

Jewish
Women's
Archive

**SHARING
STORIES
INSPIRING
CHANGE**

JWA OUTREACH PRESENTATION

Etta King and Judith Rosenbaum

Fall 2011

Jewish
Women's
Archive

This presentation will help you design your own outreach presentations in your community to message effectively about the resources on jwa.org. You can download this presentation and modify the slides to make your own presentation or start from scratch. If you use photos in your presentations, please credit them appropriately. With questions, contact Etta King, Education Program Manager by email: http://jwa.org/contact/Etta_King

{ KNOW YOUR AUDIENCE



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pp?
OR

- QA
- Document Study

There are many different kinds of people you may be presenting to, so you want to make sure that you are tailoring your presentation to them. What do they want to know and what will they find most interesting about JWA? Will they want to do something interactive? Will they want to watch a video? Will they want to share their own stories?

It's often good to begin a presentation with a round robin or partner sharing activity where people share a story about themselves (some example questions are in the Oral History Tools section of this presentation). You could also do a document study with your favorite photograph from the site. Ask people to talk about the photo and then briefly share some background information about it. Consider looking in to Visual Thinking Strategies for more tips on how to do this: <http://www.vtshome.org/>

{ WHAT IS JWA?

- The premiere source for information about **American Jewish women** including:
 - Encyclopedia
 - Online exhibits
 - Blog
 - User-generated content features
- A source for high-quality **Jewish education material** including:
 - Curricula
 - Lesson/Activity Guides
 - Primary sources
 - Encyclopedia
 - Interactive features

There are two general types of audience groups you will meet when you are doing outreach about JWA. Determining which group YOU are presenting to is key to deciding which types of resources and what angle you are going to take in your presentation.

General audiences, adult ed groups, community groups, and sisterhoods will probably fall under the “American Jewish women” category. They are interested in the stories, exhibits, and resources on jwa.org that have information about American Jewish women and the impact they have had on shaping our society. For that you will want to focus on the encyclopedia, the exhibits, the blog and the user-generated content features like On the Map, We Remember, and Katrina’s Jewish Voices.

For educators, whether they are teachers or administrators, you should focus on resources that live under the “Education” tab on the JWA main menu. Curricula like Living the Legacy and the Go & Learn activity guides, online resources like MyBatMitzvahStory.org, and professional development opportunities are key. You especially want to highlight pieces that you know are going to be useful to the group you are talking to based on what you know about the ages and topics they teach.



PRIORITIZE RESOURCES

- Curricula/Pedagogy Resources
 - Primary Source Worksheets
 - Go & Learn
 - Living the Legacy
 - Oral History Tools
- Online Tools/Exhibits
 - MyBatMitzvahStory.org
 - On The Map
 - Exhibits (History Makers, Feminism, Encyclopedia)
- [Institute for Educators/Professional Development](#)



<Rose Schneiderman speaking at a union rally, c. 1910s. Courtesy of Brown Brothers.



Tefilin Barbie courtesy of Jen Taylor Friedman. V

As we have all talked about, you have an incredibly rich list of resources to choose from, so it is important that when you are presenting you focus on the things that are most important for your audience. Is there one resource you think is most relevant or most confusing that you want to spend time on? People will be able to explore the site on their own and they will also be able to hear more from you in the QA or in a follow-up email so don't try to cram everything in. Remember, less is more.

This slide shows a list of the resources we think are most relevant to education settings. It's especially important to highlight the Institute for Educators, applications for which will be available in January, because you want to make sure that other educators have the opportunity to have the same experience as you did!

{ CURRICULAR RESOURCES

- [Primary Source Worksheets](#)
 - Searchable by theme, time period, type
 - Easy to add to an existing lesson or unit
 - [Go & Learn](#)
 - Feature 1 or 2 that appeal to the group
 - Primary source based, various themes and topics
 - Use with multiple age groups from kids to adults, great for sisterhood/adult ed, family ed
 - [Living the Legacy](#)
 - Primary source-based, inclusive social justice curriculum
-

When you share about educational materials, you may decide it is best to have the webpage open so you can show educators what the page looks like, how to search it, and how to open the worksheet view. The bullets above address the key talking points for each resource or page. It is also helpful to have a printout with some screen shots of the different pages you are discussing (education page, Living the Legacy, MyBatMitzvahStory) so that educators can take notes about where to click and what lessons they might like when they are watching you click through the website.

