

**Areyvut Make a Difference Day &
JNF GoNeutral Shabbat
Education Resource Guide
2008**

**Preserving the Environment;
Thinking Out of the Box**

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With Contributions by:

**Jewish National Fund, Israel Advocacy &
Education Department**

Additional copies of this document can be downloaded at:
www.aryvut.org/Action/make2008.asp & www.jnf.org/makeadifferenceday

[Register](#) your Make a Difference Day project today!

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Introduction

On April 4th, the A Kindness a Day Calendar encourages people to:
"Try to be totally unselfish today."

On behalf of Areyvut and Jewish National Fund, we welcome your help in bringing this powerful suggestion to life by participating in Areyvut's fourth annual Make a Difference Day. The A Kindness a Day Calendar is already uniting Jewish communities across the country in an effort to inspire acts of kindness through its 365 suggestions of how to incorporate *tikkun olam* (social justice) into everyday life. On Make a Difference Day, we will strengthen this effort as thousands of schools, synagogues, families and community organizations dedicate Friday, April 4th as a time to turn the calendar's suggestions into action.

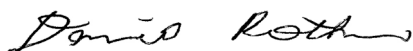
In honor of this year's theme of "Preserving the Environment", Areyvut is pleased to celebrate Make a Difference Day in conjunction with JNF's GoNeutral Shabbat. Together we encourage participants to continue making a difference throughout the weekend so that everyone can be included in this event.

The 2008 Make a Difference Educational Material presented here focus on Preserving the Environment, an important undertaking that can positively impact our lives as well as the lives of future generations. It includes a project planning unit to guide preparation of social action projects; detailed resources and activity ideas for projects that fit under our main theme; a guide to celebrating JNF GoNeutral Shabbat and a list of additional themes to spark your own creative thinking. The activities are arranged topically with suggested age ranges, but all activities can be easily adapted to meet the needs of your audience. For fully developed lesson plans to use in your classroom, please see the databases that are listed following the activity list. Please refer to additional texts and resources found in the designated sections of this guide to further enhance your efforts. In addition, we encourage those who are interested in other aspects of *tikkun olam* to "think out of the box" to create a projects of their own and look forward to supporting these endeavors. For activity suggestions related to other themes, please refer to the [2007 "Make a Difference" Day Educational Resources](#) that can be found on the Areyvut website.

We hope that these educational resources help schools, synagogues, communities, families and agencies become better equipped to make a difference in the world around them. Please use them as a starting point to spark your own ideas and interests and remember that even the simplest act of kindness can make a difference in someone else's life. We encourage you to let us know what you are planning by registering on our website so that we can share your ideas with others. You will also find a registration form included on page 68 of this packet.

We would like to thank the Areyvut Board of Trustees, as well as the interns and staff of both organizations who have helped to bring this project to fruition. We would particularly like to thank Shira Hammerman, our Special Projects Coordinator, for her help in developing these resources and her work on bringing the A Kindness a Day Calendar to fruition and Susan A. Abravanel, Education Director at SOLV (www.solv.org) for developing the attached project planning unit. We would also like to express my gratitude toward all the organizations and individuals who gave of their time, sent us educational materials and offered helpful suggestions. Additionally, we want to acknowledge all the schools, synagogues, agencies and individuals who will be participating in Make a Difference Day.

Good luck!



Daniel Rothner
Founder & Director
Areyvut

Rabbi Eric M. Lankin, D. Min
Chief, Institutional Advancement
and Education
Jewish National Fund

About Areyvut

Areyvut is a New Jersey based national non-profit organization that encourages students to participate in *mitzvah* projects which help them develop the core Jewish values of *chesed* (kindness), *tzedakah* (charity) and *tikkun olam* (social justice). We work with individual *Bnai Mitzvah* families to plan mitzvah projects, as well as with rabbis and educators within the community. Over the past year, Areyvut, has directly worked with over 20 schools and synagogues, involved several hundred teens in community service projects, inspired over 10,000 individuals with our A Kindness a Day Desk Calendar and Make a Difference Day programming and reached over 25,000 people through our newly updated online resources.

About JNF

In over 106 years, the Jewish National Fund (JNF) has evolved into a global environmental leader and become the central address for the land and people of Israel. JNF has planted 240 million trees; built over 1,000 parks and recreational areas; constructed security roads; educated students around the world about Israel; created new communities so that Jews from around the world would have a place to call home; discovered drip irrigation and new means of growing plants under arid conditions, bringing green to the desert; and built over 190 reservoirs and water recycling centers, increasing Israel's water supply by 10%.

As a United Nations NGO, JNF sponsors international conferences on desertification; shares afforestation techniques and funds research on arid land management; is restoring northern Israel, making it home again to its residents; is supporting Israel's newest generation of pioneers by developing the Negev Desert, Israel's last frontier.

With JNF GoNeutral: An Environmental Movement for Tomorrow, you can calculate how much carbon you emit each year, and become "carbon neutral" by planting trees in Israel. One tree will offset one ton of carbon over its lifetime. You can also help fund JNF environmental programs to halt desertification, boost water supplies through reservoirs and waste water reclamation, grow crops efficiently in the desert and create green "lungs" around urban areas.

Service-learning is . . .

a teaching and learning strategy that combines meaningful community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. ¹

This Areyvut Project Planning Unit will help you:

- **Assess** your community and respond to a real community need;
- **Connect** community service to in-school or classroom learning;
- **Reflect** purposefully throughout the project, to connect the service you are doing, your academic goals, and your own lives;
- **Celebrate** your success, recognizing all participants; and
- **Evaluate** your accomplishments and the process you used.



* National Commission on Service-Learning (2002). *Learning In Deed: The Power of Service-Learning for American Schools*. Battle Creek, MI: W. K. Kellogg Foundation.

Assessing Your Community

Areyvut's Mission Statement:

*Areyvut empowers Jewish youth with the experiences that will enable them to infuse their lives with the core Jewish values of **chesed** (kindness), **tzedakah** (charity) and **tikkun olam** (social justice).*

Your group's Mission Statement:

Insert your group's "mission statement" - the purpose why your group exists - in the space below. If you do not have one, work together to write one!

Identify the problem(s) in your community and select your project:

What problem(s) in your community does your mission statement address?	What would your community look like without these problems?	What could YOU and your classmates do to help bring about this solution?

Making your selection:

From the list of project choices, decide which ONE you will select. Evaluate your choices by asking these questions:

- **Volunteers:** Will your project attract enough volunteers to complete it as planned?
- **Time:** Will you and your volunteers have enough time to design, develop and implement this project?

- **Resources and funding:** Will your project need funding?
If so, how will you secure the needed funds and/or in-kind support?

Task Checklists:

One of the best ways to "get it all done" is to divide the tasks into the following four categories. You may choose to have four groups, each working on one of the categories, or have everyone work together through all tasks:

1. Logistics

- Estimate the number of volunteers you will need for the project.

- Contact any community organization you are working with on your project. Make an appointment to share your project idea and to find out whether it fits with their needs. Be prepared to discuss the following information about your project:
 - A thorough description of your project, including what you hope to accomplish by the end of the day;
 - Date and time that you are available;
 - How many volunteers you think you will have in your project group;
 - What kind of help you will need from staff at the organization;
 - What the organization may be able to provide, and what you will provide for the project (special equipment, tools, snacks, protective clothing, etc.)

Be prepared to be flexible and sensitive to the needs and capacity of the organization.

- Visit the selected project site(s) to know what to expect on "Make a Difference" Day.
 - Determine best placement for on-site coordination "staging area," arrange for registration table and folding chairs (if needed);
 - Make arrangements for purchase (if necessary), and for delivery of special equipment, tools, snacks, etc. to the project site.

Task Checklists: *(continued)*

2. Working with Volunteers

- Contact other students and adults** who might be willing to help you with the project. Keep an accurate, up-to-date list of the following contact information for all volunteers:

- Full name;
- Home Address;
- Phone number (home or cell);
- E-mail address.

- Prepare a letter to distribute project information to all volunteers.**

Include information about:

- What the project is;
- Where and when to meet (including directions to the project site, and the availability of transportation);
- Appropriate clothing they should wear;
- Anything they may need to bring (for example, ID, a notepad, water, food, tools or other equipment, etc.)

- Copy and distribute volunteer waivers.**

You will need to have a waiver from all participants—students and adults—for your event. Consult your teacher - as well as any community organization you are working with on your project - to see what specific waiver language they may require.

- Plan out the “Make a Difference” Day Project presentation for volunteers.**

You will want to include:

- An introduction to the project leaders for the day;
- What you will be doing, project goals, and clear instructions (if needed);
- Appropriate behavior and safety reminders;
- Restroom locations;
- A big THANK YOU for helping!!

Task Checklists: *(continued)*

3. Resources

- Determine costs (if any) for materials, equipment and services you will need as you implement your project.
Your costs might include:
 - tools or special equipment;
 - materials (such as paint, books for a literacy project, bags for a clothing drive, plants and mulch for a planting project, paper materials for advertising, etc.);
 - water and snacks for volunteers;
 - recognition/thank-you items (t-shirts, buttons, stickers, hats).

- Develop the project budget, and include any expected income (donations, fundraising proceeds) that could offset your expenses.

- If needed, seek additional support - other funding in-kind donations - for the project.

- Be sure to keep a detailed record of all donations and in-kind support you receive for the project. (Donors will want a copy of this record for their files.)

- Remember to recognize and thank all sponsors, donors and volunteers after the event.

Task Checklists: *(continued)*

4. Publicity, Media and Documentation

For publicity, you may want to:

- Prepare flyers or posters about the project to help recruit other students in your school, synagogue or neighborhood. Provide a phone number so they can call to ask questions, or sign up as a volunteer;
- Inform local business and elected officials about your project. Invite them to attend, and to support your efforts.

For media, you may want to:

- Write advance news releases or articles about your project for your school newspaper or other local media. Include interviews with team leaders and participants telling how they are planning to make a difference;
- Find out what other community or group newsletters (synagogue, PTA, etc.) might be willing to carry information about your project;
- Once your project is complete, announce your results to your school, the media, your neighborhood and the community;
- After your project, write a letter to your school paper thanking everyone who helped out.

To document your project, consider the following:

- Take "before" and "after" photos to show the impact of your project.
- Videotape interviews with community members, project planners and participants about the benefits of your project;

Prepare a "how-to" video or PowerPoint that uses steps from your project to show others the process that you followed

- Compile a "reflection video" in which project participants are asked to talk about their experience.

Note: Be sure that you have permission from anyone whom you film or videotape to publicly display their images.

Reflection → Connection

What is important to you about your service-learning project?

Reflection during and after your project helps you to connect your service activity:

To what you are learning in school;
to your community; and
to your life outside of school.

Some Questions that Prompt Reflection:

- What did you enjoy most about what you did?
- What did you learn that you didn't know before?
- How does this connect with your Jewish tradition?
- How do you think you made a difference in your community?
- Why do you think that the project you did is your responsibility?
- If you did the same project again, what would you do differently?

Try to use a variety of ways to reflect:

Write -

personal journals, group journals, stories, poems, essays, letters to the editor, newspapers, informational brochures, music lyrics;

Read -

articles and books related to the project, other people's journals, informational data about the need your project addresses;

Speak -

class or group discussions, debates, presentations or skits for others, informational interviews

Create-

collages, posters, scrapbooks, photo essays, videos, PowerPoint

presentations, story boards, murals, mobiles, cartoons, puzzles, songs, dance.

Post-Project Reflection

*After your "Make a Difference" Day project, please complete and submit a **1-page reflection essay** to help us document the events that took place. Please be sure to describe your project and your role in the experience.*

Please Select **ONE** of the following "prompts" to help you get started:

1. Discuss the problem(s) that your project addressed. How did you address these issues during your project? Do you have more, or less, understanding for the problem that you addressed than you did before your experience? Why?
2. Did this experience have any impact on the way that you see yourself, the world around you, or how you will become involved with your community in the future?
3. Choose three words that best describe your service-learning experience, and develop an essay around these words.

Special opportunity:

Areyvut invites you to submit your reflection essay for posting on our website (www.aryvut.org).

Send your completed essay as a **Word document attached to an e-mail**, to projects@aryvut.org. Please include photos of your project experience.

Project Completion Report

Please return by mail, e-mail or fax to:

Areyvut

147 South Washington Avenue

Bergenfield, NJ 07621

projects@areyvut.org

FAX: (201) 338-2427

Name of Teacher/Project Advisor: _____

Name of School, Youth Group, or Synagogue: _____

City: _____ County: _____ Zip: _____

Grade Level(s): _____ Number of classes involved: _____

Project Site: _____

Community Partners for the Project (if applicable): _____

How many people participated? Students: _____ Adults: _____

What was your Group's Mission Statement? _____

How did your service-learning project connect to your Mission Statement?

