

THE REFORM JUDAISM AND
RSY-NETZER E-GUIDE TO

WELLBEING



An interactive resource for promoting positive mental health, wellbeing and inclusion, for educators and madrichimot in RSY-Netzer, PJS and Reform Communities

Progressive Jewish
Students



REFORM JUDAISM

WELCOME TO OUR WELLBEING E-CHOVERET

Reform Judaism and RSY-Netzer are passionate about everything 'wellbeing' - mental health, resilience, relationships, drugs, alcohol and smoking, social media and gaming, and the impact of prejudice and exclusion towards people with disabilities, people of colour and the LGBTQ+ community.

We have brought together a range of resources in bite-size chunks to help us improve our practices and the education we deliver to young people, focusing mainly on secondary school age, on these important topics. We know our madrichimot will be creative and thoughtful in building peulot (activities) with these blocks. We've included short films, ideas for activities, links to trusted websites, articles and much more, to educate us and help us educate others. Importantly, we have included Reform Jewish perspectives to ensure we remain rooted in our values. Many of our chaverim (friends) have contributed their personal perspectives on these important topics, reminding us what is most important - the experience of each individual person.

"All of Israel are responsible for one another." It is our duty to care, to create a loving space which is open, inclusive and allows people to flourish - 'livluv', personal growth and blossoming, is a core pillar of the RSY-Netzer ideology.

Links: this choveret (resource pack) is full of interactive links (underlined) - if you choose to print sections out then all the links can be found in full at the end of the pack, from page 25 onwards

כל ישראל ערבים זה לזה

לא עליך המלאכה לגמור,

ולא אתה בן חורין לבטל ממנה.

Lo alecha hamlacha ligmor, v'lo atah ben chorin libatel mimena.

**You are not obliged to finish the task,
neither are you free to neglect it.**

Mishnah Avot 2:21

Wellbeing Directory.

Don't be afraid to ask for help, or to signpost others. Download our comprehensive guide to finding support for mental health and wellbeing.

THANKYOU

Thanks to the team of bogrimot and vatikimot who helped bring this project together: Adi

Rothman Berman, Emily Kay, Hannah Wood, Josie Bergman, Mia Roman, Sharon Daniels and Toby Millis, and to everyone who shared your personal thoughts and experiences - Alfie

Futerman, Amy Decker, Jack Lubner, James Davies, Rabbi Laura Janner-Klausner, Max Blum, Maya Robinson, Ricky Thake, Sulai Varela-Lewis and Zach Klement.



CONTENTS

CREATING A SAFE SPACE	1
WELLBEING AND RESILIENCE	2
YOUR OWN WELLBEING, ESPECIALLY ON CAMP	4
CLIQUES AND CONFORMITY	6
SOCIAL MEDIA	7
DRUGS, ALCOHOL AND SMOKING	9
INTERSECTIONALITY	11
MENTAL HEALTH	13
SEXISM	15
RELATIONSHIPS AND CONSENT	17
LGBTQ+ INCLUSION	19
RACISM AND RACIAL DIVERSITY	21
DISABILITY AND ACCESSIBILITY	23
LINKS	25

A MADRACHIMOT GUIDE TO CREATING A SAFE SPACE

ALWAYS SET GROUNDRULES...

Give everyone a space to talk and don't pressure anyone to talk

Listen to what each other is saying
Invite people's thoughts and feelings

Respect each other's differences
Be accepting, open-minded and non-judgemental

We are all learning here: nothing is good or bad, clever or stupid

What people say in the group stays in the group unless it's a safeguarding concern and then it would go to the Safeguarding Lead



I and WE

Own your statements and opinions - 'I think/feel' not 'we' or 'most people'.

However, when talking about mental health sometimes 'we' is important - we all have mental health, we all have times we struggle with our mental health. Mental health is universal.

Always use 'people first' language - we are people before our labels (e.g. 'she is a person with autism' not 'she's autistic')

Oops

Ouch

Introduce this gentle idea as a way of sharing, challenging and fostering learning.

OUCH - something has offended or upset you - start a conversation about why, without blame
OOPS - if you say something and then realise it's offensive or inappropriate

I'VE LEARNED THAT
PEOPLE WILL FORGET
WHAT YOU SAID,
PEOPLE WILL FORGET
WHAT YOU DID, BUT
PEOPLE WILL NEVER
FORGET HOW YOU
MADE THEM FEEL.

-Maya Angelou

Safeguarding

Remember the RSY-Netzer/Community Safeguarding Policy and Procedures; if you are concerned about someone, speak to your manager or Designated Safeguarding Lead

Good facilitation: It's all about you

Keep perspective and maintain a hopeful and positive outlook.

Assume good intentions...other than that - don't make assumptions.

Feel comfortable talking about your topic; you can't really go there if you haven't explored it yourself.

Think before you share relevant bits of your lived experience. Does it help illustrate the key messages you are trying to deliver? Only share what you are comfortable sharing, and if it adds value to the session.

Any sharing of personal experience needs to be voluntary, relevant to the session and held; if people want to talk more, offer space outside the session, perhaps with someone else more able to support them.

Relaxed body language will help others to feel more comfortable with you.

Leading is an opportunity for you to model honest, caring communications between you and your co-facilitator(s) and participants; Dugma Ishit, be a personal example.

Be prepared to adapt flexibly to the needs of the group without getting too side-tracked.

We all make mistakes and it's not the end of the world; mistakes can give us opportunities to learn how to fix things, and make better decisions next time. Apologise when you need to! Allow participants to learn from their mistakes too.

We don't have the answers to everything but we will give thought to participants' questions and can offer to come back to them.

A MADRACHIMOT GUIDE TO PROMOTING WELLBEING AND RESILIENCE

Definition:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity
(World Health Organisation)



THE NHS 5 WAYS TO WELLBEING

Like eating your 5 fruit and veg day, doing each of these every day promotes mental wellbeing



- Connect
- Be Active
- Learn
- Give
- Take Notice

[Find out more here](#)

HERE ARE SOME SIMPLE EVIDENCE-BASED MODELS FOR PROMOTING WELLBEING AND BUILDING RESILIENCE

WHEN PLANNING EVENTS, THINK ABOUT HOW YOU CAN BUILD THESE OPPORTUNITIES INTO THE TOCHNIT

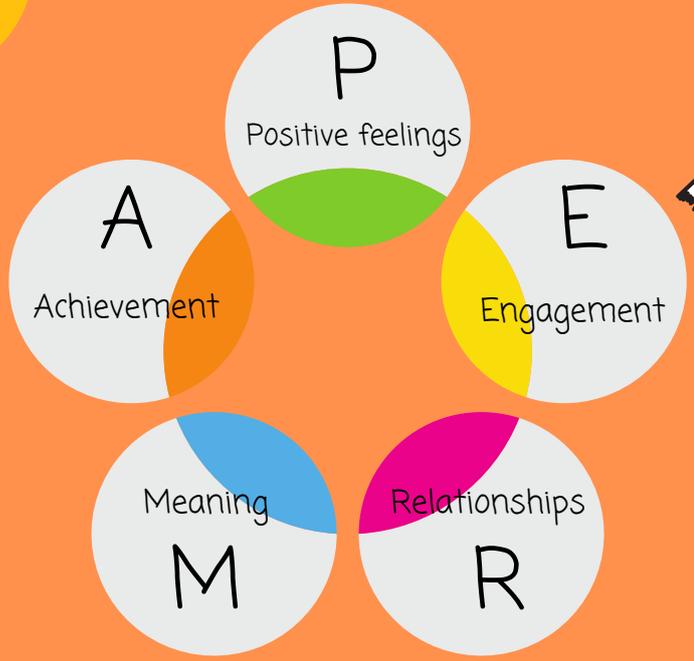
Self care

On My Mind is a fantastic resource for looking after our own wellbeing - including many things offered through RSY-Netzer and Synagogue communities - so being involved is good for our mental health! Encourage people to find what works for them

Positive Psychology focuses on increasing wellbeing

Wellbeing is more than 'being happy' - it's PERMA

[Find out more here](#)



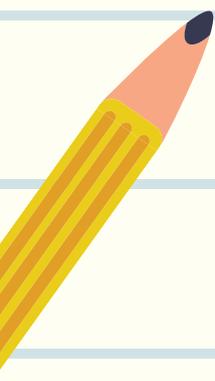
Celebrate Achievements big and small

Immerse in art, music, sport

Make time for friendships to blossom - in pairs, small groups and across a whole event

Reflect on the positives at the end of the day

Explore meaning and purpose through tefilla (prayer) and Jewish ideas



The Resilience Framework

[Find out more here](http://www.boingboing.org.uk)

Resilience Framework (Children & Young People) Oct 2015 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
SPECIFIC APPROACHES	BASICS	BELONGING	LEARNING	COPING	CORE SELF
	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
		Keep relationships going		Solving problems	
	Being safe	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope			
	Access & transport	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations			
	Healthy diet	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
		Exercise and fresh air			
Enough sleep	Make sense of where child/YP has come from	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them	
	Predict a good experience of someone or something new				
Play & leisure	Make friends and mix with other children/YPs	Have a laugh			
Being free from prejudice & discrimination					
NOBLE TRUTHS					
ACCEPTING		CONSERVING		ENLISTING	

Let's aim to give everyone as many of these opportunities as we can each day - madrichim and chanichim!

Watch: The Thai Cave Boys and Resilience

In July 2018, 12 Thai boys and their football coach were rescued from flooded caves in which they had become trapped. Despite their harrowing experience, none have any ongoing trauma or mental health difficulties. Their mental resilience has been attributed to aspects of Buddhist culture:

Buddhist culture:

Being a team and working as a society, rather than each pursuing their own self-interest

Being "Short-term realists and long-term optimists"

What can we learn from them and how can we help young people face the inevitable adversities of life?