The circles indicate the most important parts of the LTL page to share. Lesson groupings can help educators who feel overwhelmed by the whole curriculum find what they are looking for more efficiently. Traditional Jewish texts help to make the connection between social justice work and Jewish values more explicit as well as draw out some of the Jewish motivations and problems that come up when we are working for justice in our own communities. All Primary Sources allows educators to search all of the primary source documents so they can find photos, videos, speeches, etc. without having to comb through each lesson one-by-one.

{ CURRICULAR RESOURCES

Oral History Tools

- Help communities and individuals collect personal stories that make up family and local history.
- [In Our Own Voices](#)
- [20 questions](#)
- [Family History Tool Kit](#)
 - Adapted for kids
 - Ideas for parents and educators to do oral history projects with young people.



Where were you born, and why?

This is a great opportunity to break for an interactive activity. You may ask people to quickly interview each other or take a minute to respond to some questions. You could also do a round robin. Some good questions to start with are:

- Who were you named for and what do you know about that person?
- Where were you born and why?

Both these questions get at the history of a person and of their family, and help to connect their stories to the people that preceded them. It is also a chance for people to find commonalities with one another, and for some people to realize that they are missing pieces of information about themselves or their family history that is interesting or important. If you are really ambitious, you may consider asking participants to bring an object, similarly to what we did at the Institute, and share a story with a partner (a round robin would probably take too long). You could have them focus on Jewish women, on role models in general, or even on objects that symbolize what they find most inspiring or rewarding about teaching.

Then you want to highlight the different tools JWA has for helping people collect oral history and community history. In Our Own Voices is a how-to guide you can order in print or you can read online through Google books. The "20 Questions to Ask a Jewish Woman in Your Life" guide is online and is also in print at JWA and I can send it to you if you would like to hand some out. We also have the Family History Tool Kit on MyBatMitzvahStory which repurposes the adult guide for upper elementary and middle-school aged oral historians. These tools can make a great compliment to On the Map if you are collecting WOMEN's stories because you can contribute them to JWA's collection. All of the links on the slide will take you to the relevant pages.

ONLINE RESOURCES



Talking Points For Educators

- Classroom resources for both boys and girls
- 4 activity guides with multiple pieces, easy to adapt
- Resources for tutors, one-on-one
- Links to other JWA resources

When you are talking about MyBatMitzvahStory, it is important to highlight the features that you can view as a public user as well as the features you need an account to create. It is especially important that if you are sharing this resource with educators, you emphasize that there are resources for teachers to use with both boys AND girls under the “Educators/Clergy” tab. I have included some language that outlines what we tell educators about the MBMS site and project.

JWA developed MyBatMitzvahStory.org to provide a place for girls from all backgrounds to explore in new and creative ways the personal meaning of this milestone transition. Though we designed the site primarily for girls and their families to use at their convenience, we also heard from educators, clergy, and tutors that the resources on MyBatMitzvahStory.org would enrich their work with young women AND young men across the country.

In response to this need for meaningful and engaging activities for boys AND girls who are becoming b'nai mitzvah, and drawing on our expertise in developing free, adaptable educational materials, **JWA has created several resources for clergy members, tutors, and educators working with both boys and girls in mixed-gender, offline settings** that will help students explore their own family histories, discuss the meaning and importance of bat or bar mitzvah, and imagine who they will be as they grow into Jewish adults.

As a tutor, educator or clergy member, here's what you'll find on MyBatMitzvahStory.org:

MBMS offers [four free, adaptable activity guides](#) to use in classrooms or family education programs with step-by-step lesson plans, worksheets, and ideas for extending different activities through art and service projects

A [page of ideas for tutors](#) to help students and families explore what bat or bar mitzvah means to them

A [Family History Tool Kit](#) with tips for [parents](#) and [educators](#) to help guide b'nai mitzvah through the process of doing family history projects and collecting oral history interviews

A link to [JWA's Go & Learn activity on Bat Mitzvah and Other Evolving Traditions](#) with activity guides for youth, family, and adult education

{ ONLINE RESOURCES

- [On The Map](#)

- User generated content
- Students can add places relevant to Jewish women's history



- [History Makers](#)

- 16 online biographical exhibits
- 18 accompanying posters



- Other Exhibits

- [Feminism](#)
- [Katrina's Jewish Voices](#)

Online Exhibits for History Makers (soon to be renamed) include timelines and primary sources related to the life and work of each woman. They parallel our poster series, which is still what we are best known for.

On the Map allows users to add their own entries about American Jewish women. This can be a great compliment to research projects.

The Feminism exhibit is engaging and interactive. It also has program guides for an adult women's program and a mother-daughter program.