Continued on next page - please complete both pages

Project Completion Report *continued*

Your project goals: _____

Did you meet your goals? Yes No

Project Results: _____

What went well?

What problems did you have? _____

What would you do differently next time? _____

Was the *Areyvut Project Planning Unit* helpful to you? Do you have suggestions for changes or additions to this unit? _____

Please attach additional comments or information as needed.

Activities to Maintain a Healthy World

GENERAL ACTIVITY SUGGESTIONS

The following activities can be adapted to any environment-related theme:

Start an environment club in your school or synagogue. Use Make a Difference Day as an impetus to invite your family, friends and colleagues to help you build a healthier environment. Plan to meet on a regular basis to discuss environmental issues, [read books on related topics](#), [watch videos](#) and work together to improve the natural world. JNF offers resources to help you establish your own chapter of the [Green Corps or Green Team](#), which are environmental clubs geared towards middle and high school students.

Lobby for the environment. Contact your representatives in the government to let them know how important the environment is to you. For information on related bills that are presently being debated in Congress and to find your local representatives, click [here](#).

Educate others at an environment fair. Invite environmental agencies to share their work with members of your community. Representatives can educate community members on the importance of protecting the environment, as well as local initiatives that require monetary and physical support from the local community.

Bring in a speaker. Invite a speaker to address your community on pressing environmental issues. For suggested speakers, please refer to speaker lists prepared by [COEJL](#), [JNF](#) or [EcoSpeakers](#)..

Start a blog. Use your keyboard to promote a cleaner environment by [creating your own blog](#) that explores various ways to combat environmental issues. Use the [Green Prophet](#) as a model of what a blog on the environment might look like.

Read a book. Use a [book](#) on the environment to spark action among your family, friends, students, and community.

Enjoy your environment. Lead a hike, have a community-wide picnic, visit a national park or take a swim at the beach. Show your family, friends and colleagues that the environment is too important to us to be ignored.

REDUCE, REUSE, RECYCLE

Values Discussion:

- If God created the world for us to use, does that mean that we can use it however we please?
- Are we responsible for preserving our natural resources?
- How do we show that we appreciate the natural resources that we have been given?
- How can we balance our need (and desire) to use modern technology and disposable products with our concern for the environment?

Background Information:

We use many different products in our daily lives. Manufacturing those products uses many of natural resources and causes a lot of pollution. We can make the most of the natural resources we have by reducing the number of products that we use, reusing disposable products, and recycling products that we are finished with. Recycling means using old products to make new ones. For example, one might recycle old newspapers to make new paper products. When we recycle, we reduce the amount of space needed for landfills, save the extra energy and natural resources that it would take to make products from scratch, and prevent the pollution that unnecessary manufacturing can cause.

Did You Know?

- The average family in the United States uses 90 pounds of steel cans a year. Recycling that steel would save: 144 KWh of electricity, 63 lbs of coal, 112 lbs of iron, and 5.4 lbs of limestone.
- Recycling 1 ton of paper saves 17 trees, 2 barrels of oil (enough to run the average car for 1,260 miles), 4,100 kilowatts of energy (enough power for the average home for 6 months), 3.2 cubic yards of landfill space and 60 pounds of air pollution.
- Today, we recycle 50% of our paper products and almost 22% of our glass products.
- Of the 20 million tons of paper recovered in the United States, 19% is exported, 20% is used for paperboard, 35% is used for newsprint, 6% is

used for tissue, 2% is used for container board, 2% is used for writing paper, and the remaining 16% is set aside for other uses.

- Using recycled glass uses 40% less energy than using all new materials.
- The basic raw materials for plastic are petroleum and/or natural gas.
- Plastics are really very energy efficient. It takes 20-40 percent less energy to manufacture plastic grocery bags than paper ones.
- The United States recycles only 10% of its garbage. Japan, in contrast, recycles 50% of its garbage.

Source: www.eia.doe.gov

Relevant Texts:

Genesis 2:10

Adam and Eve are commanded "to till it [a garden] and keep it."

Psalms 24:1

The earth is God's, with all it contains; the world and all its inhabitants.

Psalms 115:16

The heavens belong to the Lord, but the earth He gave over to humanity.

Midrash Aggadah to Judges 20

Whoever destroys something useful is violating the principle, "you shall not be destructive."

Ecclesiastes Rabbah 7:13

Be mindful, then, that you do not spoil and destroy my world. For if you spoil it, there is no one after you to repair it.

Rabbi Samson Raphael Hirsch, Horeb, #56

"Do not destroy anything" is the first and most general call of God.

For additional texts, please see p.52

Selected Related Websites:

Earth 911 - www.earth911.org - Allows you to search for [recycling centers](#) by zip code and provides valuable [information](#) on the process and benefits of recycling.

Energy Information Administration - www.eia.doe.gov - Provides kid-friendly [information](#) and [activities](#) on energy consumption and recycling. Includes a helpful [recycling guide](#).

Jewish National Fund - www.jnf.org/store - Sells reusable grocery bags, mugs, and other products that can be used to replace disposable products.

Kibbutz Lotan - www.kibbutzlotan.com - Located in southern Israel, this eco-conscious kibbutz strives to live in harmony with its environment. The kibbutz promotes [creative recycling](#) projects through a unique program and offers [tours and workshops](#) to introduce visitors to its techniques.

Make-Stuff - www.make-stuff.com - Provides numerous [examples](#) of how you can use household items such as cds, baby food jars and egg cartons in interesting craft projects.

Recycling in Jewish Tradition - www.jewishvirtuallibrary.org - Highlights [examples](#) of recycling in Jewish tradition.

U.S. Environmental Protection Agency - www.epa.gov - Offers a wide range of educational activities and [teacher resources](#) related to recycling, including a virtual visit to [Recycling City](#) and special [teen](#) sections.

For additional resources, please see p.57.

Activities:

Calculate what you use and what you can save. Have participants estimate how many brown paper lunch bags, water bottles, plastic or Styrofoam cups and disposable paper products they use. Consider how using reusable products could help the environment.

Suggested Age: Elementary School +

Decorate reusable items. Brainstorm disposable items that can be easily replaced with reusable items. Choose one of the items on your list to decorate and distribute to community members or to sell as a fundraiser. Suggested items include:

- reusable shopping bags
- plastic lunchboxes
- hard plastic refillable water bottles
- mugs
- placemats

Alternatively create your own reusable container to decorate using a FedEx envelope! Instructions are on the third page of the JNF newsletter available at www.jnf.org/goneutraleducation.

Suggested Age: Elementary School +

Introduce recycling bins into the classroom/community. Make a welcome party for the new edition to your community and serve snacks on recycled plates that you can then recycle again to immediately make use of the new bin.

Suggested Age: Elementary School +

Invite the community to a recycling fair. At the fair, you can distribute information on the benefits of recycling and on recycling opportunities in your area. You can collect recyclable products and distribute or sell reusable and energy efficient items, such as water bottles, cloth grocery bags, and CFL light bulbs, to use in place of disposable and less efficient items.

Suggested Age: Elementary School +

Learn about what the government is doing to encourage recycling. Do research on current [recycling-related bills in Congress](#). Have students send letters to their Congressman asking them to vote for the bill. Follow up by keeping community members updated about the status of the bill.

Suggested Age: Middle School +

Host a "litterless" lunch. Invite participants to a "litterless" lunch to be served on all recycled products. Encourage participants to bring natural foods that do not have wrappers and to think creatively as to how to prepare and transport their foods. For example, use lunchboxes instead of paper bags, containers instead of sandwich bags and thermoses instead of drink boxes or water bottles. Bring

homemade snacks, fruit, and vegetables to avoid having to dispose of commercial packaging.

Suggested Age: Elementary School +

Make "Remember to Recycle" magnets. Encourage participants to make recycling a part of their lives by creating "Remember to Recycle" magnets to bring home. Collect recycled art supplies to use for their magnets. Prepare participants to advocate for the environment by reviewing the benefits of recycling.

Suggested Age: Elementary School +

Make your own recycled paper. Provide a hands-on experience with the recycling process. Guide participants through the process of recycling paper (see www.make-stuff.com.) and encourage them to put their recycled paper to good use. For example, they may use handmade stationary for letter writing.

Suggested Age: Middle School +

Organize a community-wide recycled art show. Encourage participants to create original pieces of art using only recycled products. Display the projects for community members to see.

Suggested Age: Elementary School +

Take a trip to your local recycling plant. Bring a bin from your school or synagogue straight to the plant. Students will be able to follow their recyclables into the first steps of becoming reusable.

Suggested Age: Middle School +

GLOBAL WARMING

Values Discussion:

- How do our actions impact the environment and the future of our civilization?
- Do we have an ethical responsibility to conserve energy?
- If we have the ability to balance our negative influences on the environment with positive action, are we responsible to do so?

Background Information:

Using electricity, driving a car and using machinery are just a few of the ways that we use modern technology in our daily lives. Each of these actions, along with many other similar activities, releases harmful gases into the environment. These gases include carbon dioxide, nitrous oxide and methane. While these gases are naturally found in our environment, scientists believe that human activity has led to the build-up of unnaturally high levels of gases in the Earth's atmosphere and that this build-up is causing the climate to become warmer. This change is known as global warming. Global warming can lead to higher sea levels, water shortages due to a decrease in glacial ice, an increase in natural disasters, changes in habitats around the world, and extinction of millions of species. We can reduce global warming by conserving energy and using natural means of transportation whenever possible.

Did You Know?

- Average temperatures have increased 1.4 degrees Fahrenheit (0.8 degree Celsius) since 1880.
- The last two decades of the 20th century were the hottest in 400 years.
- Glaciers and mountain snows are rapidly melting. Since 1910, Montana's Glacier National Park now has decreased from 150 glaciers to 27 glaciers.
- According to the Intergovernmental Panel on Climate Change's (IPCC) February 2007 report, sea level could rise between 7 and 23 inches by the end of the 21st century. Rises of four inches could flood many South Seas islands and swamp large parts of Southeast Asia.
- The energy used to keep display clocks lit and memory chips working accounts for 5 percent of total domestic energy consumption and spews 18 million tons of carbon into the atmosphere every year.

- You could save about 2,000 pounds of carbon dioxide a year by turning your thermostat down two degrees in the winter and up two degrees in the summer.
- Compact fluorescent light (CFL) bulbs last seven to ten times longer, and most important, uses 75% less electricity to produce the same amount of light. If every family in the U.S. made the switch to CFL bulbs, we would reduce carbon dioxide emissions by more than 90 billion pounds.
- Frozen food takes ten times more energy to be produced than fresh food.
- Avoiding just 10 miles of driving every week would eliminate about 500 pounds of carbon dioxide emissions a year.

Source: www.nationalgeographic.com, www.climatecrisis.org

Relevant Texts:

Genesis 2.10

Adam and Eve are commanded "to till it [a garden] and keep it."

Deuteronomy 20:19

When you besiege a city... do not destroy (*lo tashchit*) any of its trees...

Ecclesiastes Rabbah 7:13

Be mindful, then, that you do not spoil and destroy my world. For if you spoil it, there is no one after you to repair it.

Talmud, Shabbat 67b

Rav Zutra said: "Whoever covers an oil lamp, or uncovers a naphtha lamp, transgresses the law of *bal tashchit*."

Sefer HaChinuch 529 Righteous people ... do not waste in this world even a mustard seed. They become sorrowful with every wasteful and destructive act that they see, and if they can, they use all their strength to save everything possible from destruction. But the wicked ... rejoice in the destruction of the world, just as they destroy themselves.

For additional texts, please see p.52.

Selected Related Websites:

Climatecrisis.org - www.climatecrisis.org - Offers information on Al Gore's recent film on global warming entitled An Inconvenient Truth. Includes an explanation of how global warming works and simple ideas to reduce carbon emissions.

Coalition on the Environment and Jewish Life - www.coejl.org - The Coalition on the Environment and Jewish Life presents a [Jewish response](#) to global warming. Their website provides resources to help [synagogues](#) and [professionals](#) increase their awareness of and participation in environmental activities. It also provides updates on [public policy initiatives](#) relating to the global warming.

Consumer Federation of America - www.buyenergyefficient.org - Explains the [benefits](#) of buying energy efficient product, provides tips for finding [appliances that are energy efficient](#) and suggests several ways to [promote](#) energy efficient products.

Ecokids - www.ecokids.ca - Offers several [activities](#) to teach students about global warming including [quizzes](#) on climate change, a [detective game](#), and a game that teaches about [alternative forms of transportation](#).