Both these cultures emphasise the value of human connection to the wellbeing of individuals and society

Mental Health Advocates

Delivering Mental Health Sessions for Reform Communities



Our Mental Health Advocates are available to offer FREE peer-led sessions in communities: contact [Sharon](#)

Ubuntu

Barak Obama said at the memorial for Nelson Mandela:

"There is a word in South Africa - Ubuntu - a word that captures Mandela's greatest gift: his recognition that we are all bound together in ways that are invisible to the eye; that there is a oneness to humanity; that we achieve ourselves by sharing ourselves with others, and caring for those around us."

YOUR OWN WELLBEING, ESPECIALLY ON CAMP



KEY MESSAGES

You can't pour from an empty cup

Self-care is essential - it isn't a luxury or self-indulgent

Self-care looks different for everyone- it's not all about bubble baths and meditation!

Self-care is often non-materialistic; don't be tricked into thinking you have to buy self-care.

DON'T BE AFRAID TO ASK FOR HELP

We all have times when we need to ask for help; acknowledging this is a strength not a weakness

Know who to go to - a peer, a youth worker, Rosh (head), welfare officer or community worker

Watch: The Giving Tree

Read or watch this story and think about the relationships between RSY or your synagogue, you as volunteers and your members
How does volunteering make us feel? What do we get and what do we give?

And here is an excellent alternative ending - The tree who set boundaries

BE AWARE...



Leading, especially on camp, can be really stressful. Know what is normal for your own mental health, be attuned to any changes and respond to them

Madrachimot deserve and need as much support as chanachimot

Our mood and mental health affects the way we lead and therefore we have to be in a healthy state in order to teach and model this to others

Sing Hillel's words to affirm the value of self-care



IF I AM NOT FOR MYSELF, who will be for me?

אם אין אני לי, מי לי?

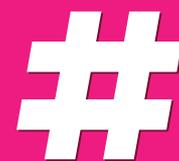
BUT WHEN I AM ONLY FOR MYSELF, what am I?

וכשאני לעצמי, מה אני?

Balance your own needs with helping others - both are important for wellbeing

Read: Jews practised self care before it was a hashtag!

"I started to develop the vocabulary of self-care, and realized that only by prioritizing my own physical, emotional, spiritual, and mental health, am I able to be the best version of myself. While I started exploring what that meant for me, I began to uncover the rich, multifaceted array of connections between Jewish rituals and culture and the modern self-care phenomenon. Turns out our religion has been tuned into the idea of self-care long before it became an Instagram hashtag."



Watch: Make a self-care action plan

Try this with your team before camp or at the start of a new year



A mental health professional called me one September, to say she was concerned about the impact that leading RSY-Netzer camp had had on more than one of her clients that summer. Our lengthy conversation went back to basics – **Food, Sleep and Exercise.**

We need to eat three healthy, balanced meals a day, preferably sitting down. We need between 6-9 hours sleep a night. We should aim for at least 150 minutes a week of moderate-intensity exercise. How many of us can say we achieve this regularly, never mind on camp? These should be our starting points for good mental health on camp – not rocket science but a massive culture-shift. First steps towards this include:

- Madrichimot who ‘rosh-meal’ should have time before or after the meal to eat their food.
- Including healthy snacks in tzevet munchies.
- Making tzevet meetings shorter, and ending all organised activities, including Tzevet Kef, by a set time (ideally midnight at the latest).
- Ending the day with a mindfulness or relaxation activity to help people wind down and sleep.
- Madrichimot going for runs/walks together in the morning, or in their scheduled time off – committing to do this together is more motivating and likely to happen.
- Building optional exercise sessions into the tochnit, which chanichimot and madrichimot can do together e.g. dance, aerobics, yoga.

Sharon Daniels, Wellbeing and Inclusion Manager,
Reform Judaism and RSY-Netzer

YOU
CAN'T
POUR
FROM AN
EMPTY
CUP



Activity: Anonymous reflection

All madrachimot close your eyes and answer wellbeing-related questions from the rashim silently by the raising of your hands - e.g. raise your hand if you felt stressed today. This allows rashim to track madrachimot wellbeing and flag up any continuous negative feelings from the tzevet (team).

Follow up with a conversation individually or in groups, or with a guided meditation, allowing time to reflect and let go of negative feelings.



BBC Sounds Mindful Mix -
music for reflection and
relaxation

CLIQUEES AND CONFORMITY

KEY MESSAGES

Cliques and friendship groups will naturally form in large groups of people

These become problematic when they involve exclusion or bullying

Once groups are formed, it can be extremely difficult to break them down or join them, so getting things right at the start is important

It is a human tendency to try and conform with the 'norm'. This makes us more vulnerable to peer pressure and less likely to speak up

Challenge these norms - encourage people to try new things and engage with new people in activities and free time



SHORT FILMS

High School Musical - Stick with the Status Quo

Asch's experiment on conformity.

GTKY BINGO!

Make a bingo card to find commonalities - same number of siblings, play the same instrument, support the same football team, favourite TV series,

Bingo card generator

Practical tips

Putting friends together in their group/dorm is important initially for their sense of security, but mix pairs of friends with people they don't know.

Encourage people to mix in unstructured time by having table plans at some meals or coach buddies

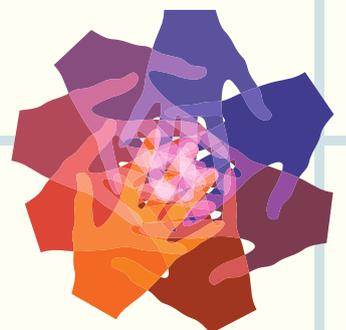
Structured free time takes the pressure off and allows people to connect socially over simple activities

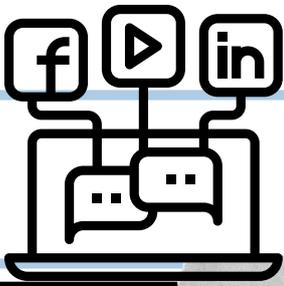
Leaders sorting groups and rooms removes the awkwardness of who will be left out and ensures people mix

Look out for people who come to camp not knowing other people. Try to find organic ways to help them join in- 'Oh that's funny- that's also this person's favourite game... have you met?'

My experience: Emily Kay, Vatika

I grew up in Sheffield where I can count the number of young Reform Jews on one hand. My parents signed me up for my first machane when I was 11, insisting I go and meet other young Jews- I was terrified! The Northerners coach arrived early but we were quickly descended on by 100s of people arriving from London. It became apparent to me immediately that almost everyone came in a ready-made friendship group of people they knew from Shul or school. The idea of approaching one of these groups and joining in felt impossible for the first few days. Luckily for me, I was adopted by a group of wonderful people who I am still close with 17 years on. Even so, every single RSY event I attended during my 10+ years in the movement as a channicha or mdricha, had an extra layer of challenge -to break into and join pre-existing groups. There were many times I felt excluded and isolated, too shy to approach big groups of friends. I would urge all chanachimot and mdrachimot to look out for people who, for any reason, aren't included and help them find their friends!





A MADRACHIMOT GUIDE TO SOCIAL MEDIA



KEY MESSAGES

There are lots of benefits to social media as well as risks – it is here to stay so we need to learn how to use it to improve our lives and minimise the negative impacts

Camp and community events can be a great time to step back from technology and take some space, and to connect face-to-face

In our online interactions, we should model positive use of this tool

Once something is on the internet it is there forever, even if you delete it. Be really careful about what you share

Digital resilience involves developing agency and control through engagement with appropriate opportunities and challenges online. It empowers people to reflect on their use and respond to problems which arise.

SHORT FILMS

The problem with our phones - addiction and self-avoidance

The dangers of the internet - fake news, addiction, privacy, abuse, impact on relationships and more

RESOURCES



Think U Know - resources for all ages from CEOP - the Child Exploitation and Online Protection Command

Internet matters - social media safety guidance



The message of Shabbat is to take a break from the day-to-day, to rest, recuperate and reflect; disconnecting from social media for a day can be a very powerful habit

ACTIVITY: REFLECT ON YOUR SOCIAL MEDIA USE

Brainstorm social media accounts people follow

Why do you follow this page? How does it make you feel? Which make you feel positive? Can you unfollow those which don't help your wellbeing? What impact do notifications have and do you need them on for all apps?

Make a list of accounts which promote wellbeing and make you feel good - delete the rest!

GAMING

Online gaming can have many risks, and the 'game' environment can give a false sense of security. Risks include:

- Talking to strangers
- 'Trolling' or 'griefing'
- Bullying
- Addiction
- Aggressive/ competitive behaviours
- Reduced time on outdoor/active activities
- In-app purchases

Read more on Childline

But there are also many researched benefits - increased creativity, problem-solving, improved coordination, social contact and cognitive improvements including processing information, memory size and perceptual benefits

Read more here



LIFE ON SOCIAL MEDIA

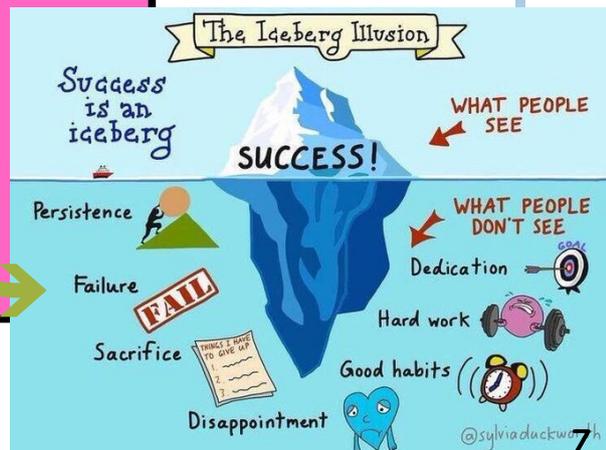
Reflect on what people show on social media and how it makes us feel - watch:

Social Media and Teenage Self Esteem

How Social Media Affects our Brain

Social Media is Destroying Us

Instagram v Reality



"Days are scrolls - write on them what you want to be remembered". (11th C Bachya ibn Pakuda) But do we get to write our own stories today, or is technology, especially social media, sweeping us away under the waves of targeted advertising, influencers and all-controlling algorithms?

