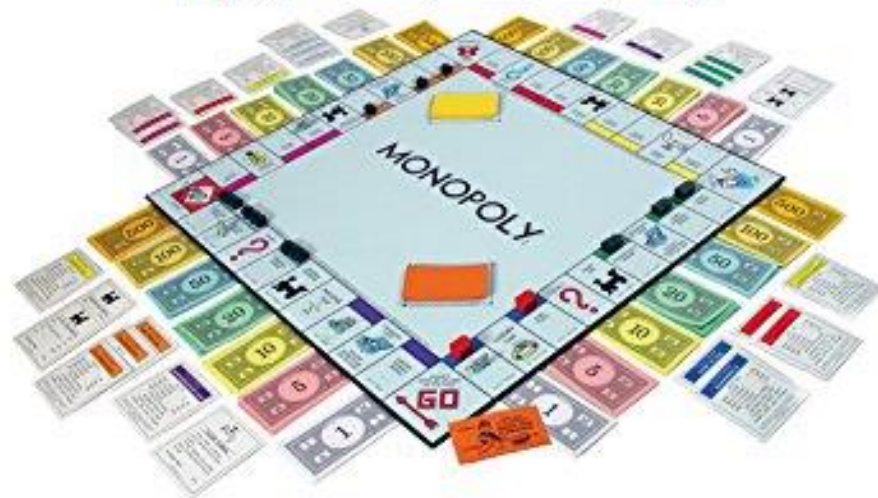
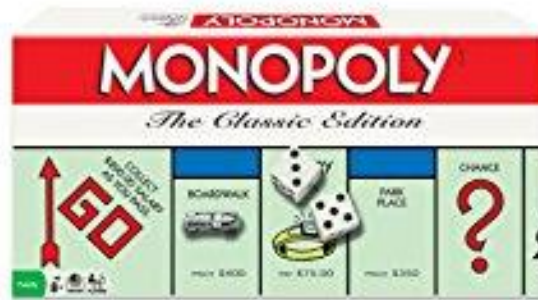




## Which Do You Think is More Manly?



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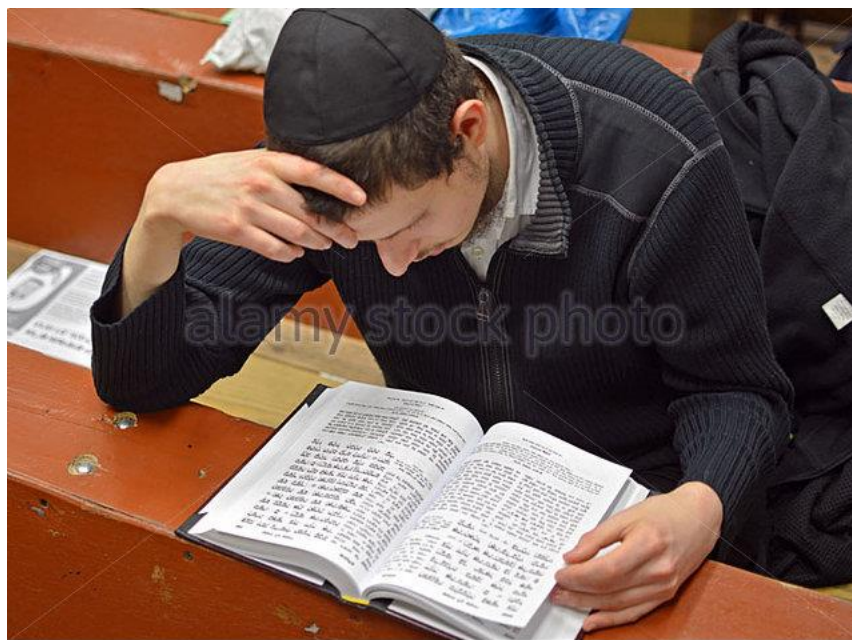


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## Which Do You Think is More Manly?



www.alamy.com - DWBYKP

## Which Do You Think is More Manly?



**(Man on left or man on right?)**