Jewish National Fund - www.jnf.org/goneutral - The JNF GoNeutral Program enables you to [calculate your carbon emissions](#) and encourages you to balance these emissions by [planting trees in Israel](#). They have an excellent power point presentation that outlines the importance of offsetting your carbon emissions. Please contact education@jnf.org to request a copy.

National Resources Defense Council - www.nrdconline.org - This website presents resources on several environmental issues. It contains explanations of the [causes](#) and [effects](#) of global warming, suggestions of how to [solve global warming](#), summaries of all of the [legislation](#) regarding global warming that is presently being promoted in Congress, and information on how to [contact your Congressmen](#).

Sierra Club - www.sierraclub.com - Provides [fact sheets](#) on global warming, [information](#) on related public policy and suggested [solutions](#) to global warming.

Time for Kids - www.timeforkids.com - Time for Kids is a student-level magazine that published a [special report](#) on global warming.

U.S. Environmental Protection Agency - www.epa.gov - Provides a wide variety of resources on global warming, including information on the [health and environmental effects](#), suggestions on how to [combat global warming](#), and insight into [localized government initiatives](#) against global warming. In addition, they have a website suitable for [young students](#) and [resources for teachers](#).

YU Torah Online - www.yutorah.org - [Listen to a lecture](#) by Rabbi Yehoshua Grunstein on the obligation according to Jewish law to consider global warming.

For additional resources, please see p.57.

Activities:

Educate your community about global warming that can result from irresponsible treatment of trees. Have a screening of Al Gore's informative film, [An Inconvenient Truth](#), the [Jewish Vegetarians of North America's film, A Sacred Duty](#), or [JNF's GoNeutral DVD](#). Learning what's really happening to our world is a strong incentive to take better care of it.

Suggested Age: Middle School +

Have community members calculate their household carbon emissions. Use the [Carbon Calculator](#) to find out how much carbon community members are emitting into the atmosphere. Participants will be made aware that their actions do impact the world. Brainstorm ways that individuals can decrease their carbon emissions and distribute suggestions from the [Jewish National Fund](#) for additional ways to balance one's carbon emissions, such as by planting trees. Follow-up by recalculating carbon emissions the next month to see the difference an individual's actions can cause.

Suggested Age: Upper Elementary School +

Turn it off and take it out. Create a community-wide initiative to turn off and unplug computers, chargers, lights and other unnecessary appliances when not in use. Publicize the initiative to promote awareness of the importance of conserving energy and to demonstrate relatively simple ways to preserve our environment.

Suggested Age: Elementary School +

Limit your usage. Refrain from using appliances such as dishwashers and washing machines that are only partially full and try to reduce car travel by completing as many transactions online as possible. Similarly, try to reduce the amount of energy you use to heat and cool your house by improving your insulation, covering your water heater and opening the window when it is warm outside.

Hold an efficiency fair. Host a fair where vendors can exhibit energy efficient products and educate your community on the importance of conserving energy. Raffle off energy efficient appliances and donate the money to fund research on new energy efficient technology. For a list of products that have received the Energy Star certification of the U.S. Department of Energy, visit www.energystar.gov.

Organize a community-wide carpool database. Encourage community members to carpool with neighbors by making an online database or a community listserv that lists carpool availability. Include one list of cars that have room for additional passengers and a second list of passengers looking for seats in cars.
Suggested Age: High School +

Encourage use of public transportation. Research various public transportation options in your area and post them in a highly trafficked area of your synagogue, school, or community center. Alternatively, post this information online and send a link to as many members of your community as possible.
Suggested Age: High School +

Arrange a community-wide bike-a-thon. Raise awareness about the negative effects that cars and other motorized vehicles have on the environment by hosting a community-wide bike-a-thon. Invite participants to find sponsors for their ride and donate all proceeds to an organization that promotes energy efficiency or researches solutions to global warming. For examples, see the related websites listed above.
Suggested Age: Elementary School +

Have a compact fluorescent light (CFL) lighting ceremony in your synagogue or school. Educate congregants about the energy efficiency of CFL light bulbs and encourage them to change the light bulbs in their homes. Have the synagogue or school start the trend by hosting a special ceremony to change its light bulbs. Have volunteers sell CFL bulbs at the ceremony, possibly at a discounted price.

Set a community goal of how many bulbs they can incorporate into the community and have a community chart to track progress. As follow-up, send a [postcard](#) to the government and ask them to do their share for the environment and to start by putting CFL light bulbs in government buildings.

Suggested Age: Elementary School +

Send your community on an energy scavenger hunt. Have participants calculate the school or synagogue's carbon output by having them speak to different administrators, faculty and staff members to find out how much energy the whole school uses. Input that information into the [JNF carbon calculator](#) to find out how many trees the community would need to plant in order to offset its carbon output. Make sure to include information on the school buses and the waste from the cafeteria. Compare the organization's results to the students' individual carbon output counts.

Suggested Age: Middle School +

Learn about what the government is doing to reduce carbon emission. Do research on current [carbon reduction related bills](#) in [Congress](#). Have community members send letters to their Congressman asking them to vote for the bill. Follow up by keeping the community updated about the status of these bills.

Suggested Age: Middle School +

CARING FOR OUR TREES

Values Discussion:

- Why are trees important?
- What do trees do for us?
- Do we have a responsibility to plant and protect trees?
- Do we have a right to destroy trees to make room for new houses and cities?

Background Information:

Breathable air isn't just out there; it is constantly being purified by the trees all around us. Trees turn carbon dioxide in the air into oxygen through the process of photosynthesis. Without this process, we would not have air to breathe and would not be able to survive. Furthermore, trees offset carbon, the build up of which contributes to climate change known as global warming, and provide us with lumber, paper, medicines, and shade. We should therefore ensure that there are healthy trees around us and protect forests around the world from unnecessary destruction.

Did You Know?

- The amount of oxygen produced by an acre of trees per year equals the amount consumed by 18 people annually. One tree produces nearly 260 pounds of oxygen each year.
- Each tree will offset one ton of carbon emissions over its lifetime.
- One acre of trees removes up to 2.6 tons of carbon dioxide each year.
- Shade trees can make buildings up to 20 degrees cooler in the summer.
- Tree roots stabilize soil and prevent erosion.
- Trees improve water quality by slowing and filtering rain water, as well as protecting aquifers and watersheds.
- Israel is the only country in the world that entered the 21st century with a net gain in numbers of trees.
- JNF has planted over 240 million saplings covering more than 250,000 acres in Israel.

Source: www.treesaregood.com, www.jnf.org

Relevant Texts:

Genesis 2.10

Adam and Eve are commanded "to till it [a garden] and keep it."

Deuteronomy 20:19

When in your war against a city you have to besiege it a long time in order to capture it, you must not destroy its trees, wielding the ax against them. You may eat of them, but you must not cut them down.

Job 14:7

For there is hope of a tree, if it be cut down, that it will sprout again and that the tender branch thereof will not cease.

Ecclesiastes 2:4-6

I made me great works; I built me houses; I planted me vineyards; I made me gardens and orchards, and I planted trees in them of all kind of fruits: I made me pools of water, to water therewith the wood that brings forth trees.

Ecclesiastes 3:2

A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted.

Midrash Aggadah to Judges 20

Whoever destroys something useful is violating the principle, "you shall not be destructive."

Rabbi Samson Raphael Hirsch, *Horeb*, #56

"Do not destroy anything" is the first and most general call of God.

For additional texts, please see p.52.

Selected Related Websites:

Arbor Day Foundation - www.arborday.org - Provides a vast array of information and resources including a preschool curriculum, elementary school-level activities, tree identification tips and tree-care guides.

Center for Ecosystem Survival - www.savenature.org - Protect biodiversity by adopting an [acre in a rainforest](#) or a [coral reef](#). This organization provides [downloadable resource material](#) and sells a [slide set and video](#) to further support teachers.

City Green, Inc - www.citygreenonline.org - City Green, Inc. plants gardens in cities in Northern Jersey. Their programs encourage local residents to plant and maintain their gardens but welcomes [participation](#) from everyone.

Coalition on the Environment and Jewish Life - www.coejl.org - The Coalition on the Environment and Jewish Life provides resources to help [synagogues](#) and [professionals](#) increase their awareness of and participation in environmental activities. It also provides updates on [public policy initiatives](#) relating to the global warming.

Earthroots - www.earthroots.org - Earthroots is a grassroot activist organization that works to protect wildlife in Ontario, Canada. They [advocate](#) on behalf of wildlife that is in danger and enable individuals to [adopt trees](#) in Ontario wilderness preserves.

Jewish National Fund - www.jnf.org/goneutral - The JNF GoNeutral Program enables you to [calculate your carbon emissions](#) and encourages you to balance these emissions by planting trees in Israel. JNF also sell a set of "[Trees in the Land of the Bible](#)" [posters](#) that can be used to compare the ecosystem in Israel to your own.

Rainforest Alliance - www.rainforest-alliance.org - The Rainforest Alliance works to conserve biodiversity and ensure sustainable livelihoods by transforming land-use practices, business practices and consumer behavior. It provides resources on companies that exhibit responsible [foresting](#) and [agricultural practices](#) and enables individuals to [adopt acres in rainforests](#).

Trees Are Good - www.treesaregood.com - This website, put out by the International Society of Arboriculture, strives to promote greater understanding of the benefits of trees. It includes dozens of interesting [fun facts](#) about trees and [links](#) to other useful resources.

Treelink - www.treelink.org - Provides [links to local organizations](#) that work to plant and sustain trees.

Treepeople - www.treepeople.org - Treepeople educates children about the environment and trains and supports communities to plant and care for their trees. They have many [tree-planting programs](#) and provide resources on the [benefits](#) of planting trees, how to [plant a tree](#) and how to [care for trees](#).

For additional resources, please see p.57.

Activities:

Have a community-wide tree planting party. Encourage community members to plant new trees in their backyards or at a local synagogue, school or park and arrange tree planting parties so that those who do not have space for an extra tree can help with the process. If possible, find a local nursery that is willing to offset part of the cost of each tree and host a ceremony to honor all participants. For directions on [how to plant a tree](#), visit www.treepeople.org.
Suggested Age: Elementary School +

Donate a tree in Israel in honor of someone special. Since your local environment benefits from trees planted all around the world, this is the perfect opportunity to help beautify and restore Israel. Encourage your family, friends and colleagues to join in your efforts by setting up a contest to see who can donate the most trees in Israel. Find out how students can [raise money towards a trip to Israel](#) by planting trees through the Jewish National Fund's Plant Your Way to Israel program. Planting Your Way to Israel is a great way to offset the carbon footprint of your flight to Israel.

Invite a [local expert](#) to speak on taking care of community trees. Educate your community on what types of trees are indigenous to the area and how to care for them: How to recognize potential health issues, when to prune them and what species will thrive locally. Follow up by inviting community members to adopt local trees that they are willing to take responsibility for.
Suggested Age: Middle School +

Adopt a local tree. Encourage families and students to adopt trees on the school or synagogue premises. They can be responsible for keeping a [journal](#) of the tree's

health. This will teach them that trees must be cared for once they are planted, and will give them a sense of personal responsibility toward a specific tree. It will bring the concepts they have been learning about into their immediate world. Create adoption certificates for each participant to excite participants about their new responsibility.

Suggested Age: Elementary School +

Host a community-wide viewing of *The Lorax*. *The Lorax*, by Dr. Seuss, is the story of how an industrialist single-handedly destroys an entire forest. Invite the community to watch the cartoon version of this enlightening story and follow-up with a discussion on the importance of protecting our trees or a community-wide tree drive.

Suggested Age: Elementary School +

Volunteer at a local park or forest. Contact a local park ranger to find out how you can help sustain the trees in your area. Inquire whether or not you are able to help care for the trees and ask how your help may be needed to advocate on their behalf in the local community.

Suggested Age: Middle School +

Raise money to protect an endangered rainforest. Have community members hold a fundraiser (i.e. a raffle with prizes such as a bicycle to promote environmentally healthy transportation, gardening tools, trees planted in Israel, etc.; or a bake-a-thon which uses organic ingredients) and use all proceeds to protect the trees in an endangered rainforest.

Suggested age: Elementary School +

Lobby for our forests. Research bills in [Congress](#) that protect national forests from loggers and developers. Have students send letters to their Congressman asking them to vote for the bill. Follow up by keeping the community updated about the status of these bills.

Suggested Age: Middle School +

FOOD & THE LAND

Values Discussion:

- Must our choice of foods and methods of food production reflect a concern for the environment? If so, how can they?
- Is there an ethical problem with genetically altering food?
- Should we be concerned with how farmers treat their livestock?
- Do we have an ethical responsibility to support local farmers?