Changes in technology may be unavoidable but we can channel technological power for good if we take the control back into our hands (or fingertips). We must make the Jewish values which drive us central in how we interact with technology. We can learn from a great Jewish ethical movement at another time of upheaval, the time of the Enlightenment in the 19th Century. The Lithuanian Musar (ethical conduct) movement emerged to centre values and ethics to keep Jewish tradition alive in the face of dramatic developments. This is the example we must follow.

Chasidic wisdom teaches us that the worst thing our impulse to evil can achieve is to make us forget that we are powerful, we have agency and control, even when we feel we are depleted. Social media does not control us - we are the coders, the creators of algorithms and without us, the platforms are nothing. We are not losing control - the opposite. We have more power than we might feel comfortable with to make seismic changes to our world if we can channel our power properly.

What is most important is our ability to set a kavannah - an intention - to be deliberate about why and how we use the tool of social media. If we have the clarity to know our values and apply them, centering them in our lives and how we engage with the tides of technology, we can together write something worth being remembered. We can determine and feed the scrolls of our lives, rather than just passively scrolling down our newsfeeds and suggested likes.

"If after I die, people want to write my biography, there is nothing simpler. They only need two dates: the date of my birth and the date of my death. Between one and another, every day is mine." Fernando Pessoa



The right to a private life

AT A TIME WHEN FOR MANY REASONS IT CAN FEEL THAT YOU ARE NOT ABLE TO CONTROL YOUR LIFE, IT IS MORE IMPORTANT THAN EVER TO ALLOW PEOPLE TO TELL THEIR OWN STORIES - OF WHO THEY ARE AND HOW THEY GOT THERE..

IT IS VERY COMMON LIVING IN THE SO-CALLED 'JEWISH BUBBLE' THAT EVERYONE SEEMS TO KNOW EVERYTHING ABOUT EVERYONE AND GOSSIPING AND THE SHARING OF INFORMATION OCCURS OFTEN IN OUR SMALL COMMUNITY. EVEN THOUGH MOST OF US HAVE GROWN UP LIVING OUR LIVES IN THIS WAY TO AT LEAST SOME EXTENT, IT IS EASY TO FORGET THE DAMAGE THIS SPREADING OF PERSONAL INFORMATION CAN CAUSE. SOCIAL MEDIA MEANS THERE IS LITERALLY NO BARRIER TO SHARING INFORMATION, AND OUR CONTROL OVER OUR PERSONAL INFORMATION IS DIMINISHED.

JUDAISM TEACHES US TO RESPECT EACH OTHER'S PRIVACY. "A BASE FELLOW GIVES AWAY SECRETS, BUT A TRUSTWORTHY SOUL KEEPS A CONFIDENCE." (PROVERBS 11:13). WE MUST AVOID BECOMING A 'BASE FELLOW' SPREADING INFORMATION, AND STRIVE TO BE A 'TRUSTWORTHY SOUL' WHO, IN KNOWING INFORMATION, ELECTS TO KEEP IT IN CONFIDENCE.

THIS ANCIENT PASSAGE IS EXTREMELY FITTING FOR THE CONTEMPORARY ISSUE OF SOCIAL MEDIA AND THE DANGERS IT BRINGS TO OUR PRIVACY. WE SHOULD ALWAYS REMEMBER HOW FAST INFORMATION CAN SPREAD ONLINE AND THAT WE ALL HAVE A RIGHT TO A PRIVATE LIFE; BE A 'TRUSTWORTHY SOUL' IN PERSON AND ONLINE.

TO SUM UP, AS JEWS WE HAVE A RESPONSIBILITY TO TAKE CARE IN WHAT WE DO, WHAT WE SAY AND THE IMPACTS IT MAY HAVE. WE MUST ENDEAVOUR TO UNDERSTAND HOW OTHER PEOPLE ARE ENTWINED WITHIN OUR ACTIONS, EVEN WHEN WE CANNOT SEE THEM IN PERSON, AND BE CAUTIOUS AND DILIGENT AS A RESULT OF THIS.

Alfie Futerman, James Davis, Max Blum, Ricky Thake, RSY-Netzer bogrim

A MADRACHIMOT GUIDE TO DRUGS, ALCOHOL AND SMOKING

KEY MESSAGES

Remember to differentiate the legal position; drugs are illegal, smoking and alcohol have legal age-limits of 18.

Smoking, alcohol and drugs all have detrimental affects on physical and mental health: check out [Talk to Frank](#) for clear, honest and factual information about drugs and alcohol

Creating cultures around drugs, alcohol and smoking is not a positive thing: an inclusive movement should be aware of the exclusivity of these three things. Avoid social smoking and trivialising or normalising drug use of any kind



Anxiety increases with smoking, alcohol and drug use and was highest in young people who used all three substances

Life satisfaction is lower for young people who smoke, drink or take drugs and decreases further when more than one of these are involved

Young people who use recreational drugs run the risk of damage to mental health including suicide, depression, psychotic symptoms and disruptive behaviour disorders

Young people who smoke and drink are more likely to take drugs

London has the highest drug use amongst young people geographically

All data and facts on this page come from [this NHS study](#).



DRUGS AND CRIME

[Fair Trade](#) - A Met Police film which looks at the impact of supplying drugs and prompts thinking about the consequences of 'casual' drug use beyond our own lives

Sensitive and Supportive

If people disclose personal use of drugs or use by friends or family, be non-judgemental and offer support. Together with the young person, speak to your safeguarding lead or another trusted adult to agree best next steps

Social Smoking

Young people are much more likely to smoke if they have a friend or family member who smokes

Don't make RSY the place where someone starts to smoke

DRINKING IS COOL?

The top 3 reasons why young people drink are to look cool in front of their friends, friends pressuring them into it and to be more sociable with friends

How can we challenge this culture?

We provide young people with a fun and sociable environment where alcohol is not part of the culture

HELPFUL WEBSITES

[Talk to Frank](#)

[Drink Aware](#)

[British Lung Foundation](#)



The Impact of Drugs

Risk of death - illegal drugs can have extreme effects on the body, which can cause cardiac arrest or rapid organ failure. As unregulated products, users never know what they are taking so even if previous use has not had a profound impact, subsequent use may do so.

Physical Health - drug use can cause minor problems like tiredness, lethargy, spots and cold, to serious damage of the liver, kidneys and arteries

Mental Health - drug use can increase anxiety, depression and mood swings as well as causing long-term mental health conditions including psychosis.

Financial - all drugs cost money and frequent use can risk debt. Buying drugs may mean you spend less money on beneficial items such as healthy food, exercise or socialising

Risk-taking - drug use can reduce inhibitions and increase risk-taking behaviour including risky sexual behaviour

Social impact - Taking drugs may bring us into contact with drug dealers and others involved in crime which can adversely affect life experiences, as well as reducing positive social contacts and impacting friendships

Life opportunities - drug use can result in a criminal record which can impact on career opportunities as well as the ability to get visas to travel to some countries

THE JEWISH PERSPECTIVE

Read: [Smoking, Alcohol and Drugs in Judaism](#)

As a culture that values sobriety, individual responsibility, and health, Judaism is wary of substances that may cause more damage than the enjoyment they may bring their users

Read: [Is the Jewish Stigma Around Addiction Holding us back?](#)

"When it comes to addiction and substance abuse, the stigma they receive from the Jewish community often prevents people from acknowledging a problem and seeking treatment."

SAY NO TO DRUGS



Activity

Is this an effective message for young people? Why?
How else could we educate young people about drugs?
Get young people to design their own campaign, using the resources given here

ADDICTION

Watch: [The Teenage Brain is Primed for Addiction](#)

Discussion Questions:

What place does alcohol have in our culture, both British and Jewish?

How are drugs/alcohol/smoking portrayed on TV, in films and in music?

Why do people start smoking/drinking/taking drugs?

How is alcohol portrayed in advertising?
Should alcohol advertising be banned in the way smoking has been?

Is alcohol a de-stigmatised drug? Why?

Would legalising some drugs make them safer? Why?

A MADRACHIMOT GUIDE TO INTERSECTIONALITY

DEFINITION

Intersectionality refers to the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Through an awareness of intersectionality, we can better acknowledge and ground the differences among us.

Whilst this Choveret looks at individual issues, we must remember that prejudice, power and inclusivity impact all areas, and that everyone is an individual with many many facets, including, most importantly, the ability to impact others. So let's start with some overriding ideas and principles which will make our community a better place

SHORT FILM

All that we are - we can't put people in boxes; this film highlights what we share. It is also an activity you could run with chanichimot

THERE IS NO SUCH THING AS A SINGLE-ISSUE STRUGGLE BECAUSE WE DO NOT LIVE SINGLE-ISSUE LIVES.
- AUDRE LORDE

Audacious Hospitality toolkit - URJ's excellent resources on disability, racial and LGBTQ inclusion

POWER

Read: Rachel Vogler, Vatika of RSY-Netzer's excellent article about Power in Youth Movements which challenges how we educate and embody our values

"Knowing how to embody power, how to teach power, how to speak about power is the feed that makes the flowers grow, that makes whole forests flourish. The all-same sprinkling can poison those same forests, though, can be responsible for making the flowers wilt and the fruit rot. All of this to say; we need to talk about power and responsibility and we need to have done it yesterday."