Katrina's Jewish Voices is an online collection of user's photos and other virtual objects pertaining to the impact of Hurricane Katrina on southern Jewish communities as well as the role of the Jewish community in relief efforts. This is a great compliment to similar service learning projects that may be happening in your community.

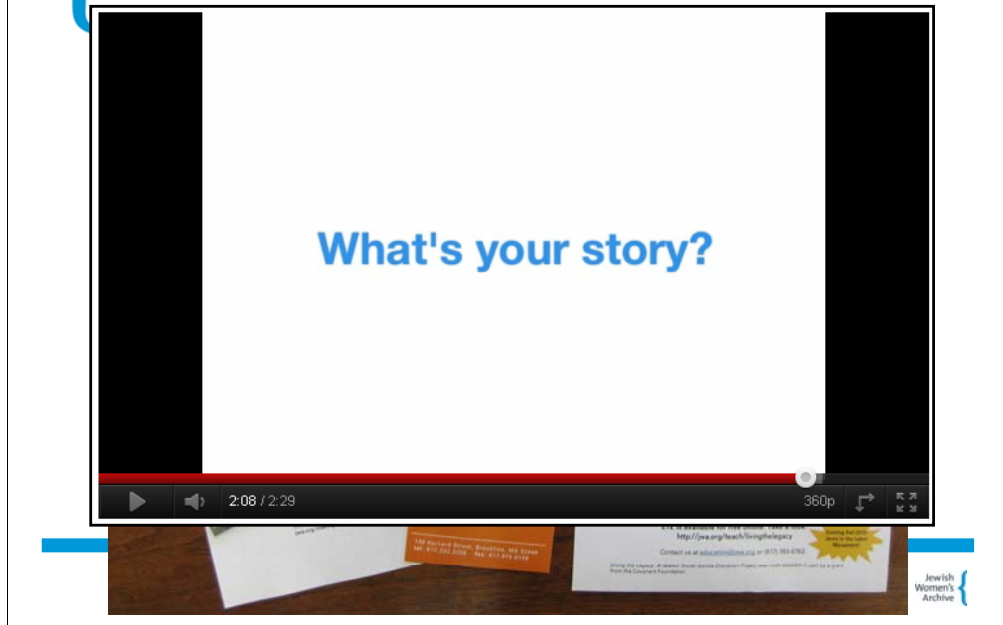


PROFESSIONAL DEVELOPMENT

- [Institute for Educators](#)
 - Free program and most of travel covered
 - Open to **any** Jewish educator
 - Applications available in January, due in February
- [Natalia Twersky Educator Award](#)
 - Deadline: January 2
 - Must submit video, lesson plans, student work examples and resume
 - Free trip to JWA luncheon in NYC, \$2,500 and \$500 for your school to use in teaching gender-inclusive Jewish history

Be sure to share about these two great opportunities for educators. You are probably the best people to field questions about the Institute, and if people want to know more about the Twersky Award, please put them in touch with Etta or Judith.