Background Information:

— Sustainable agriculture strives to produce crops and livestock without depleting natural resources from our world. Organic farming is one model of sustainable agriculture. Organic farms rely on natural methods of pest control and refrain from using chemicals, growth hormones or food additives to unnaturally enhance crops and livestock. Composting is one way that organic farmers maintain their soil without pesticides. Composting means setting aside the vegetable and fruit scraps to use as fertilizer for our gardens and fields. Organic farmers are also careful to treat their livestock humanely.

The Torah outlines its own system of sustainable agriculture in proclaiming that every seventh year must be a *shmita* year in which no one may work the land in Israel. During that year, all crops are to be left for the poor to gather for themselves. We are presently in the middle of a *shmita* year which will continue until next Rosh Hashana.

Did You Know?

- The global organic food market was \$36.7 billion in 2006.
- The United States organic food market is \$13.6 billion.
- Organic food costs about 20% more than non-organic food.
- Up to 500 chemicals are used in conventional foods on a regular basis.
- It takes five years to turn a conventional farm into an organic farm.
- A product that says "made with organic ingredients" must contain at least 70% organic ingredients.

Source: www.organicfacts.net, www.alotoforganics.co.uk, and www.cnn.com.

Relevant Texts:

Exodus 23:10-11

You may plant your land for six years and gather its crops. But during the seventh year, you must leave it alone and withdraw from it. The needy among you will then be able to eat just as you do, and whatever is left over can be eaten by wild animals.

Leviticus 15:3-5

For six years you may plant your fields, prune your vineyards, and harvest your crops, but the seventh year is a sabbath of sabbaths for the land. It is God's sabbath during which you may not plant your fields, nor prune your vineyards. Do not harvest crops that grow on their own and do not gather the grapes on your unpruned vines, since it is a year of rest for the land.

Avot de Rabbi Nathan, 31b

Rabbi Yohanan ben Zakkai ... used to say: if you have a sapling in your hand, and someone should say to you that the Messiah has come, stay and complete the planting, and then go to greet the Messiah.

Leviticus Rabbah 25:3

How can a person of flesh and blood follow God? ... God, from the very beginning of creation, was occupied before all else with planting, as it is written, "And first of all [*mi-kedem*, usually translated as "in the East"], the Eternal God planted a Garden in Eden [Genesis 2:8] Therefore ... occupy yourselves first and foremost with planting.

Shulchan Aruch Choshen Mishpat 427:9-10

Many things the sages forbade because they posed a danger to human life...Whoever is not mindful of them and those like them and says, 'I will endanger myself and what is this to others, or I am not stringent regarding this' lash him with lashes of rebelliousness."

For additional texts, please see p.52.

Selected Related Websites:

Jewish Farm School - www.jewishfarmschool.org - The Jewish Farm School creates educational programming to foster connections with the processes of working the land and growing food. They offer [seminars](#) for educators; run [workshops](#) on organic agriculture, educational gardening, ecological design and natural building; organize [farm-based programs](#); and provide [speakers](#) for conferences and lectures.

Kibbutz Lotan - www.kibbutzlotan.com - Located in southern Israel, this eco-conscious kibbutz strives to live in harmony with its environment. The kibbutz hosts projects in [organic gardening](#) and [alternative building](#) methods. They provide an excellent explanation of the [meaning of organic farming](#) and [how to compost](#). They offer several [tours and workshops](#).

Local Harvest - www.localharvest.org - This website has a tool that enables you to find local organic farms and local stores that sell organic products.

Organic Food Info - www.organicfoodinfo.net - This website provides information on the advantages of eating organic foods.

Organic Kids Club - www.organic.org/kids_club.php - [Describes organic farming](#) in kid-friendly terms.

National Campaign for Sustainable Agriculture - www.sustainableagriculture.net - This website provides [resources](#) that define and describe sustainable agriculture and lobbies for [food and farm policy](#) that helps rural communities and promoted sustainable agriculture.

Pearlstone Farm - www.pearlstonecenter.org - Pearlstone Farm is a Jewish, organic farm located in the Pearlstone Conference and Retreat Center in Maryland. The farm hosts many [educational programs](#) that provide hands-on experience in organic farming.

Rainforest Alliance - www.rainforest-alliance.org - Describes [sustainable agriculture](#) initiatives and lists [companies and crops](#) who live up to the Rainforest Alliance's standards of sustainable agriculture.

Thanksgiving Coffee Company - www.mirembekawomera.com - Purchase Mirembe Kawomera Coffee, a Fair Trade Certified coffee that guarantees the farmers a fair price for their coffee and supports the 558 family farmers of the Mirembe Kawomera Cooperative.

For additional resources, please see p.57.

Activities:

Visit a local organic farm. Either visit a local farm or invite a farmer to speak to your class. Have your students learn what organic farming is and how to start their own gardens and grow their own vegetables. Ask the farmer to discuss the ethical reasons why one should support local farmers, especially those who maintain organic farms and the health benefits of eating organic food.

Suggested Age: Elementary School +

Plant a community garden. This is a hands-on way to get your community intimately connected to the environment while building a sense of community. Alternatively, plant a garden in an area where it would be appreciated, such as outside a synagogue, hospital, nursing home or highly urbanized area.

Suggested Age: Elementary School +

Start a compost heap with your class. Encourage your students to donate appropriate leaves, grass, food and paper waste to the compost instead of throwing them in the trash, as an alternate form of recycling. Click here for [tips and more explanations](#) about composting from www.gardenguides.com.

Suggested Age: Elementary School +

Host a farmer's market that highlights local organic farmers. Invite local farmers to display and sell their crops at your synagogue or school. Make the market an ongoing event in your community.

Suggested Age: Middle School+

Use organic products for your classroom celebrations, school-wide lunch program and synagogue functions. Serve as a role model for the rest of your community by using organic products in a public way. Hang posters describing local farms that provide you with the organic products.

Suggested Age: Elementary School +

Start a botany club in a local school or synagogue. Introduce others to the importance of organic gardening by starting a club for young botanists. The club can research and promote organic methods or plant a garden of its own.

Suggested Age: Elementary School +

TAKING CARE OF ANIMALS

Values Discussion:

- How do we benefit from the existence of other species?
- To what degree are humans responsible to care for other living beings?
- Are we allowed to kill animals for food?
- Are we allowed to kill animals for fur, leather, research, or entertainment?

Background Information:

Humans share the world with millions of other animals and depend on those animals for food, fur, leather, wool, medicines, and other products that we use to enrich our daily lives. More importantly, these animals play an important role in maintaining a healthy ecosystem; removing them from these ecosystems threatens all other living things that rely on them for food or protection. Unfortunately, many of these species have been put at greater risk of extinction due to human action. We have destroyed habitats through pollution, ongoing development, deforestation and aggressive hunting practices. In addition, many animals have suffered at the hands of traders, farmers and unsympathetic individuals. It is important that we consider the impact that our lives have on other creatures in our world and that we make an effort to protect them from unnecessary danger.

Did You Know?

- According to scientists, more than one and one-half million species exist on the earth today. However, recent estimates state that at least 20 times that many species inhabit the planet.
- In the United States, 735 species of plants and 496 species of animals are listed as threatened or endangered.
- There are more than 1,000 animal species endangered worldwide. The Siberian tiger, the snow leopard, the gray bat, the kangaroo rat, the Florida panther, the aquatic box turtle, the stellar sea-lion, the northern white rhinoceros, the thick billed parrot, the giant panda, orangutan, the Israel painted frog, the Asian elephant, the chimpanzee, the cheetah, the beaver, the brown bear and the killer whale are just some of the species that are listed as endangered.
- 762 plant and animal species are recorded as extinct.

- There are more than 3,500 protected areas in existence worldwide. These areas include parks, wildlife refuges and other reserves. They cover a total of nearly 2 million square miles (5 million square km), or 3% of our total land area.
- 70 million animals are killed in U.S. laboratories each year.
- 2.7 million animals are harvested on fur farms each year.
- 3.5 billion fur-bearing animals are killed by trappers each year in the United States.
- 10 billion animals are killed each year for consumption.
- 27% of animal cruelty cases are categorized as neglect.

Source: www.animalspeek.blogspot.com, www.ecos.fws.gov/, www.youthnoise.com

Relevant Texts:

Genesis 9:12

This [the rainbow] is the token of the covenant which I make between me and you and every living creature that is with you, for perpetual generations.

Deuteronomy 22:6-7

If along the road, you chance upon a bird's nest, in any tree or on the ground, with fledglings or eggs and the mother sitting over the fledglings or on the eggs, do not take the mother with her young. Let the mother go, and take only the young, in order that you may fare well and have a long life.

Psalms 24:1

The earth is God's, with all it contains; the world and all its inhabitants.

Psalms 104.18-24

The high mountains are for the wild goats; the rocks are a refuge for the badgers.... The young lions roar for their prey, seeking their food from God.... O Lord, how manifold are thy works! In wisdom hast thou made them all.

Proverbs 12:10

The righteous person regards the life of his beast.

Genesis Rabbah 10:7

Our Rabbis said: Even those things that you may regard as completely superfluous to Creation - such as fleas, gnats and flies—even they were included in Creation;

and God's purpose is carried through everything—even through a snake, a scorpion, a gnat, a frog.

Talmud *Shabbat* 77b

Rabbi Judah said in the name of Rav: Everything that the Holy One, Blessed Be, created in God's world -- God did not create a single thing in vain.

Talmud, *Berakhot* 40a

A person should feed his or her animal before eating.

***Derech Eretz Zuta* 1**

Love G-d's creations and honor them._

For additional texts, please see p.52.

Selected Related Websites:

American Museum of Natural History, Expedition: Endangered! - www.amnh.org

- This website enables guests to do a [virtual tour](#) of the museum's permanent exhibition on endangered animals. Additional resources information on several [endangered species](#), descriptions of specific [endangered habitats](#) and ways that [individuals can help](#) save endangered animals.

Animal Shelter - www.animalshelter.org - This database will help you [find an animal shelter](#) in your area.

ASPCA: American Society for the Prevention of Cruelty to Animals - www.asPCA.org - The ASPCA provides information on how to [lobby for animals](#) and [fight animal cruelty](#). This website also has a [student section](#) and a link to [lesson plans](#) and a [book list](#) to help teachers incorporate [humane education](#) into the curriculum.

Association of Zoos and Aquariums - [Find](#) a zoo or aquarium that is affiliated with this accreditation organization.

Center for Ecosystem Survival - www.savenature.org - Protect biodiversity by adopting an [acre in a rainforest](#) or a [coral reef](#). This organization provides

[downloadable resource material](#) and sells a [slide set and video](#) to further support teachers.

CHAI: Concern for Helping Animals in Israel - www.chai-online.org - This website describes Israeli efforts against animal cruelty, including [lobbying efforts in the Knesset](#), mobile units that [spay and neuter](#) cats and dogs, and [animal rescue campaigns](#) across Israel. It also provides resources on how animals are used and abused in the [food, clothing, entertainment](#), and [health](#) industries. In addition, they offer a [kid's section](#), [lesson plans](#), and [text studies](#) to relate humane education to Judaism.

COEJL: Coalition on the Environment and Jewish Life - www.coejl.org - Their program bank has several related lesson plans, including a [text study on biodiversity and tza'ar ba'alei chaim](#).

Defenders of Wildlife - www.defenders.org - This website provides [fact sheets](#) on over 70 endangered species and habitats, offers [press releases](#) on endangered species, mobilizes support for [programs, policies and legislation](#) that benefit animals, and provides links to [additional related resources](#).

Endangered Species Coalition - www.stopextinction.org - This organization lobbies for a strong [Endangered Species Act](#) and provides resources to support [activism](#).

International Fund for Animal Welfare - www.ifaw.org - This organization mobilizes efforts to [protect](#) several types of animals [around the world](#).

Jewish National Fund - www.jnf.org - Provides directions on [how to build a birdfeeder](#) and how scientist restored the habitat in the [Hula Valley](#) and welcomed the birds back.

Jewish Vegetarians of North America - www.jewishveg.com - Provides information on vegetarianism and how becoming a vegetarian can help suffering animals.

U.S. Fish and Wildlife Service Threatened and Endangered Species System - www.fws.gov - Offers a complete, updated [list](#) of endangered and threatened

species and a [wildlife refuge locator](#). Reasonably priced [DVDs tours of wildlife refuges](#) are available for purchase.

For additional resources, please see p.57.

Activities:

Make a resolution to limit use of animal products. Make a list of all of the items that you use on a regular basis that are made from animal products. Select one item and resolve not to use it for a day, week, month or year.