The Ladder of Inclusion

What do we mean by 'inclusion'? Whether it's race, disability, sexuality or other forms of diversity, we need to aim for the top of the ladder - celebration



Celebration includes:

- inclusive language
- visual imagery
- education
- diversity is reflected in all cohorts, groups and activities

Think about other ways to celebrate diversity when planning your event

First they came for the Communists but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists but I was not one of them, so I did not speak out. Then they came for the Jews but I was not Jewish so I did not speak out. And when they came for me, there was no one left to speak out for me.

Martin Niemoller

As Jews we have a responsibility to challenge prejudice and speak out against injustices

Mental health issues are higher in minority groups including BAME communities and LGBTQ+ people due to the impact of stigma, exclusion and intolerance

Banter and microaggressions are closely linked

Banter

"to make fun of (a person); to hold up to ridicule, 'roast'; to jest at, rally, 'chaff'. Now usually of good-humoured raillery"
(Oxford English Dictionary)

Banter is often seen as 'just a bit of a laugh'. But is it a legitimisation of misogynistic, offensive, stereotypical views? A way to trivialise homophobia, minimise racism and throw in a bit of casual everyday sexism? An acceptable way to express unacceptable views? It's important to challenge banter and the prejudiced assumptions which underlie this misplaced humour.

MICROAGGRESIONS

These are everyday slights, indignities, put downs, insults regarding race, gender, sexuality or other protected characteristics.

Microaggressions often appear to be a compliment, a joke or 'just banter' but contain a sometimes subtle insult about a group of people, and are harmful not just to the person receiving it, but to the overall culture of an organisation.

The term was coined in the 1970s to describe the experiences of people of colour, who were often told 'not to be so sensitive' to more subtle or casual racist comments and behaviours. It is now used more widely.

That's so gay!

You don't look Jewish

It's essential we identify and challenge microaggressions to foster inclusivity and ensure people feel welcome and safe.

Humans of RSY-Netzer

The Humans of New York project photographs New Yorkers, with short quotes and stories about their lives. Think about creating a safe way to share the individuality and experiences of people in your community.

בְּצֶלֶם אֱלֹהִים

B'tzelem Elohim

We are **all** created in the Image of God.

A MADRACHIMOT GUIDE TO MENTAL HEALTH



KEY MESSAGES

WE ALL HAVE MENTAL HEALTH

We all have to actively take care of our mental health, as we do with our physical health
Talking about mental health is important and can save lives

Mental health problems are treatable and we shouldn't be afraid to ask for help

Stigma prevents people getting help and worsens mental health

There are gender differences in mental health conditions and in social expectations

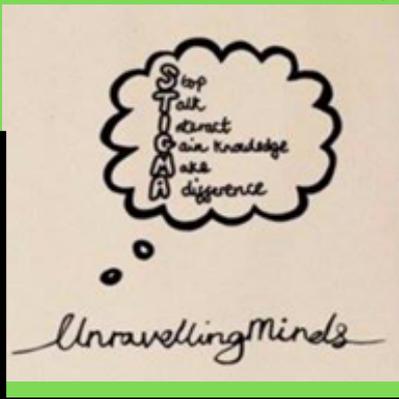
Jonny Benjamin, a Jewish mental health campaigner, talks about challenging stigma and talking about mental health

Mental health is "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"

(World Health Organization)

END STIGMA

Check out Cake Before Therapy.



At school we learn about keeping our bodies healthy, not about physical illnesses - take the same approach with mental health - focus on how to promote our mental wellbeing, rather than teaching about mental health conditions.

SHORT FILMS

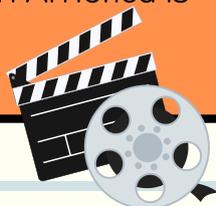
The Stand Up Kid - challenging stigma and the assumptions we make about people, especially boys and men

Twelve emotions you might feel but not understand - different and complex emotions which can trigger conversations

Don't be afraid to talk about mental health - challenges the fears about asking people

Be in your mate's corner - encourages men to support each other

Some longer films on mental health from URJ - be aware that some of the language used in America is different



Activity: Stress Bucket

What fills your stress bucket?

What relieves the stress (your tap) - these are your coping strategies

Some coping strategies are less helpful and refill your stress bucket e.g. ignoring a hard piece of homework, shouting at your family, drugs/alcohol

We all need to find ways to:

- limit stress
- release stress in a positive way
- build resilience to make our stress bucket larger - we need to be able to hold the stresses of life

You can also think about the stress bucket for a group e.g. a Tour Bus

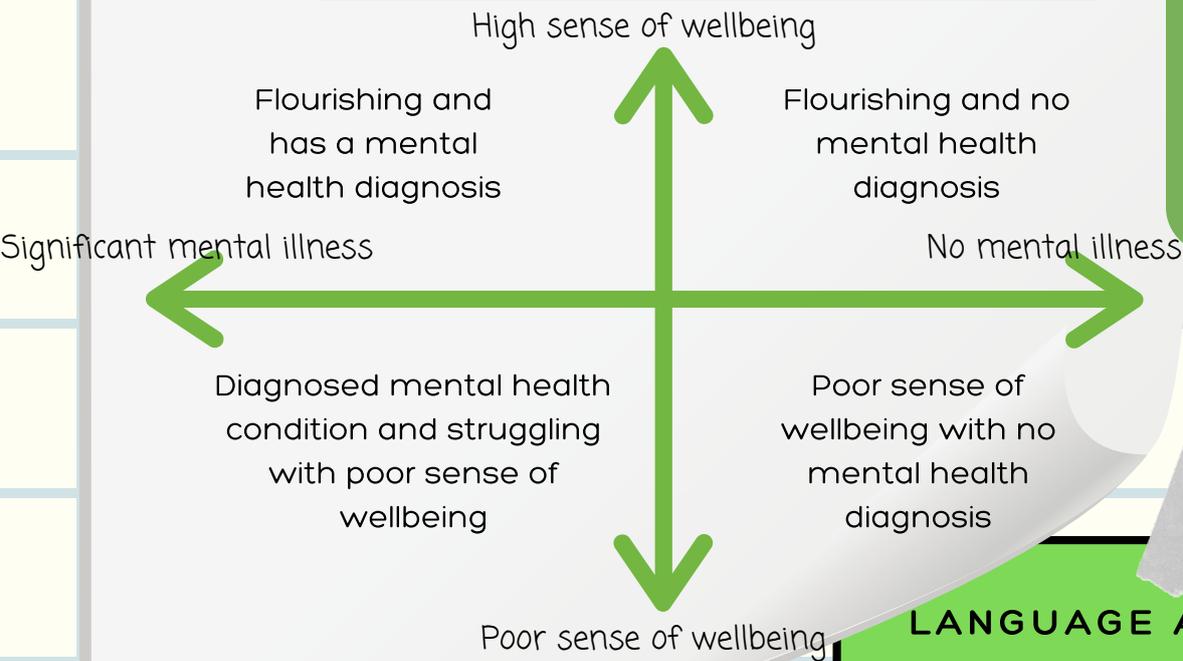


Watch: Mental Health Continuum

We all move around the continuum

Having a diagnosis does not mean poor wellbeing

We all need to focus on our wellbeing



JEWISH IDEAS

Yom Kippur Sermon - Two Pockets

"there are times when we must remember and celebrate our uniqueness, but there are also times when we must recognize our small place in a much bigger world"

A Prayer for mental health awareness Shabbat

LANGUAGE ACTIVITIES

List songs about mental health and discuss how they portray it

OH, SHE'S SWEET BUT A PSYCHO

List positive and negative words around mental health - we have so many more negative words. Why? Can we avoid using them?

Negative language creates stigma, fear, discrimination and perpetuates poor mental health - challenge it!

Activity: ask everyone to share their favourite Torah stories. Working in groups, pick a story and think about the emotional angle - what are the characters feeling? why do they respond in the way they do? how could they respond? It's a nice way to think differently about familiar stories and to develop emotional literacy; talking about the emotions and behaviours of others may feel safer and a less exposing way to begin conversations

Useful websites for more information and resources

Young Minds
JAMI

Time to Change
Action for Happiness

Inside Out

Explores the voices and emotions in our heads - lots of great clips available online which can be great triggers for activities, especially with younger children



Positive Psychology and Self Esteem Worksheets for all ages, which can be downloaded and used or adapted for activities

A MADRACHIMOT GUIDE TO SEXISM

KEY MESSAGES

Gender equality is a core value of Reform Judaism - that doesn't mean there is no sexism

Overt sexism and sexist microaggressions are very present in RSY and our communities, as in the wider world

Sexism is embedded in society and shapes us individually and as organisations from our first moments

Sexism negatively impacts men and women and both need to actively challenge sexism

Gender roles and stereotyping disproportionately affects people who don't identify with the gender binary



WEBSITES

Clitbait: an intersectional feminist website and community that aims at creating a safe space for marginalised genders of all backgrounds to have their voices heard, co-created by Lilah Hyman, RSY bogeret

Let Toys be Toys: highlights the commercialisation of gender roles and expectations for children

Girl Guiding - Girls Matter: A manifestos for change

WHO'S TALKING?