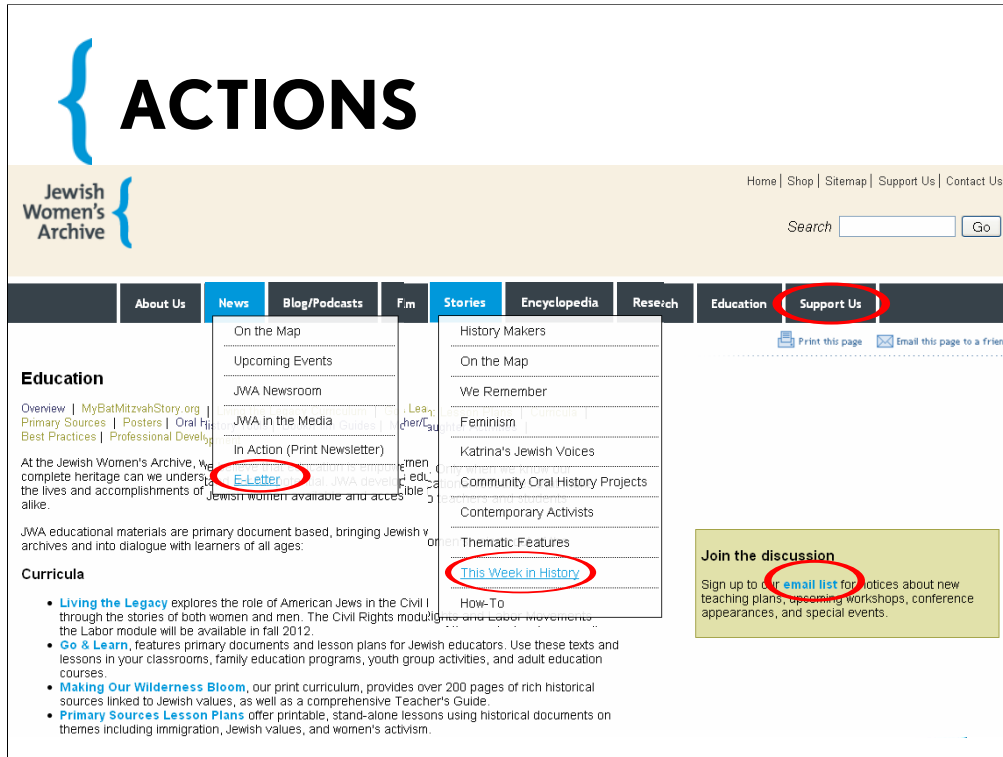
{ HANDOUTS AND ACTIONS



If you would like me to send you some print materials, or PDFs that you can print on your own, please contact me well in advance of your program and I will send them to you. Some of them may cost a small charge, but there is no harm in asking-we'll make it work!

- Living the Legacy Post Card
- MyBatMitzvahStory post card
- Institute Brochure
- 20 Questions to Ask a Jewish Woman in Your Life
- 10th Anniversary Book Marks
- What We Do: 2011-2012 Program Guide
- Making Trouble DVD Promotional post card
- something else you think of???

We also have a video that is available via this private link that was our entry into the Jewish Future's competition. We are developing a second video to put up on the JWA site that will be finished by March 2012. You can watch our Jewish Futures Competition entry here: <http://www.youtube.com/watch?v=9LqzFnjuXtl>



It is important to give people something specific to do when you are finishing your presentation so that you are not their ONLY contact with JWA. Show them how to sign up for our

1. Educator's list (updates on new resources and ideas for using JWA materials around certain holidays, events, or commemorative months, first information about the Institute, Twersky Award, and other opportunities for educators)
2. E-Letter (general monthly update on what JWA is doing, including blog articles, new features, and program announcements)
3. This Week In History emails (a weekly digest of short articles about historical events that took place on a given week in history).
4. If it is appropriate, you may also consider showing people where they can go to make a donation to JWA in honor of a friend, family member, simcha, co-worker, or teacher.

{ **ADD YOUR OWN STORY**

- Either start or end by sharing your story
- Remember your audience and try to pick something that will resonate with them
- What impact has JWA or the Institute for Educators had on you and your community?
- One main theme or tangible example
- Be explicit about the connection between your teaching and JWA or the Institute

This is probably one of the most important parts of your presentation. Talk about how the materials have had an impact on you and your teaching: an aha moment that you had, a specific experience at the institute, or an anecdote from teaching JWA content to your class are all great ways to demonstrate the **IMPACT** of what you have just shown them on the website.

FOLLOW UP

- Leave time at the end for questions!
 - Send an email with links and include a personal note
 - Suggest possible actions
 - Collaboration
 - Provide Etta's contact information
 - Share a specific resource
 - Offer to make a phone call to check in or to stop by a class
-

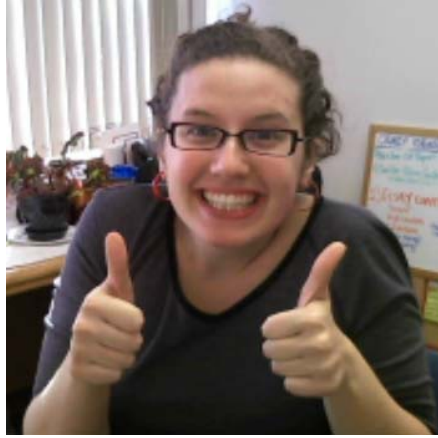
Obviously your time is limited, but if you can follow up with people, it can really help them feel more comfortable doing something new and looking for new resources at JWA. You know that it is easy to fall into a rut of teaching the same thing all the time or that the pressure we feel from not having enough time to look at something keeps us from discovering amazing resources that can really enhance our teaching and our students' learning. If you can help direct someone's attention to a specific resource, follow up with them about a question or idea they had, or approach them with your own lessons or the opportunity to collaborate, you can begin to create a support system and a network for sharing ideas and learning new things within your home community.

{ QUESTIONS



Don't forget to ask them if they have questions, and to write down the questions you cannot answer and pass them on to me or Judith. If you have questions, I'm always just a phone call or email away.

{ GOOD LUCK!!



YOU CAN DO IT!!