Suggested Age: Elementary School +

Volunteer at a local zoo or aquarium that is home to an endangered species. Get to know an endangered animal up, close, and personal while you donate your time to helping them.

Suggested Age: Middle School +

Adopt a pet from a local animal shelter. Provide a home to an animal in need and encourage your friends and family to do the same. Hold a campaign to place as many animals in homes as possible.

Suggested Age: Middle School +

Host a pet show to raise money for the local animal shelter. Invite your community to participate in a pet show and donate all proceeds to a local animal shelter. Prepare some of the animals that reside in the shelter to participate in the show and auction them off to loving families.

Suggested Age: Middle School +

Build birdfeeders from recycled materials. Provide birds with a place to feed and rest and see how many different types of birds you can attract. Instructions can be obtained from the [Jewish National Fund](#) website. Once you've built your birdfeeder, you can learn how scientists were able to attract birds back to the [Hula Valley](#) and revitalize wild life in that area of Israel.

Suggested Age: Preschool +

Visit a wildlife refuge. In the United States, wildlife refuges are set aside as homes for the country's wild animals. Become acquainted with the wildlife in your

area by visiting a local refuge and doing what you can to keep it clean for its inhabitants. If there are no wildlife refuges in your area, take a [virtual tour!](#)
Suggested Age: Elementary School +

Take part in a campaign to save an endangered species. Choose an endangered species that is of interest to you and join the fight to save it. You can help by educating your friends and family about the plight of the species and by raising money to ensure its survival.
Suggested Age: Elementary School +

Encourage your political leaders to fight against animal cruelty and the commercial exploitation of animals. Research bills in [Congress](#) that benefit animals. Have students send letters to their Congressman asking them to vote for the bill. Follow up by keeping the community updated about the status of these bills.
Suggested Age: Middle School +

WATER

Values Discussion:

- Are we responsible for keeping our water sources clean so that future generations can benefit from them?
- Are we responsible for ensuring that people around the globe have access to clean drinking water?
- How do we show how much we appreciate our water?

Background Information:

Water is essential for the continuing existence of life on earth. It is important for drinking, sanitation, agriculture, recreation and much more. Like most natural resources, water is limited in supply and must be used sparingly. Water naturally cycles through the environment; it falls from the sky as precipitation; seeps into lakes, rivers, and streams; and evaporates back into the air. We must be careful to avoid polluting our water because it loses much of its usefulness to living things when it is contaminated by pollutants such as garbage, household chemicals, fertilizer, dirt, grass and leaves. We can prevent water pollution by disposing of waste properly and working together to maintain the health of our water sources.

Did You Know?

- 75 % of the earth is covered with water.
- 97 % of earth's water is in the oceans. Only 3 % of the earth's water can be used as drinking water. 75 % of the world's fresh water is frozen in the polar ice caps.
- Although a person can live without food for more than a month, a person can only live without water for approximately one week.
- The average person in the United States uses 80 to 100 gallons of water each day. During medieval times a person used only 5 gallons per day.
- It takes 2 gallons to brush your teeth, 2 to 7 gallons to flush a toilet, and 25 to 50 gallons to take a shower.
- It takes about 1 gallon of water to process a quarter pound of hamburger.
- It takes 2,072 gallons of water to make four new tires.

- Sources of water pollution include: oil spills, fertilizer and agricultural run-off, sewage, storm water, and industrial wastes.
- Hippocrates, known as the father of medicine, directed people in Greece to boil and strain water before drinking it.
- The first United States water plant with filters was built in 1872 in Poughkeepsie, New York.
- In 1908, Jersey City, New Jersey and Chicago, Illinois were the first water supplies to be chlorinated in the United States.
- The Safe Drinking Water Act (SDWA) of 1974 represents the first time that public drinking water supplies were protected on a federal (national) level in the United States. Amendments were made to the SDWA in 1986 and 1996.
- Currently, Israel's water resources yield 449 billion gallons each year, but population growth and a general increase in the standard of living have boosted annual consumption to 580 billion gallons. With an annual deficit of 131 billion gallons of water, Israel is over-consuming its water resources by 25 percent.
- Sixty percent of Israel's fresh water goes to the agricultural sector—down from 72 percent.

Source: www.njawwa.org, www.jnf.org

Relevant Texts:

Deuteronomy 11:13-14

If you hearken to My commandments ... then I shall provide rain for your land in its proper time...

Genesis Rabbah 13:3

Rabbi Shimon Bar Yochai said, three things are of equal importance, earth, humans, and rain. Rabbi Levi ben Hiyyata said: ... to teach that without earth, there is no rain, and without rain, the earth cannot endure, and without either, humans cannot exist.

Ecclesiastes Rabbah 7:13

Be mindful, then, that you do not spoil and destroy my world. For if you spoil it, there is no one after you to repair it.

Rabbi Samson Raphael Hirsch, *Horeb*, #56

"Do not destroy anything" is the first and most general call of God.

Richard H Schwartz, PhD

We must proclaim that it is a desecration of God's name to pollute the air and water, to slash and burn forests, and to wantonly destroy the abundant resources that God has so generously provided.

For additional texts, please see p.52.

Selected Related Websites:

Adopt-a-Pond - www.uen.org - Acts as a guide for groups who would like to adopt a local pond. Provides [resources](#) to study the pond in a classroom setting and allows groups to [register their pond](#) and collaborate with others who are involved in similar projects. Has a tool to [create a virtual pond](#) in case you are not able to access a real pond.

American Water Works Association - www.drinktap.org - Presents [statistics](#) on how much water is used by common appliances and offers [suggestions on how to conserve water](#).

Center for Global Environmental Education - www.hamline.cgee.edu - Provides excellent resources to help plan [service learning projects](#) and [background information](#) related to water pollution.

Clean Water Action - www.cleanwateraction.org - A lobby for the passage of bills to reduce water pollution. This website enables you to sign a [petition](#) directed to your representatives in Congress.

Eartheasy - www.eartheasy.com - Suggests [25 ways to conserve water](#).

Environmental Protection Agency - www.epa.org - The EPA kids' page offers an interactive explanation of the [water cycle](#), information on [beaches](#), and downloadable activity books about [oceans](#). In addition, the general website helps

you [identify your watershed](#), lists [resources for teachers](#) and provides [links](#) to several other related websites.

Jewish National Fund - www.jnf.org - The JNF website provides [facts about Israel's water supply](#), a resource to [estimate household water usage](#) and information on JNF's numerous projects to use Israel's water supply in an efficient manner. These projects include: [The Essence of Life Campaign](#); [Be'er Sheva River Restoration Project](#); [Reservoir Project](#); [Israel and Arid Land Consortium](#).
Resources on importance of water in Judaism?

National Oceanic Atmospheric Association, National Ocean Service - www.oceanervice.noaa.gov - NOAA's National Ocean Service gives access to a variety of [educational materials](#) related to the ocean.

U.S. Geological Survey - www.usgs.gov - Provides excellent [resource material](#) on water use.

Water Pollution Guide - www.water-pollution.org.uk - A complete guide to understanding many [different types](#) of water pollution, including [causes](#), [prevention](#), and [effects](#).

World Water Monitoring Day Homepage - [World Water Monitoring Day - Home Page](#) - Offers information on World Water Monitoring Day, an annual event held in late September or early October to raise awareness and involvement in protecting water resources around the world. In addition, this website offers kits, fact sheets, links and other resources that can be useful year-round. Beginning in August, visit www.jnf.org/waterkits to register for this program with JNF to receive FREE water testing kits and other educational materials.

For additional resources, please see p.57.

Activities:

Adopt a pond or river. Teach students about the harmful substances found in fresh water and about Ph and base levels. Study the ecosystem around the pond and do whatever is possible to keep that ecosystem healthy, including cleaning out garbage from its shores, planting native vegetation around it to prevent erosion,

removing nuisance plants such as weeds and creating a plan to prevent future pollution.

Suggested Age: Elementary School +

Resolve to limit the amount of water you use in your home. Use the worksheet provided by the [Jewish National Fund](#) to calculate your household's total water usage. Brainstorm ways to cut down your total usage and choose at least one specific way that you will cut back on your water usage in the future. For additional suggestions as to how you might lower your water usage, you can refer to checklists provided by [Texas A&M University](#), the [Government of Utah](#) or any of the related websites listed above.

Suggested Age: Elementary School +

Educate students about what can be and what is being done in Israel to conserve and care for the water supply. Take this opportunity to educate your students about Israel's sensitivity when it comes to water. The Jewish National Fund provides several resources that describe the water shortage in Israel and what is being done to alleviate the situation. Please see the listing above for the Jewish National Fund under related websites for links to specific pages that might be useful to you.

Suggested Age: Elementary School +

Encourage the government to vote for the conservation of water. Do research on [current bills](#) in [Congress](#) related to the conservation or care of water and send letters to your Congressmen asking them to vote for these bills.

Suggested Age: Elementary School +

Learn how to desalinize ocean water to make it fit for use. 97% of the water on Earth is ocean water, but ocean water, along with all other salt water, is not considered fit for human use. Download instructions on how to make salt water useful to humans from the [Jewish National Fund](#) website and consider the possible pros and cons of using a desalination system to maintain our water supply.

Suggested Age: Middle School +

Raise money to make your synagogue or school more water conscious. Hold a fundraiser to raise money for [renovations that would make your community buildings more water efficient](#), such as purchasing water-saving toilets, installing

faucet aerators and fixing leaky pipes and faucets. If possible, center your fundraiser around a water-related activity such as a boat race, swim meet or fishing contest. If this is not possible, a raffle, run-a-thon or bake sale will work just as well.

Suggested Age: Elementary School +

Sell non-toxic household products to your community. Reducing the use of toxic cleaning supplies and pesticides makes it less likely that our water will be contaminated by toxins. Introduce your community to organic products that are not harmful to our water supply.

Suggested Age: Middle School +

Remind your community that dumping is not allowed. Allowing chemicals and garbage to seep into our water sources makes these water supplies unfit for human use. Set out on a campaign to label all of the sewer drains in your area with "No Dumping" signs so your fellow community members remember to be careful about how they dispose of their waste.

Suggested Age: Elementary School +

Create a compost of leaves and grass clippings. Leaves and grass clippings contain phosphorous, a nutrient that can pollute local water sources. To avoid such pollution, create a compost of leaves and grass clippings. You can use your compost to fertilize flower beds and gardens. Click here for [tips and more explanations](#) about composting from www.gardenguides.com.

Suggested Age: Elementary School +

Plant Native Habitat. Planting vegetation that is native to the area is [helpful](#) because it can help prevent erosion, slow water runoff and help runoff infiltrate into the ground. Visit the [PlantNative website](#) to find out what plants are native to your area and to find tips on effective planting strategies.

Suggested Age: Elementary School

30 Ways to Save the Environment TODAY

The following activities can be accomplished with minimal preparation so that even those who did not have time to prepare are able to participate in "Make a Difference" Day.

- Fix a leaky faucet.
- Buy CFL light bulbs for yourself and others.
- Only run your dishwasher or washing machine when it is full.
- Turn off the lights when you leave the room.
- Contact [your representatives in the government](#) to let them know how important the environment is to you.
- [Start a blog](#) about the environment.
- Read a [book](#) about the environment. Then call ten friends and tell them about it.
- Take a hike and pick up litter along the way.
- Have a picnic at a nearby pond and clean up its shore.
- Take a trip to the local zoo or wildlife refuge.
- Rent a [video](#) on the environment and invite ten friends to watch it with you.
- Purchase a tree from a local nursery and plant it in your yard.
- Make a donation to save an [endangered species](#).
- Make a resolution to limit use of animal products.
- Adopt a pet from your [local animal shelter](#).
- Buy non-toxic cleaning products.
- [Buy organic food](#).
- [Buy from a local farm](#).
- [Start a compost heap](#).
- Take the bus to work instead of driving.
- Arrange a carpool for yourself and your coworkers.
- Turn off any appliances you are not using.
- Unplug your charger when it is done charging.
- Turn your thermostat up or down one degree (depending on the weather!).
- Buy a recycling bin for someone who doesn't have one.
- Use reusable silverware, plates, and cups instead of disposable.
- Offset your carbon emissions by [donating a tree in Israel](#).
- Replace your drafty windows and doors.
- Plant native habitat.
- Use tap water instead of bottled water.

Lesson Plan Databases

The following organizations have databases of step-by-step lesson plans related to the environment that you may find helpful in bringing "Make a Difference" Day to your classroom:

Concern for Helping Animals in Israel (CHAI) - www.chai.org.il - CHAI's [Jewish Humane Education Kit](#) includes lesson plans and supporting material to promote knowledge of Jewish tenets about animals and to encourage people to narrow the gap between the reality of how animals are treated and the ideal set forth in Jewish teachings

Center for Global Environmental Education - www.hamline.cgee.edu - Provides ideas for service-learning projects and other curriculum.