A simple tool to monitor the gender balance of who is speaking

Whilst monitoring this on your phone may not be appropriate in many scenarios, keeping a mental note can help you work towards achieving a good balance

ACTIVITY: EVERYDAY SEXISM

The Everyday Sexism website collates women's day-to-day experiences of sexism

Create a safe space for participants of all genders to share their experiences of sexism, anonymously if they prefer - in school, at home, in their community and in RSY-Netzer.

PRACTICAL TIPS

Be aware of single-gender times e.g. dorm time, which can perpetuate gender-stereotyped behaviours and attitudes

Be aware of interactions which might be undermining of females such as talking over them,

Avoid gender stereotypes in any form - they can be problematic and damaging. Equally, actively trying to defy them can have the same effect e.g. forcing a female madricha to run the football free time to "break gender stereotype boundaries" is counter-productive and performative

Gender and sexism links closely to LGBTQ+ issues so alongside avoiding stereotypical gender roles, it's important to avoid heteronormativity



TOXIC MASCULINITY

A social construct which glorifies 'manliness' including physical strength, dominance, stoicism and virility.

This culture creates mysogyny and contributes to the disempowerment and abuse of women in society

It also adversely impacts the experiences of men, setting expectations of their behaviours, and contributes to increased mental health problems and harmful behaviours in men, including drug abuse and suicide.

Man up!

Don't cry like a girl

My Experience: Josie Bergman

RSY-Netzer has provided me with a safe space since tour, surrounded by people whose ideology aligns with mine. It was much easier to be myself and speak my mind at RSY events compared to the other communities in my life. I learned to not shy away from the word "feminist" which earlier in my life I had been discouraged to use. I became proud of who I was and what I believed in because I was mixing with people who believed the same thing. There is no doubt in my mind that RSY is a feminist movement and inhabits people who truly appreciate and will fight for equality in a wider society. I could also safely say I have experienced much less sexism within RSY than in many other places in my life.

However, this does not mean that the problem is non-existent or should be ignored. Sexist micro-aggressions are very present among our community and it is important that we are able to spot and squash these as easily as we call out blatant sexism. It can be very difficult as a female madrich to be confident and loud without being undermined or overpowered by the male members of the Tsevet. I remember having an experience on Tour when my female madrich had an argument with one of the male chanachim because he told her to "calm down" and she deemed that to be sexist. At the time I was extremely confused and racking my brains as to how she could view that as a sexist comment. Four years down the line and I completely understand the anger and frustration at a comment like this - whether intentional or not - female madrichot have certain requirements and expectations that they are meant to fulfill, and we inadvertently convey these messages to our chanichimot.

Women are expected to be calm and rational, they are more suited to group work or key working than front leading, they won't be loud enough for chanting in the Cheder Ochel so there isn't much point including them and they certainly should never show open displays of being angry, irritated or annoyed. In my experience of leading there has often been an imbalance between the way male emotions are received by the Tsevet and how the female madrachimot are received by displaying the same things. I, myself, have found it very disheartening and damaging to openly voice my irritation at something continuously, be told to "calm down" or "relax" by a male member of the Tsevet for him to then repeat my annoyance and then for everyone to listen. I do believe we have come a long long way in terms of creating a safe space and community for women but we, for sure, still have a way to go. It's important that we understand the subtlety of sexism as well as the blatency in the wider world.

READ: REFORM JUDAISM AND GENDER

"Yes, things have changed. Today, women are senior rabbis in pulpits that once would not hire women. Most synagogues have women wardens, and women serving in all capacities of leadership. Non-gender specific, inclusive language is enshrined in our newer liturgies, and men as well as women find it liberating. Women perform every mitzvah available in many synagogues. And study passages in siddurim reflect this wider perspective. That is not to say all hesitations are now resolved."

Watch: Gender Stereotyped toys - the experiment
How do volunteers play with very young children based on their clothing?

Read: It's just everywhere: Sexism in Schools

"In order to take effective action against sexism, schools need to listen to girls and learn about their daily experiences. Boys must also be actively engaged on the issue in order to challenge the harmful attitudes that underpin sexual harassment and sexism."



RELATIONSHIPS AND CONSENT



REMEMBER...

Modelling healthy relationships and boundaries is an important part of being a madrich/a

Coersion, peer pressure and banter support a culture where abuse can happen and be 'normalised' so creating a safe space throughout our communities is essential

CONSENT IS...

Freely given
Reversible
Informed
Enthusiastic
Specific
Discuss what these mean in all sorts of relationships and groups, not just sexual relationships

SHORT FILMS

Cup of Tea - a really simple and powerful analogy

Keep it Real - funny portrayal of watching porn online

Healthy and Unhealthy Relationships

Disrespect NoBody films - an organisation with lots of other great resources on their website:

Nude Pictures

Relationship Abuse

Sexual Harassment

Blurred Lines

Robin Thicke and Pharrell William's hit was condemned for misogyny and promoting a culture of aggression/ submission and date rape



BE AWARE...

Remember the diversity of relationships and don't be heteronormative

That said, the vast majority of sexual violence (towards all genders) is perpetrated by males, due to the power imbalances in our culture. Men need to be part of challenging this culture of toxic masculinity

With younger teens/tweens, start by talking about consent and coercion in friendships - this lays the foundation for what is OK in later relationships e.g. if a friend pressures you to do something, or says 'you can't be friends with X and be my friend'

ACTIVITY

Song titles, lyrics or music videos - how do they represent relationships? Why are there so many songs about toxic relationships, abuses of power etc? How do these songs make people feel? What messages do they give us about relationships?

Domestic Abuse doesn't just happen in marriages - it can happen in all forms of relationships regardless of gender or status - 'Relationship abuse' is a more encompassing term

JEWISH RESOURCES

Jewish Women's Aid resources for educators

כן MEANS YES - Consent as a Jewish Value

Read: What can the Talmud teach us about sex and consent?

"In times of lawlessness and moral degradation we find and renew our own obligations to draw boundaries, to uphold standards of care, of kindness, and of caution to protect our most vulnerable community members. Consent education should begin as early as preschool. This means beginning a conversation about body ownership, about asking before touching, and learning caring, mutually desired touch. This is part of what it means to be spiritual, to be loving, to be healthy, to be alive, and to be Jewish."

Sexting: "making and sharing sexualised images online"



Whilst sexting may appear consensual and enjoyable, once an image is shared you lose control of it. Images can be passed on, used to threaten or blackmail someone or arise later in life to humiliate the person

The sharing of sexual images leaves the person open to embarrassment, shame, humiliation, guilt, bullying and to child abuse and/or relationship abuse

People might feel sending a sext shows commitment and trust in a relationship - discuss the risks of this and to find more appropriate ways to show their love

Help people understand how to respond if they know a friend has sent a sext - be supportive and non-judgemental, and help them approach a trusted adult for help

Sharing an image of a child or young person under 18 is illegal - even if it is yourself! Possession of such images is also an offence.

Think U Know has resources on online safety for all ages and online abuse can be reported via their website

Read: For Continuity's Sake? Addressing Hookup Culture in Jewish Youth Groups

"Youth groups were developed with the explicit purpose of getting more Jews under chuppahs with each other. Hypersexualization, despite its issues, is upheld as a means to that end."



Reform Judaism is proud to be one of the pilot participants in the Jewish Women's Aid Sexual Harassment Project - to find out more and get involved email Sharon sdaniels@rjuk.org

My view: Amy Decker, Movement Worker 5778+5779

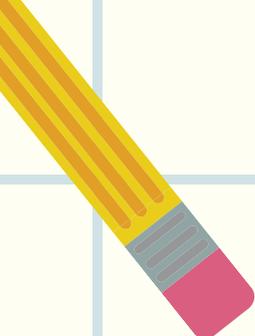
As long as RSY-Netzer exists, discussions surrounding relationships and consent will be relevant and essential. Whilst it may feel repetitive and stale to have countless asehphot centred around 'tzevet kef' and 'boundaries', the way we view these topics will always require revue. Otherwise, it is unlikely that we'll ever stop hearing the words 'I can't believe that used to happen in RSY', often in reference to events that only took place a few years previously. This is characteristic of the nature of a youth movement where relationships will always be a conversation and it is natural and expected that RSY-Netzer will be in a continuous process of learning where boundaries are and it's imperative that the movement commits to only moving forward. Whilst movement workers have been working on updating policies over the past few years, the responsibility on a culture shift is on each individual.

I've seen madrichimot subscribe to the 'brave space not safe space' mentality, using this line as a guise to encourage fellow madrichimot to 'push themselves out of their comfort zones' for their own enjoyment. This mindset has proved countless times to be detrimental to the inclusivity and comfort we strive for on RSY-Netzer and is ultimately hypocritical. Although it is perhaps easy to forget that inclusivity must always be priority after a long day of being responsible on machanot, it is never worth making a single person feel uncomfortable, ever.

Additionally, power dynamics and hierarchical structures will always exist. Always be mindful of the power you hold in the movement and how you use it. Again, collective responsibility is essential for a culture shift and it is essential that power abuse is called out and reported sensitively. These issues, as we know, are never black and white, but we need to cease from using the phrase 'it's a grey area' as an excuse not to act.