Classroom Earth - www.classroomearth.org - This website, launched by the National Environmental Education and Training Foundation, provides links to many exciting environmental education programs.

Coalition on the Environment and Jewish Life (COEJL)- www.coejl.org - COEJL's [SEEDS Program](#) offers a variety of detailed program ideas for students of all ages.

Jewish National Fund (JNF)- www.yourpage.org - Choose from a variety of [downloadable handouts](#) to integrate into lessons on water, land, and other environmental themes.

Learning to Give - www.learningtogive.org - This database includes over 150 lesson plans that relate to the environment, several of which integrate Jewish concepts into the lesson. To access lessons on the environment, search for "environment" under the keyword search. To access those related to specifically to Judaism, search for "Judaism" under the keyword search.

In addition, the [Project Tomorrow Environment Education Bibliography](#) offers excellent lists of books on the environment that can be used to integrate literacy into your "Make a Difference" Day activities. There are separate lists for preschool, elementary school, middle school, and adult readers.

Sources from Jewish Texts

Genesis 1:28

[God instructs] replenish the earth and master it.

Genesis 1:31

"It is very good." [God commenting on the world that he created.]

Genesis 2.10

Adam and Eve are commanded "to till it [a garden] and keep it."

Genesis 9:5

Behold I establish my covenant with you and your descendants after you, and with every living creature that is with you, the birds, the cattle, and every beast of the earth with you.

Genesis 9:12

This [the rainbow] is the token of the covenant which I make between Me and you and every living creature that is with you, for perpetual generations.

Leviticus 18:5

You shall keep My laws and My rules, by the pursuit of which man shall live: I am the Lord.

Deuteronomy 20:19

When in your war against a city you have to besiege it a long time in order to capture it, you must not destroy its trees, wielding the ax against them. You may eat of them, but you must not cut them down.

Deuteronomy 22:6-7

If along the road, you chance upon a bird's nest, in any tree or on the ground, with fledglings or eggs and the mother sitting over the fledglings or on the eggs, do not take the mother with her young. Let the mother go, and take only the young, in order that you may fare well and have a long life.

Deuteronomy 24: 19

When thou cuttest down thine harvest in thy field, and hast forgot a sheaf in the field, thou shalt not go again to fetch it: it shall be for the stranger, for the

fatherless, and for the widow: that the LORD thy God may bless thee in all the work of thine hands.

Amos 9:14

And I will bring back the captivity of my people Israel, and they shall build the wasted cities, and dwell therein; and they shall plant vineyards, and drink their wine; and they shall lay out gardens and eat their fruit.

Psalms 24:1

The earth is Hashem's, with all it contains; the world and all its inhabitants.

Psalms 104.18-24

The high mountains are for the wild goats; the rocks are a refuge for the badgers.... The young lions roar for their prey, seeking their food from God.... O Lord, how manifold are thy works! In wisdom hast thou made them all.

Psalms 115:16

The heavens belong to the Lord, but the earth He gave over to humanity.

Psalms 121:2

My help comes from the Lord, who made heaven and earth.

Psalms 148.8-9

Praise the Lord from the earth you sea monsters and all deeps, fire and hail, snow and frost, stormy wind fulfilling his command! Mountains and all hills, fruit trees and all cedars! Beasts and all cattle, creeping things and flying birds!

Job 12:8

Or speak to the earth, and it shall teach thee...

Job 14:7

For there is hope of a tree, if it be cut down, that it will sprout again, and that the tender branch thereof will not cease.

Ecclesiastes 1:4

One generation passeth away, and another generation cometh; but the earth abideth forever.

Ecclesiastes 2:4-6

I made me great works; I built me houses; I planted me vineyards; I made me gardens and orchards, and I planted trees in them of all kind of fruits: I made me pools of water, to water therewith the wood that brings forth trees.

Ecclesiastes 3:2

A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted.

Genesis Rabbah 10:7

Our Rabbis said: Even those things that you may regard as completely superfluous to Creation - such as fleas, gnats and flies—even they were included in Creation; and God's purpose is carried through everything—even through a snake, a scorpion, a gnat, a frog.

Genesis Rabbah 13:3

Rabbi Shimon Bar Yochai said, three things are of equal importance, earth, humans, and rain. Rabbi Levi ben Hiyata said: ... to teach that without earth, there is no rain, and without rain, the earth cannot endure, and without either, humans cannot exist.

Leviticus Rabbah 25:3

How can a person of flesh and blood follow God? ... God, from the very beginning of creation, was occupied before all else with planting, as it is written, "And first of all [*mi-kedem*, usually translated as "in the East"], the Eternal God planted a Garden in Eden [Genesis 2:8] Therefore ... occupy yourselves first and foremost with planting.

Midrash Aggadah to Judges 20

Whoever destroys something useful is violating the principle, "you shall not be destructive."

Ecclesiastes Rabbah 7:13

Be mindful, then, that you do not spoil and destroy my world. For if you spoil it, there is no one after you to repair it.

Avot de Rabbi Nathan, 31b

Rabbi Yohanan ben Zakkai ... used to say: if you have a sapling in your hand, and someone should say to you that the Messiah has come, stay and complete the planting, and then go to greet the Messiah.

Talmud, Berakhot 40a

A person should feed his or her animal before eating.

Derech Eretz Zuta 1

Love G-d's creations and honor them.

Rabbi Abraham ben Moses

In order to serve God, one needs access to the enjoyment of the beauties of nature, such as the contemplation of flower - decorated meadows, majestic mountains, flowing rivers... For all these are essential to the spiritual development of even the holiest people.

Rabbi Samson Raphael Hirsch, *Horeb*, #56

"Do not destroy anything" is the first and most general call of God.

Rav Samson Raphael Hirsh

Acknowledges that mankind has no ownership or authority over the natural world. Nothing may be dealt with as we please; including the environment, for everything belongs to G-d.

Israel Baal Shem Tov, *Shivkhe Ha-Besht*, 329

Nature is of the very essence of Deity.

Nachman of Bratzlav, *Maggid Sichot*, 48

Master of the Universe, grant me the ability to be alone; may it be my custom to go outdoors each day among the trees and grass and all growing things, and there may I be alone, and enter into prayer.

Martin Buber, *I and Thou*, 57-58

I can contemplate a tree. I can accept it as a picture.... I can feel it as a movement.... I can assign it to a species and observe it as an instance.... I can overcome its uniqueness and form so rigorously that I can recognize it only as an expression of law.... I can dissolve it into a number, into a pure relation between

numbers, and externalize it. Throughout all of this the tree, the tree remains my object and has its time span, its kind and condition. But it can also happen, if will and grace are joined, that as I contemplate the tree I am drawn into a relation, and the tree ceases to be an It.

Anne Frank

The best remedy for those who are afraid or lonely or unhappy is to go outside, somewhere where they can be quite alone with the heavens and nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature. As long as this exists, and it certainly always will, I know that then there will always be comfort for every sorrow...And I firmly believe that nature brings solace in all troubles.

Abraham Joshua Heschel, *God in Search of Man*

The world is full of wonders, special radiance, and marvelous secrets, but all it takes is a small hand held over the eye to hide it all.

Shin Shalom, modern Israeli poet

On Tu B'shvat/when spring comes/An angel descends/ledger in hand/and enters each bud, each twig, each tree, and all our garden flowers./From town to town, from village to village/the angel makes a winged way/searching the valleys, inspecting the hills/flying over the desert/and returns to heaven./ And when the ledger will be full/of trees and blossoms and shrubs/when the desert is turned into a meadow/and all our land a watered garden/the Messiah will appear.

Richard H Schwartz PhD, a well-known activist

We must proclaim that it is a desecration of God's name to pollute the air and water, to slash and burn forests, and to wantonly destroy the abundant resources that God has so generously provided.

Additional Resources

Adopt-A-Stream Foundation

www.streamkeeper.org

The Adopt-A-Stream Program was created in 1981 to increase public sensitivity to awareness of the importance of the 3,000 miles of creeks, streams and rivers and the fish that inhabit them in Snohomish County, Washington and to restore to health those waterways damaged by people or nature.

The Arava Institute for Environmental Studies

www.arava.org

The Arava Institute for Environmental Studies (AIES) is a regional center for environmental leadership. By encouraging environmental cooperation between peoples, the Arava Institute is working towards peace and sustainable development on a regional and global scale. The Institute is situated on Kibbutz Ketura in Israel's Southern Arava Valley - a desert in the Syrio-African rift near the Jordanian and Egyptian borders and the Gulf of Aqaba/Eilat. The Institute is home to academic programs, research and public involvement.

ASPCA

www.aspca.org

The ASPCA was founded in 1866 as the first humane organization in the Western Hemisphere. The Society was formed to alleviate the injustices animals face. Whether it's saving a pet that has been accidentally poisoned, fighting to pass humane laws, rescuing animals from abuse or sharing resources with shelters across the country, ASPCA works toward the day in which no animal will live in pain or fear.

Big Green Jewish Website

www.biggreenjewish.org

The Big Green Jewish Website is a joint venture by The Noah Project and The Board of Deputies of British Jews. The Noah Project, founded in 1997, is Britain's only Jewish environmental group set up to promote 'education, celebration and action' for the environment within the Jewish community. The Board of Deputies was founded in 1760. Its 300 representatives, drawn

from a broad cross-section of the Jewish community throughout Britain today, are together the chief voice of British Jewry.

The Bronx River Alliance

www.bronxriver.org

The Bronx River Alliance serves as a coordinated voice for the river and works in harmonious partnership to protect, improve and restore the Bronx River corridor and greenway so that they can be healthy ecological, recreational, educational and economic resources for the communities through which the river flows.

Canfei Nesharim

www.canfeinesharim.org

Canfei Nesharim's mission is to inspire the Orthodox Jewish community to understand and act on the relationship between halachah (Jewish law), traditional Jewish sources and modern environmental issues. Canfei Nesharim develops programs and materials to provide rabbis, day schools, synagogues and outreach organizations with access to halachic, scientific and conservation resources.

CHAI- Concern for Helping Animals in Israel

www.chai-online.org

The mission of CHAI and Hakol Chai is to prevent and relieve animal suffering in Israel and to elevate consciousness about animals through education. We strive to foster empathy, respect, and responsibility toward all living beings, and to inspire and empower people, Jewish, Muslim, and Christian, to recognize the interconnectedness of all life and to make compassionate choices for the good of all.

City Green, Inc

www.citygreenonline.org

City Green, Inc. is a non-profit organization dedicated to facilitating the establishment of urban community gardens in northern New Jersey's cities to enrich the lives of inner city residents, while cultivating education in public health, nutrition and the environment. They aim to create access to bountiful, fresh, organically grown produce; volunteer, work and leadership opportunities in the community; and welcoming, safe, natural respites that are a focal point for sociability, community involvement, cultural expression

and individual empowerment. Their programs address the lack of open space in the city, the lack of opportunities for community collaboration and the minimal access to fresh produce.

Coalition on the Environment and Jewish Life

www.coejl.org

The Coalition on the Environment and Jewish Life (COEJL) deepens the Jewish community's commitment to the stewardship of creation and mobilizes the resources of Jewish life and learning to protect the Earth and all its inhabitants. COEJL works with synagogues and other local Jewish organizations to bring Jewish environmental education, ecologically-conscious Jewish observance, and opportunities for environmental action to Jewish families and individuals; supports rabbis, educators, and Jewish scholars to develop and distribute materials that express diverse Jewish perspectives on environmental issues; brings a Jewish vision and voice to issues of environmental justice and sustainability, and advocates on behalf of the Jewish community, and much more. They provide an excellent program bank with interesting activities to interest students of all ages in the environment.

Defenders of Wildlife

<http://www.defenders.org>

Defenders of Wildlife is dedicated to the protection of all native wild animals and plants in their natural communities. We focus our programs on what scientists consider two of the most serious environmental threats to the planet: the accelerating rate of extinction of species and the associated loss of biological diversity, and habitat alteration and destruction. Long known for our leadership on endangered species issues, Defenders of Wildlife also advocates new approaches to wildlife conservation that will help keep species from becoming endangered. Our programs encourage protection of entire ecosystems and interconnected habitats while protecting predators that serve as indicator species for ecosystem health.

Do Something

www.dosomething.org

Do Something inspires, supports, and celebrates young people changing their world. Do Something provides monthly "challenges" in 3 areas: community building, health, and the environment. The challenges can be after-school

activities or in-school class projects, undertaken in groups or alone, and they never require any money to execute. Over 4 million kids have tackled these challenges. In addition, Do Something's magazine, BUILD, is giving a face to community service. Many of the articles are written by kids, and it features celebrities who have gotten off the couch to Do Something.

EcoKids

www.ecokids.ca

Started in 1994, EcoKids is a free, environmental education program that offers curriculum-linked materials and activities for Canadian elementary schools to engage in environmental action. Our award-winning EcoKids web site -- the centerpiece of the program -- is an interactive environmental web site for children, their families, and educators in Canada and around the world. It offers topical information about the environment through interactive, fun, educational games and activities that utilize participants' willingness to learn.

EcoSpeakers

www.ecospeakers.com

EcoSpeakers.com is the Speakers Bureau of EcoIQ. EcoIQ works to expand the audience for the valuable ideas and good work of speakers, authors, journalists, researchers, photographers, videographers, documentary producers, publishers, web site sponsors, and event planners who focus on the transition to a more sustainable future. EcoIQ operates EcoSpeakers.com to promote speakers for conferences, meetings, training programs, and community, business, and university speaker series.

Endangered Species Coalition

<http://www.stopextinction.org>

The Endangered Species Coalition (ESC) is a network of over four hundred organizations dedicated to the preservation and recovery of endangered species. From environmental activists to church groups, from science associations to concerned individuals, the Coalition is made up of groups as varied as the species we protect.

Green Guerillas

www.greenguerillas.org

Green Guerillas uses a unique mix of education, organizing, and advocacy to help people cultivate community gardens, sustain grassroots groups and coalitions, engage youth, paint colorful murals, and address issues critical to the future of their gardens.

Green Guerillas provides an array of services to more than 200 grassroots groups each year. Their skilled staff works to help enhance community gardens, help gardeners preserve their precious green spaces, help gardeners grow food and fight hunger and much more.

Green Prophet

www.greenprophet.com

The Green Prophet is a green lifestyle blog dedicated to promoting an environmentally-sound future for Israel and beyond. Our contributors are not here to preach to the choir, but to offer some words of wisdom and then some, on how to make Israel and its neighborhood a better and healthier place for all.

Green Zionist Alliance

www.greenzionism.org

The Green Zionist Alliance is comprised of Jewish environmentalists who care about the country, the people and the land of Israel. Passionately committed to peace, pluralism and human and civil rights, we embrace the ideals of improving, nurturing and honoring our environmental relationship. With that as our foundation, the unique focus of The Green Zionist Alliance is the protection of Israel's environment through engendering American education, concern and involvement in ecological issues.

Israel Union for Environmental Defense

www.iued.org.il

IUED is a registered, membership-based non profit organization with legal standing under Israel's environmental laws to conduct civil and criminal legal actions on the public's behalf. Founded in 1990, IUED pioneered the use of legal advocacy as a means of safeguarding Israel's environment, introducing into the country the concept of citizen-based challenges to government-imposed development policies and corporate practices that impact adversely on natural resources, public health and quality of life.

Jewish Global Environment Network

www.jgenisrael.org

The mission of the Jewish Global Environmental Network (JGEN) is to develop partnerships and collaborative initiatives through which Jewish environmental leaders in Israel and around the world work together toward a sustainable future for Israel. JGEN was established in recognition that both environmentalists and Jews are part of global communities that benefit from cross-boundary interactions and collaboration. The urgent and acute environmental challenges faced by the state of Israel present a unique opportunity for leaders in environmental efforts around the world to meet and develop joint projects. The network seeks to include governmental, non-governmental, academic, and business leaders.

Jewish National Fund

www.jnf.org

Jewish National Fund has planted more than 240 million trees, developed 250,000 acres of parkland, dramatically increased Israel's water resources, constructed hundreds of miles of security roads along the Lebanese border, created thriving communities and fulfilled its mandate to provide Zionist education to Jewish children around the world. JNF has built over 450 parks, playgrounds and recreation areas, as well as walking trails, archeological restorations and facilities for the physically challenged.

Jewish Vegetarians of North America

www.jewishveg.com

Provides information on vegetarianism and how becoming a vegetarian can help the environment.

Project Tomorrow

www.eenorthcarolina.org

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978). This website provides resources on environmental education. Though it is geared toward educators in North Carolina, its usefulness crosses state boundaries.

Riverside Park Fund

www.riversideparkfund.org

Riverside Park Fund's mission is to preserve and improve New York's classic waterfront green space. Stretching over four miles along the Hudson River from 65th to 155th Streets, the 330 acres of Riverside Park provide recreation and relaxation for a uniquely diverse population. From seasonal attendants to emergency callboxes, from horticultural projects to creative playgrounds, Riverside Park is cleaner, greener, safer and better because of Riverside Park Fund's supporters

Rockefeller State Park Preserve

www.friendsrock.org

Rockefeller State Park Preserve is 1,233 acres of natural habitat located in Sleepy Hollow, New York. The Preserve has been made possible through the farsighted and generous gift of the Rockefeller Family. Its scenic paths wind through wetlands, woodlands, meadows, and fields and past streams, rivers, and the 24 acre Swan Lake. They cross over wood and stone bridges, including the first triple arch bridge in America. One carriage path passes by the foundation of Rockwood Hall, once the 220 room home of William Rockefeller. Its Olmsted designed landscape with its panoramic view of the Hudson River remains a spot of beauty for all who visit.

SafeNature.org

www.savenature.org

The Center for Ecosystem Survival is dedicated to creating global partnerships to inspire broad based participation in the conservation of biological diversity through ecosystem protection worldwide. CES works in partnership with schools, universities, zoos, aquariums, botanical gardens, natural history museums and science centers worldwide to protect wildlife in nature. The goal of Center for Ecosystem Survival (CES) is to preserve plants, animals and natural communities by enabling the broadest possible public base to participate in halting environmental devastation through the preservation of wildlife and their ecosystems.

The Society for the Protection of Nature in Israel

www.aspni.org

The American Society for the Protection of Nature in Israel (ASPNI) was founded in 1986, to help raise awareness and support for the work of the

Society for the Protection of Nature in Israel (SPNI) , Israel's oldest and largest environmental organization.

Since 1953, SPNI has worked to promote knowledge, love, and respect for the land among its citizens and abroad. SPNI is at the forefront of this effort, while promoting sustainable alternative development that balances residential needs. SPNI's legacy of accomplishment lies in its commitment to public involvement. SPNI educates and leads citizens to become advocates for the environment.

SOLV

www.solv.org

SOLV was founded in 1969 by Oregon Governor Tom McCall and other business and community leaders to address litter and vandalism problems throughout the state. SOLV's early years centered on its first statewide community cleanup campaigns and its first public information program that included brochures, slide shows, educational course materials and a speakers' program. The message in those initial materials: "Be a SOLVer. Help stop Oregon litter and vandalism."

Tenaflly Nature Center

www.tenafllynaturecenter.org

Dedicated to preservation and education, the Tenaflly Nature Center Association is a private non-profit, member-supported organization committed to the environment. The 65-acre Tenaflly Nature Center adjoins the Borough's Lost Brook Preserve. The Association acts as steward to over 316 acres of the combined 378-acre tract. Within this natural tract are more than six miles of trails, streams, and Pfister's Pond, abundant with wildlife. Maintained mostly by volunteers, it is a place to relax and study the flora and fauna who call these habitats "home". Tenaflly Nature Center is a sanctuary for human visitors - and island of green where bonds with nature can be renewed.

Teva Learning Center

www.tevacenter.org

The Teva Learning Center exists to renew the ecological wisdom inherent in Judaism. By immersing participants in the natural world and providing structured activities which sensitize them to nature's rhythms, we help them develop a more meaningful relationship with nature and their own

Jewish practices. This process also facilitates personal growth, community building, and a genuine commitment to tikkun olam, healing the world. All Teva programs are built on a thematic progression - from Awareness to Interconnectedness to Responsibility.

Thanksgiving Coffee Company

www.mirembekawomera.com

Thanksgiving Coffee Company is a small family owned company based in the redwoods of northern California. With thirty five years of roasting experience, the company is a socially responsible pioneer in Certified Kosher (Kehila Kosher), Fair Trade (TransFair USA), Organic (OCIA), and Shade Grown coffees. Their Fair Trade, Organic, and Shade Grown coffees are produced in harmony with the surrounding environment, and their trading practices ensure a fair and just economic return to the farmers.

Torat HaTeva (The Jewish Nature Center of Canada)

www.torathateva.org

Through fun and multi-sensory learning, The Jewish Nature Center of Canada, Torat HaTeva, provides vibrant and meaningful Jewish educational experiences that: promote ecological awareness, build community ties, encourage action towards global responsibility and stewardship (Tikkun Olam), and provides models for spiritually and ecologically sustainable Jewish living.

Wildlife Conservation Society

www.wcs.org

The Wildlife Conservation Society saves wildlife and wild lands through careful science, international conservation, education, and the management of the world's largest system of urban wildlife parks. These activities change attitudes toward nature and help people imagine wildlife and humans living in sustainable interaction on both a local and a global scale. WCS is committed to this work because we believe it essential to the integrity of life on Earth.

Wild Metro

www.wildmetro.org

WildMetro, a non-profit organization, was founded to help define appropriate goals for metropolitan nature protection and to use a variety of

common sense methods to achieve those goals. WildMetro advocates a sensible balance of development and nature protection in urban regions and promotes intelligent management of resources. WildMetro works to involve communities in the protection of nature. To this aim, WildMetro has launched programs to research, manage, and protect wildlife and natural areas and to educate metropolitan residents about the wild world.

World Environmental Organization

www.world.org

The World Environmental Organization (World.Org) is devoted to the preservation of the natural diversity of plant and animal species, and their habitats, through the prevention of environmental degradation and destruction. World.Org develops and implements scientific strategies for decreasing fossil fuel use, preventing climate change, and preserving plant and animal species and their habitats. World.Org educates the public about a wide variety of environmental topics including preservation of natural habitats, organic farming, endangered species preservation, animal rescue, nutritional treatments for health conditions, renewable energy, the reduction of fossil fuel consumption, climate change, and other related environmental topics.

World Wildlife Foundation

www.worldwild.org

Our main aim is to educate the public on the plight of endangered animals and an updated 100 List would offer materials regarding animal charity through land programs. Any comment or suggestion is welcome as long as it offers a good reason why to add the next endangered species on the 100 List.

JNF GoNeutral Shabbat

*Some of these ideas were adapted from COEJL's Low Watt Shabbat.
Please visit www.coejl.org for more information.*

Introduction

Shabbat is a time when, once a week, we are asked to slow down and remind ourselves that we are part of God's creation. This holy day emphasizes the importance of appreciating nature and taking conscious actions to protect the environment. It is especially appropriate to think about the sources of the products we use. As we understand where our water, food, and electricity come from, we can make better decisions in how we use and preserve these resources that allow us to live.

Each of us celebrates Shabbat in our own way. The ideas below are meant to provide suggestions to enhance your Shabbat in an eco-friendly way. Find the ideas that are easiest to incorporate into your celebration of a JNF GoNeutral Shabbat, and challenge yourself to think about how going green can become an ongoing part of your Shabbat observance.

Shabbat is the day of rest for you, but it is also the day of rest for the earth. This is an appropriate time to begin forming new habits and changing your lifestyle to help better our environment. We encourage everyone to not only take steps during JNF's GoNeutral Shabbat, but everyday.

Shabbat Preparation

ENERGY

- Move your heater thermostat down two degrees in winter and up two degrees in the summer. Doing so will save approximately 2000 lbs of carbon dioxide and \$98 per year.
- Unplug any appliances, including chargers, which will not be in use during the entire length of Shabbat. In the average home, 40% of all electricity is used to power home appliances while they are turned off.
- Use light dimmers where you can.
- Set automatic timers for lights and your appliances, so that they don't remain on all of Shabbat.
- Make use of natural sunlight and enjoy real sunshine by opening blinds, drapes, and shutters to warm and light your home.
- Shut the light in your refrigerator by unscrewing the light bulb; try and maintain this throughout the week.

Beyond Shabbat Energy Tips

- Replace any incandescent light bulbs with Compact Fluorescent Light (CFL) bulbs.
- Switch out your non-energy efficient appliances for Energy-Star approved ones, enabling you to conserve energy with every use. Be sure to donate or recycle used electronics.

WATER

- Take a shorter pre-Shabbat shower. You use 2 gallons per minute of water when you take a shower.

- Shut off the faucet when not in use (i.e. brushing your teeth or during hand washing).
- Fill a pitcher with water before Shabbat and keep it in the refrigerator, so you don't have to keep running the faucet.
- When possible refrain from drinking plastic bottled water. To make a year's worth of plastic bottled water requires 1.5 million barrels of oil, which is enough to run 100,000 cars for a whole year.