A MADRACHIMOT GUIDE TO LGBTQ+ INCLUSION



Intolerance
Tolerance
Inclusion
Acceptance
Welcome
Celebration

ACTIVITY: KESHET'S SPECTRUM OF INCLUSION



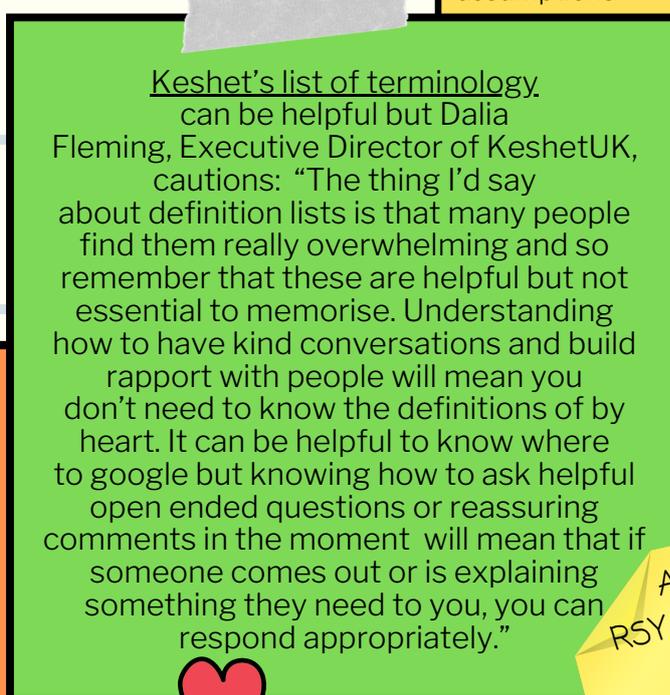
Best practice on gender

Check pronouns, don't assume. Include pronouns on name labels or in a name game e.g. 'My name is Emily, my preferred pronouns are she/her'.

Avoid using gender to split groups for peulot.

Dorms are no longer named 'boys' and 'girls' dorms but instead have an ungendered label e.g. mountain and valley dorms.

Combining the m/f word endings in Hebrew to 'imot' to refer to groups of people in Hebrew e.g. madrichmot, chanichimot. Chanicol is a gender-neutral singular term.



Keshet's list of terminology can be helpful but Dalia Fleming, Executive Director of KeshetUK, cautions: "The thing I'd say about definition lists is that many people find them really overwhelming and so remember that these are helpful but not essential to memorise. Understanding how to have kind conversations and build rapport with people will mean you don't need to know the definitions of by heart. It can be helpful to know where to google but knowing how to ask helpful open ended questions or reassuring comments in the moment will mean that if someone comes out or is explaining something they need to you, you can respond appropriately."



Jewish Resources

The RSY-Netzer Pride Pack 2020 is full of amazing resources and activities

Rainbow Jews is a pioneering oral history project showcasing the lives of Jewish LGBT people in the UK from the 1950s to today

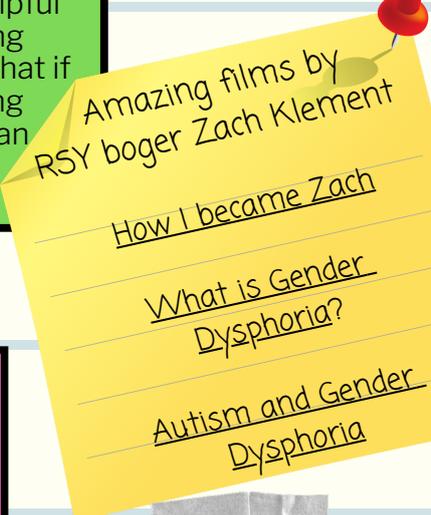
Audacious Hospitality toolkit - URJ's excellent resources on disability, racial and LGBTQ inclusion

SHORT FILMS

You, me, us we' JW3 Pride Film

'How you see me' - experiences of LGBTQ people

'Guess my sexuality' - trigger for thinking about stereotypes and assumptions

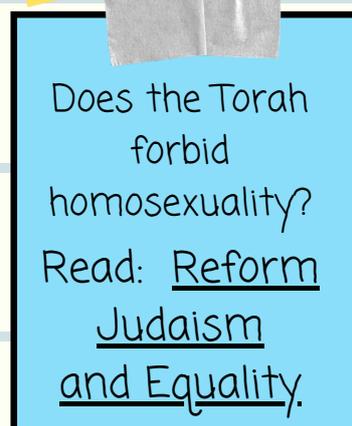


Amazing films by RSY boger Zach Klement

How I became Zach

What is Gender Dysphoria?

Autism and Gender Dysphoria



Does the Torah forbid homosexuality?

Read: Reform Judaism and Equality.

My experience: Jack Lubner, RSY-Netzer madrich

As leaders on summer camps, we have a great responsibility. Our leadership can be the difference between a camp environment that's toxic for LGBT+ chanichimot, and those from LGBTQ+ families, and a camp where LGBT+ people feel truly included, safe and comfortable.

When I led on Shemesh 5778, the start of the camp was marked by a problem with LGBT+ phobia. Casual slurs and insults, heteronormativity and ignorance were common among some of the chanichimot. There was nothing too unusual about this behaviour; saying 'that's so gay' is hardly a groundbreaking slur. The impact and damage it causes comes instead from the normalisation of it - the constant drip drip of LGBT+phobia can, over time, have a deep impact on LGBT+ chanichimot.

I remembered being a chanich on a different camp; a dorm time where the madrich asked each chanich to go around and say what they looked for in their 'ideal girl' and hoping that the fire alarm would go off to stop the activity before it came to my turn. I remember wondering if something was wrong with me, whether my friends would still like me if I came out. I internalised a lot of homophobia that years later I'm still working to undo. As it happened, for the most part, I had very supportive friends, but it's difficult to know that before you come out when you hear them constantly using your identity as something negative, unwanted or disgusting. While you might not even notice someone using an LGBT+ phobic slur if you're straight, if you're LGBT+ it can create a world of damage.

But it turns out that a lot can change in the years since I was a chanich. Instead of being complicit in LGBT+phobia, we as a tzevet set out to confront this prejudice through education. A short speech where I came out to the chanichimot and two issues groups later, the conversation had already changed dramatically. The chanichimot genuinely wanted to learn and understand LGBT+ issues, history and experiences. Jokes about trans and non-binary identities at mealtimes were replaced by genuine questions. There was, of course, so much more we could have done and taught but I do think we made a substantial difference.

I remember how when I was at school, teachers would respond to LGBT+phobia by shutting it down, but not explaining why it was wrong. This positioned LGBT+ identities as something which we should tolerate, but not embrace. Even though it was made clear that bullying was unacceptable, the LGBT+ community remained 'other' - something best not spoken about. Needless to say, this approach was not helpful. In fairness to the teachers, I'd imagine that many of them lacked the confidence and/or the knowledge to know how to best challenge LGBT+phobia. To avoid us making the same mistake in RSY, I've made some LGBT+ education pointers for when you next lead on an event.

Make your peulot experience-led. Everyone, especially younger people, can relate much more strongly with personal stories than facts and statistics. Centre LGBT+ people's experiences and views at the heart of your chinuch and, if you're straight use your role to amplify (not speak over) LGBT+ people. If no-one on your tzevet is willing or able to share their experiences (and there should be no pressure to do so), check out LGBT+ Youth Stories below.

Teaching LGBT+ history is so important because it contextualises the struggle LGBT+ people still face today. Chanichimot who have only started to become more aware of the world around them in the late 2010s may not know how recent these rights are, how hard we had to fight for them and how fragile they remain.

[Stonewall has a detailed timeline you can use](#)

Even though we've come such a long way in the fight for LGBT+ equality, we're nowhere near there. The world is still oppressive and isolating for many LGBT+ people, especially those who are younger. While we can't change the outside world overnight, we as leaders can make our camps a space where every chanichol can feel safe, valued and included.

Jack created the [LGBT+ Youth Stories website](#) which publishes the experiences of young LGBT+ people at school. The stories are anonymised, so everyone is welcome to use them as a resource, but some won't be age appropriate for younger chanichimot



RACISM AND RACIAL DIVERSITY

KEY MESSAGES

There are Jews from all over the world and an amazing amount of diversity within the community.

We must make sure our communities are open and welcoming to people of all racial backgrounds and to celebrate our diversity.

The number of Jews of colour is rising.



Activity: Check your Privilege

What does privilege look like in Reform Communities?

Can you come up with a checklist to identify the experiences of Jewish people of colour, and consider how RSY and communities might change in response?

Websites to check out

Resources for Embracing Racial Diversity in our Jewish Communities

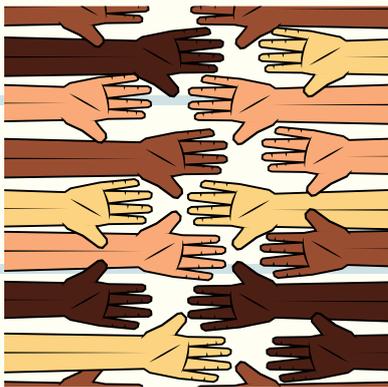
Bechol Lashon - Global Jews - information about international Jewish communities, their origins, customs and traditions

Operation Moses - the experiences of Ethiopian Jews airlifted to Israel in the 80s

(trigger warning: contains experience of suicide)

Becoming an anti-racist, multicultural organisation

A resource to reflect on where we are as organisations and how we can take our next steps to being more inclusive and to combatting racism internally and in the wider world



CULTURAL APPROPRIATION V CULTURAL APPRECIATION

Cultural appropriation: the act of taking or using things from a culture that is not your own, especially without showing that you understand or respect this culture

Cultural appreciation: seeking to learn about and understand other cultures, to experience different lifestyles and connect meaningfully with people of different cultures

These examples from the fashion industry can be used as triggers to discuss what appropriation is and why it is wrong.

How can we model cultural appreciation in our educational processes - learning about the diversity of the Jewish community and the wider world in a respectful and enriching way?

READ: KEEPING OUR MULTIRACIAL JEWISH COMMUNITY SAFE

"We must shift the paradigm so that when Jewish community leaders are thinking about the community - seeing in their mind's eye - they see it as racially diverse."

READ: 10 RULES FOR WHITE JEWS JOINING BLACK LIVES MATTER

"Jews love to talk, but we need to listen this round. Become familiar with the literature, texts, and individual voices of this 400 year struggle.."

READ: YOUNG, JEWISH AND BLACK

"Drake, Sophie Okenado and Craig David: three big name examples of Jews who are black. So why do so many people assume all Jews are white?"

My experience: Sulai Varela-Lewis, RSY-Netzer Vatika

RSY camp has been a massive part of my childhood where I felt free to form new friendships, discover different perspectives and learn more about Judaism. My first camp experience as a chanich was at the confusing and impressionable age of 13 attending Emunah. Whilst camp is a place for chanachim (and madrichim) to learn more about themselves, develop and have fun, and I did, I also had my first experience of racism. Sadly, I felt unsupported and that the issue was not understood.

The care and positivity given on camp is so special that I am proud to have been a part of it. But it is essential to address the matter of racism fully and sensitively. As every member of RSY becomes more aware and continues to educate themselves on the issues of racism, this will ensure that all chanachim will receive the same high level of care and respect that they deserve.

I would like to describe how a child in this situation may feel. It is most likely that a child who is not white will understand that they will be in the minority and will possibly be feeling 'other' and 'different' which may lead to them feeling on guard and anxious. If someone has been subject to a racist or discriminatory incident especially on camp, they may feel isolated and alone.

My experience was one of embarrassment and loneliness. If serious consequences are not followed through, one can feel dismissed and unvalued, on top of all the other confusing emotions felt at that age.

Obviously, everybody needs to be treated equally regardless of skin colour. However, there needs to be a level of awareness amongst everyone on camp that there may be issues of racism that occur and that will need to be dealt with appropriately. The affected child needs to have and feel they have had their welfare considered as a priority.

My advice is that there is a policy in place which will be consistently implemented across the board in RSY, and that madrichim will receive training and advice on anti-racism.

It is important that young Jews are taught about how diverse the Jewish population is. In all the Jewish education I have received, I have noticed the lack of representation of different Jews. For example, Ashkenazi and Sephardi are really the only different groups of Jews we are taught about. Whilst planning peulot, try to include information about Jews from all over the world who have amazing and interesting differing cultures, food and rituals. Eg. Ethiopian Jews, Yemenite Jews, Mizrahi Jews, Indian and many more.

Be aware that what materials are chosen and how they are used. Be mindful that the books, movies, clips and music being shown should represent the whole cross section of the Jewish population. For example, if you are using a picture of a Pharaoh or Moses, ensure they are racially authentic - they were not white! A positive way to re-balance what is an Ashkenazi-centric depiction of Jews, is to find resources that are actually produced by those underrepresented Jews.

Lastly, this has to be about teamwork and so if in doubt or further guidance and advice is needed, seek advice from Roshim or an appropriate member of staff.

IMPROVING PRACTICE

RSY-Netzer is actively working to improve our culture around racial diversity - if you would like to get involved or find out more please contact Sharon - sdaniels@rjuk.org



A MADRACHIMOT GUIDE TO DISABILITY AND ACCESSIBILITY

KEY MESSAGES

Focus on the person, not the label

Always use 'people first' language - we are people before our labels (e.g. 'she is a person with autism' not 'she's autistic')

Understanding the 'label' will give us some basic information about what might be helpful for the person, but everyone is a unique individual

Discuss what this image means. What are our markers of achievement and how do we help everyone bring the best of themselves to our communities?



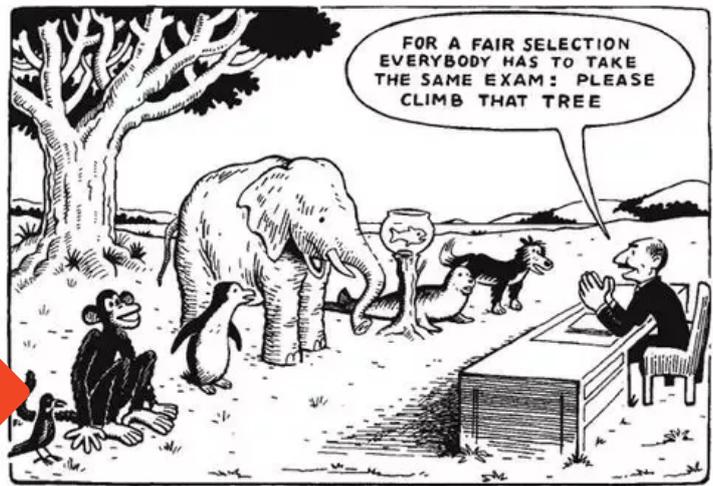
MAKATON

A simple and more concrete form of sign language - signing during songs and tefilla helps everyone understand the meaning better

[Singing Hands UK](#)

[The RSY Song Chorus in Makaton](#) - try to use signs each time you sing it

[The Shema](#) - first line in Makaton



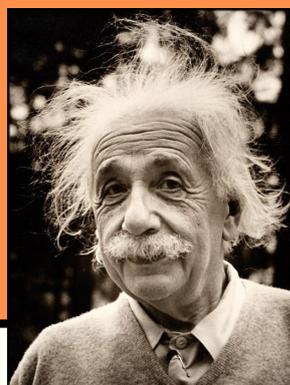
Watch: [The Social Model of Disability](#)

The Social Model of Disability says it is not a person's condition but the world they are in which is disabling and limiting to the person in three ways:

The Physical environment - think about stairs, doorways, handrails, lighting, and the distances on your site. Think about the noise levels and having windows which open to allow air in. When printing materials consider the font shape and size as well as printing on coloured paper which many find easier. These adjustments often create a better experience for everyone

Organisational flexibility - what are our rules and expectations, our systems and structures, how are our programmes built? Where we are more flexible and consider a wider variety of needs, more people will be able to be fully included. When planning, think about meaningful options and alternatives which are available to all and don't involve singling people out or excluding them

Attitudes - when we focus on what people cannot do, make assumptions about people's abilities, stereotype or pre-judge people, we limit their opportunities. Be open-minded, get to know people, think outside the box and have a positive can-do attitude



Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

-Albert Einstein

My experience: Maya Robinson, madricha

My sister Ruby and I have both had an extremely nurturing and positive experience on RSY. Ruby has Down Syndrome and therefore needs extra support. At every RSY event Ruby has attended she has had either one or multiple key workers, which she has absolutely loved. The willingness of her key workers to get involved in her make believe games and karaoke sessions made her feel included in the RSY family and is a big part of why Ruby loved camp.

The responsibility of making camp more accessible for an individual is an extremely important one and I am proud that the role of key worker has become integrated into the plethora of RSY leadership opportunities. Our movement approaches making extra provisions for chanichimot with additional needs no differently from anything else, which is exactly how it should be.

Having said this, we must not neglect areas of accessibility in which we are lacking. Allowing time before camp to get to know a chanich/a is important. The chanich/a will have a familiar face when they enter the otherwise completely new camp environment (unless they have attended multiple events of course) and the key worker can get to know the person they will be supporting, relieving some of their anxiety around the responsibility of this role. I found this time extremely useful because I could tune into what they may find difficult and how I could connect with them. But nevertheless, I felt out of my depth when camp started. Key working involves a large amount of learning on the job. It is easy to feel quite isolated from the rest of camp when you are key working and collaboration with fellow madrichimot, the roshim and well-fairy is vital for the wellbeing of both the chanich/a and keyworker.

The key worker should not be the only person tasked with making camp more accessible for an individual. I think inclusivity should be ingrained into the planning process even more than it is already. A chanich/a with additional needs should never feel excluded from a peulah, but that they have a choice and can do what they feel most comfortable with. I know that making every activity accessible for everyone is difficult, however it is not impossible. We need to plan to be flexible and open to including different experiences and abilities in our events.

URJ Resources on Disability Inclusion
- be aware some language use varies in the USA



INCLUSION IN ISRAEL

The Shalva Band represented Israel at the Eurovision Song Contest - their videos are excellent triggers for discussions about ability and challenge assumptions and expectations

Shutaf, an inclusive group in Jerusalem, has excellent short films on the inclusion of people with learning disabilities

Tips for keyworkers

Every person is an individual: get to know them. Make time for this before camp/events if you can

Listen to and share experiences with other keyworkers

Create an individual profile to use in an active way, to learn from the person and others about them, and to add your thoughts and experiences so others can learn from you

Work with the whole tzevet to ensure the best outcomes - keeping diverse needs in mind when planning rather than 'tweaking' for the individual will create a much better overall environment

Links to websites

Wellbeing and Resilience - page 2

Five Ways to Wellbeing <https://mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

PERMA Model <https://positivepsychology.com/perma-model/>

Resilience Framework https://youngminds.org.uk/media/1486/interactive_resilience_framework-002.pdf

On My Mind <https://annafreud.org/on-my-mind/self-care/>

The Thai Cave Boys and Resilience <https://www.youtube.com/watch?v=N-m7JcSOPNA>

Your Own Wellbeing - Page 4

The Tree Who set boundaries <https://topherpayne.com/giving-tree>

Hillel's song https://youtube.com/watch?v=mT_5xoAQUUE&list=PLuTOJj0XJt1Gg4u-LjgTVl1GbBlJh-_m-

Jews practised self care before it was a hashtag <https://heyalma.com/jews-practiced-self-care-before-it-was-a-hashtag/>

Cliques and Conformity -Page 6

High School Musical - Stick with the Status Quo <https://youtube.com/watch?v=yE07FbVWmew8>

Asch's experiment on conformity <https://youtube.com/watch?v=TYlh4MkcFJA>

bingo card generator <https://myfreebingocards.com/bingo-card-generator>

Social Media - Page 7

Social Media and self esteem <https://youtube.com/watch?v=nxolrIIWEMQ>

How Social Media Affects your Brain https://youtube.com/watch?v=rzUb_GeLDg8

Social Media is Destroying Us <https://youtube.com/watch?v=eKcvtH7okXQ>

Instagram v Reality <https://youtube.com/watch?v=2fneI08CTvA>

Childline Gaming info <https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-gaming/>

Benefits of gaming [https://engadget.com/2017-02-09-8-cognitive-benefits-of-playing-video-games-for-kids.html?](https://engadget.com/2017-02-09-8-cognitive-benefits-of-playing-video-games-for-kids.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xllmNvb58&guce_referrer_sig=AQAAALTGmu1RhRjJReFOk9aoSDVlhAy5lHeHMDkzkYBugDpDgh7NDnxhvNRPJFo8VvHPXR0UesJVByjYb7npHyRu1ir7fnrR3ZdZXQSodDPF6VgbgaCk5JIYye-G85-a1ymRlFqhZZqJrM288EiVVVikHMK_fvQwTSrFBejOw82slw0m)

[guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xllmNvb58&guce_referrer_sig=AQAAALTGmu1RhRjJReFOk9aoSDVlhAy5lHeHMDkzkYBugDpDgh7NDnxhvNRPJFo8VvHPXR0UesJVByjYb7npHyRu1ir7fnrR3ZdZXQSodDPF6VgbgaCk5JIYye-G85-a1ymRlFqhZZqJrM288EiVVVikHMK_fvQwTSrFBejOw82slw0m](https://engadget.com/2017-02-09-8-cognitive-benefits-of-playing-video-games-for-kids.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xllmNvb58&guce_referrer_sig=AQAAALTGmu1RhRjJReFOk9aoSDVlhAy5lHeHMDkzkYBugDpDgh7NDnxhvNRPJFo8VvHPXR0UesJVByjYb7npHyRu1ir7fnrR3ZdZXQSodDPF6VgbgaCk5JIYye-G85-a1ymRlFqhZZqJrM288EiVVVikHMK_fvQwTSrFBejOw82slw0m)

Drugs and Alcohol - Page 9

Talk to Frank <https://talktofrank.com/>

Drink Aware <https://drinkaware.co.uk/>

British Lung Foundation

Fair Trade Film <https://youtube.com/watch?v=XfefuckpdKU&feature=youtu.be>

NHS Study <https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2018>

Smoking, Alcohol and Drugs in Judaism <https://myjewishlearning.com/article/smoking-alcohol-and-drugs/>

Jewish Stigma <https://atlantajewishtimes.timesofisrael.com/is-the-jewish-stigma-around-addiction-holding-us-back/>

The Teenage Brain is primed for addiction <https://youtube.com/watch?v=UNAbf3J3IRO>

Intersectionality - Page 11

All that we are <https://youtube.com/watch?v=jD8tjhV0ITc>
Rachel Vogler, Power in Youth Movements
<https://medium.com/@rachelvogler30/some-thoughts-on-power-and-youth-movements-e05f59496e64>

Mental Health - Page 13

Stress bucket https://youtube.com/watch?v=bap5zuyeq_Y
prayer for MH awareness shabbat <https://reformjudaism.org.uk/prayer-for-mental-health-awareness-shabbat/>
The Stand Up Kid https://youtube.com/watch?v=SE5lp60_HJk
[Don't be afraid to talk about mental health](https://youtube.com/watch?v=SE5lp60_HJk)
Be in your mate's corener <https://youtube.com/watch?v=3l8LpDitZvY> <https://youtube.com/watch?v=hdPZ7rw0wMc>
Positive psychology and self esteem worksheets <https://positivepsychology.com/self-esteem-worksheets/>
Mental Health Continuum
<https://www.youtube.com/watch?v=kOyoRMjgKs8>
Yom Kippur Sermon Two Pockets
https://templeisaiah.com/pdf/1481327848_sermon_pdf_2016_Rabbi_Joel_Nickerson_Yom_Kippur_Serm_on_Two_Pockets_pdf
URJ mental health films <https://disabilitiesinclusion.org/topic/mental-health/>

Sexism - Page 15

Who's talking <http://arementalkingtoomuch.com/?fbclid=IwAR3x-HKUvY3mIBMb-h0GsOafdVvX8J4EhbQmpEy8abvKJqG-Q2InJM-wNio>
Clitbait: <https://clitbait.co.uk/>
Let toys be Toys <http://lettoysbetoy.org.uk/>
Girl Guiding - Girls Matter: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-matter.pdf>
Reform Judaism and Gender <https://www.reformjudaism.org.uk/reform-judaism-1000-words-gender/>
Gender Stereotyped Toys: the experiment https://m.facebook.com/bbc/videos/10155359717760659/?refsrc=https%3A%2F%2Fm.facebook.com%2Fstory.php%26_rdr

Relationships and Consent - Page 17

Cup of Tea <https://youtube.com/watch?v=oQbei5JGt8&vl=en>
Keep it Real <https://facebook.com/106008107793243/posts/119505469776840/?vh=e>
Nude Pictures <https://youtu.be/m1ziz2y-2mk>
Relationship Abuse <https://youtu.be/V9GjphelMro>
Sexual Harassment <https://youtu.be/EyH2eGA1POo>
Jewish Women's Aid resources for educators <https://jwa.org.uk/resources-for-working-with-young-people>
Ken Means Yes <https://kenmeansyes.org/>
What can the Talmud teach us about sex and consent?
<https://tabletmag.com/sections/news/articles/what-the-talmud-can-teach-us-about-sex-and-consent>
Think U Know <https://thinkuknow.co.uk/>
For Continuity's Sake? Addressing Hookup Culture in Jewish Youth Groups
https://ejewishphilanthropy.com/for-continuitys-sake-addressing-hookup-culture-in-jewish-youth-groups/?utm_source=9%2F03+v2&utm_campaign=Wed+Sept+2&utm_medium=email&fbclid=IwAR3-Ow_DZ5tLEApt9u_v_IVYmV5oSMJFyOBhe22A9b6_5u3wsiRO0IXYHts

LGBTQ+ - Page 19

RSY-Netzer Pride Pack 2020 <https://www.reformjudaism.org.uk/wp-content/uploads/2020/08/Pride-Booklet-Final.pdf>

Rainbow Jews <http://rainbowjews.com/resources/education/>

URJ Audacious hospitality <https://urj.org/audacioushospitality/audacious-hospitality-toolkit>

LGBTQ+ Youth Stories <https://lgbtqyouthstories.com/>

How you see me film <https://youtube.com/watch?v=wxHHstcyP4I>

Guess my sexuality film <https://www.youtube.com/watch?v=NUpSPIVVVR84>

You, Me, Us, JVV3 Pride film <https://jw3.org.uk/stories/jw3-tv-pride-you-me-us-we>

Keshet list of terms <http://tiny.cc/KeshetGlossary>.

Keshet's Spectrum of Inclusion

https://keshetuk.org/uploads/1/3/8/6/13861493/25_leaving_intolerance_behind_4.pdf

Reform Judaism and Equality <https://reformjudaism.org/jewish-views-lgbt-equality>.

How I became Zach <https://youtube.com/watch?v=oXp3oKrLCZ0>

What is gender dysphoria <https://youtube.com/watch?v=j6h7wge3HKM>

Autism and Gender Dysphoria <https://youtube.com/watch?v=Q8KUmOvUric>

Racism and Racial Diversity - Page 21

Resources for Embracing Racial Diversity in our Jewish Communities <https://rac.org/resources-embracing-racial-diversity-our-jewish-communities>

Bechol Lashon - Global Jews <https://globaljews.org/learn/p2p/educators/>

Check your Privilege <https://racialequitytools.org/resourcefiles/mcintosh.pdf>

Becoming an anti-racist multi-cultural organisation https://www.reformjudaism.org.uk/wp-content/uploads/2020/08/Continuum_AntiRacist.pdf

Keeping our multiracial Jewish community safe <https://schusterman.org/blogs/ilana-kaufman/keeping-our-multiracial-jewish-community-safe>

Cultural appropriation in fashion <https://www.cosmopolitan.co.za/style/cultural-appropriation-fashion/>

10 rules for white Jews joining Black Lives Matter <https://www.truah.org/resources/10-rules-for-engagement-for-white-jews-joining-the-blacklivesmatter-movement/>

Young, Jewish and Black <https://www.thejc.com/lifestyle/features/young-jewish-and-black-1479353>

Disabilities - Page 23

Shutaf <https://campshutaf.org/inclusion-guide/>

Social Model of Disability <https://scope.org.uk/about-us/social-model-of-disability/>

The Shalva Band <https://shalvaband/videos/>

URJ Resources on Disability Inclusion <https://disabilitiesinclusion.org/topic/intro-to-inclusion/>

Singing hands UK <https://youtube.com/user/SingingHandsUK>

The RSY Song Chorus in Makaton <https://www.reformjudaism.org.uk/wp-content/uploads/2020/08/RSY-song-makaton.mp4>

The Shema in Makaton <https://www.reformjudaism.org.uk/wp-content/uploads/2020/08/Shema-makaton.mp4>