Beyond Shabbat Water Tips

- Change showerheads and toilets for low-flow varieties. For an immediate solution put a brick in your toilet tank to create low-flow.
- Check to make sure that your faucets and shower heads are not leaking.

TRANSPORTATION

- Walk - Leaving your car at home just one day a week will reduce your CO₂ emissions (on average) by 795 pounds per year.

Beyond Shabbat Transportation Tips

- Ride a bike or rollerblade.
- Carpool with friends, family, and neighbors.
- Take public transportation.
- Purchase a Hybrid vehicle or a high MPG automobile and save approximately 16,000 lbs. of CO₂ per year.

Shabbat Meals and Oneg

- Make it a **andlelit dinner** to save on the energy and be in the Shabbat spirit. Try using Shabbat candles made from Beeswax, which is the only naturally existing wax on Earth. It does not contain toxic petrochemicals and burns without smoke or soot.
- Have community members bring potluck **organic food dishes**. Conventional farming consumes more energy than organic farming, due to the use of petroleum based fertilizers.
- Encourage everyone to buy **locally grown produce** for their contribution to the Shabbat meal.
- Serve a dairy Shabbat meal. Almost a fifth of global warming emissions come from raising animals for food, according to a UN report. This is more than the emissions stemming from the entire planet's transportation.
- Have a cold Shabbat lunch to save energy from cooking or heating up the food.
- For a potluck meal encourage people to bring their own **washable dishes** to cut back on aluminum and plastic waste.
- Use **cloth tablecloths** instead of plastic at your congregation or home.
- When possible use reusable cutlery and dishes. When buying napkins and any other necessary paper goods make sure they are made out of **recycled materials**. If 10,000 people use one less napkin per day, in a year we'll conserve the annual paper use of 58 Americans.
- Remember to recycle plastic bottles and cans from the soda or beverages you drink at the meal.
- Donate or compost any left over food.
- Have paper benchers **laminated** for reuse to **limit the paper** used to keep printing new ones.
- Try eating outside for the most natural setting.

Beyond the Shabbat Meal/Oneg Tips

- While shopping, use your own cloth bag instead of plastic or paper bags to reduce waste.
- Use a mug for your coffee and drinks while at the office, instead of paper cups.
- Join a Community Supported Agriculture (CSA) to support your local farmers and help reduce the large amount of fuel that is used to transport produce. It's fairly inexpensive and your produce is fresher. For more information or to find CSA's in your area visit:
www.localharvest.org/csa.jsp or
www.nal.usda.gov/afsic/pubs/csa/csa.shtml

Shabbat Services, Speakers & Study

SERVICES

- Run an outdoor service or try COEJL's [Sunrise Service](#).
- Invite a JNF Speaker to talk about a variety of environmental issues and Israel as a global environmental leader. Visit [JNF's Speakers Bureau](#) to see a full list of speakers.
- For ideas on environmentally themed sermons visit [JNF's TREESource](#).
- Visit COEJL's "[Conservation Conversations](#)" - Invite your elected official to synagogue to address climate change policy.
- Here is a suggested introduction to explain the purpose of JNF's GoNeutral Shabbat written by Rabbi Eric Lankin, D. Min., Chief, Institutional Advancement and Education, Jewish National Fund:

The modern environmental movement reflects the unique concern of our generation to the damage we as human beings are causing to the Earth and the environment in which we live. As Jews, we share in the concern and also recognize that Jewish tradition, for thousands of years, has reflected upon the responsibility of humanity to partner with the Divine in protecting all of God's creation.

One gift that God has given our people is the Shabbat. The Kiddush, recited over wine each Friday night, captures the two themes that are articulated in the Fourth Commandment when discussing the Shabbat. Shabbat serves as a reminder of the Creation as well as recalling the Exodus of the Jewish people from Egypt. Both ideas resonate a connection to the environment and as Jews, the observance of Shabbat manifests a remarkably modern view of our current concerns.

According to the commentary of Spanish-born Rabbi Abraham Ibn Ezra (1092-1167), the Creation story as articulated in Genesis, Chapter 2 notes that God completed His work by the Seventh Day and He rested. Recognizing that there is a continuum of observance of the Shabbat among Jews, our tradition has given us a powerful message: the work that flows

from the creative process that fills our average day must end, to be replaced with rest during the Shabbat. It is that work that most affects our interaction with the environment and the ceasing of work, however we might define it, will enable us to lessen our negative impact on the environment.

Less obvious but just as powerful is the second message of Shabbat as a reminder of the Exodus from Egypt. The experience of Egypt for our people was one of enslavement and the Exodus from Egypt was the end of Jewish slavery to the Pharaoh. In our times, what is most significant is that, for many of us, we have accepted being slaves to our lifestyles, to specific activities which seemingly we cannot escape. I recognize that change is scary because the resulting outcome is uncertain. However, the Shabbat calls us to have faith that if we choose to free ourselves from specific tasks and activities to which we have become accustomed on the Seventh Day, God will reward us with a renewed spirit of freedom and serenity.

Ultimately, our concern for the environment will be judged by the change in our behavior. The Shabbat has been given to us, most powerfully, as an opportunity to experiment with change. Every way that we can lessen our ongoing creative contribution to the world through work on Shabbat; dedicating time for rest and restful activities; and freeing ourselves from enslavement to the activities of our daily lives, we will lessen our negative impact to the world's environment. For me, the Shabbat is a most significant opportunity to appreciate the profound gifts that God has given us.

- Recite the Planter's Prayer as a community:

Tree-Planters Prayer / By Rabbi Ben Zion Chai Uzziel



Our Father who is in heaven,
the Builder of Zion and Jerusalem.

Be pleased, O Lord with Your land,
and bestow upon it from the goodness of Your
lovingkindness.

Give dew for a blessing,
and cause desirable rains to fall in their time,

satiate the mountains of Israel and its valleys,
and water in them every plant and tree.

As for these saplings
that we plant before You today,
deepen their roots and increase their magnificence
that they may blossom and be accepted
among the other trees of Israel
for blessing and for beauty.

Strengthen the hands of all our brethren
who labor in the work of the holy soil
and who cause the wilderness to bloom.

Bless them, O Lord, that they may succeed,
and that the work of their hands be acceptable.
Look from Your holy dwelling, from Heaven,
and bless Your people Israel
and the land which You gave us
as You swore to our fathers.

Amen.

SPEAKERS

Enhance your Shabbat by inviting a speaker to address your congregation during Shabbat services. This is a great opportunity to hear from experts in the field about the situation we face in regards to the environment, and what we can do to help. This could be someone from your area, such as a local farmer or environmentalist. JNF also provides speakers that address a variety of environmental topics through our Speakers Bureau.

JNF Environmental Speakers:

Dr. Mark Allen Bernstein - Former Senior Energy Policy Analyst for the White House

[Rabbi Michael Cohen](#) – A founding faculty member of the Arava Institute for Environmental Studies

[Rabbi Fred Dobb](#) – Serves on the board of COEJL

[Dr. Michal Perle-Kellner](#) – Senior Expert Environmental Engineer

[Dr. Joseph Tainter](#) – Head of the Department of Environment and Society at Utah State University

[Rabbi Lawrence Troster](#) – Rabbinic Fellow of COEJL

We also offer MAKOR; free speakers who can talk about JNF's environmental work in Israel. For more information on them click [MAKOR FREE SPEAKERS](#)

TEXT STUDY

- Study and discuss all various Jewish texts that promote environmental awareness and positive action. See COEJL's extensive list by clicking here: [Environmental Text Studies](#).
- Read the article "Fuel on Shabbat; Shabbat as Fuel" by Rabbi Fred Scherlinder Dobb. It can be found in the [JNF Green Times](#). Use these questions as discussion starters:
 - How does Shabbat benefit people physically? Emotionally? (Shabbat offers the opportunity to recharge emotionally by spending quiet time with one's thoughts, and relaxing with friends and family. Physically, Shabbat is a time to rest one's body and catch up on sleep that may have been missed because of a busy schedule during the week. It is known that stress can cause physical problems, so observing Shabbat regularly can also lead to better physical health.)
 - Ahad Ha'am* wrote: "More than the Jewish people have kept Shabbat, Shabbat has kept the Jewish people." How has Shabbat kept the Jewish people? (Shabbat is a time for Jewish people to celebrate together. Pleasant associations of Shabbat are carried

forward to the next generation.) *Asher Hirsch Ginsberg (1856 - 1927), was known by his Hebrew name and pen name, *Ahad Ha'am*, which means "one of the people," He was an author and one of the greatest Zionist thinkers.

- In what ways does Shabbat relate to the environment?
(*Observing Shabbat can save fuel and reduce the emission of greenhouse gases. Shabbat reminds us that we live in a world of spiritual abundance, despite finite material resources. The spiritual abundance is infinitely sustainable.*)
- For additional text study, read "A Garden of Choice Fruit: 200 Classic Jewish Quotes on Human Beings and the Environment", edited by David E. Stein and published by Shomrei Adamah.

Beyond Shabbat Activity related to "Fuel on Shabbat; Shabbat as Fuel"

- Make a list of the activities traditionally refrained from on Shabbat according to *halacha* (Jewish law) and the ways in which refraining from these activities benefits the environment. Design a *Shabbat Conservation Catalog* featuring this information and distribute it to your friends and family.

Beyond JNF GoNeutral Shabbat ***Continue Going Green***

Visit www.jnf.org/goneutral to join with other synagogues across the country by continuing to reduce your carbon footprint and offsetting your carbon emissions with JNF. For more information about becoming a JNF GoNeutral Synagogue contact Debbie Scher at dscher@jnf.org or (212) 879-9305, ext. 298.

Thinking Out of the Box

"Make a Difference" Day 2008 is an excellent opportunity for your students to create a unique project that meets their interests. Below is a list of possible themes to use as a jump-off point for their creative thinking. The planning unit included at the beginning of this resource guide (pages 4-13) is a helpful tool to help structure original projects. In addition, please consult the 2008 "A Kindness a Day" Calendar for an index that links these themes to specific suggestions (www.areyvut.org/Calendar/themeindex.asp). We are happy to work with you on any idea that is of interest to your students. Please contact our staff at (201) 244-6702 or at projects@areyvut.org for more information.

Themes:

- ❖ Love your fellow neighbor
- ❖ *Tzedakah* - Charity
- ❖ Community
- ❖ Character-Building
- ❖ Prayer
- ❖ Gratitude
- ❖ Israel
- ❖ Family
- ❖ Welcoming Guests
- ❖ The Power of Speech
- ❖ Fostering and Strengthening Relationships
- ❖ Learning and Teaching Torah
- ❖ Honoring the Elderly
- ❖ Feeding the Hungry
- ❖ Aiding Victims of Terror
- ❖ Caring for the Sick
- ❖ Visiting the Sick
- ❖ Spending Time with Others
- ❖ Collection Drives: Coats, shoes, food, clothing, toiletries, etc.
- ❖ Try something new
Remember: "Amateurs built the ark; professionals built the Titanic."
- ❖ Spend time with your family
- ❖ Help Non-Natives learn English
- ❖ Teach Youngsters to Read
- ❖ Paint a Mural over Graffiti
- ❖ Donate books to the Library
- ❖ Donate clothes to the Salvation Army
- ❖ Babysit

The website <http://servenet.org/> can find volunteer opportunities in your area. Just a zip code is required!

Guidelines for Registering Your Project

- ❖ We ask that you please officially register your project so that we can continue to update you as new resources are developed. The registration form is available below or can be submitted electronically at www.jnf.org/makeadifferenceday. The information that you submit on this form is for Areyvut's use only and will not be shared with any third parties.
- ❖ Please select a contact person for your project so that we can help guide your participation in "Make a Difference" Day 2008. We will include this contact person on all press releases so that the media has a point of contact.
- ❖ After you have completed your activity, we ask that you send us a brief blurb describing the experience that we can include on our website. We also ask that you include any pictures or project samples that give a sense of the difference that your actions made.
- ❖ **We thank you for your participation and hope that you will join us again next year! In the meantime, we hope that you can make use of the resources available to you on our website. Please contact us at (201) 244-6702 or at michal@areyvut.org to arrange an Areyvut program at your synagogue or school.**

"Make A Difference" Day 2008 Registration Form

Name: _____

Title: _____

Institution: _____

Address: _____

City: _____ State: _____

Zip Code: _____ Phone Number: _____

E-Mail: _____

Add E-Mail to Quarterly Newsletter? _____

Project Title: _____

Time & Date of the Event: _____

Target Audience: _____

(Please continue on next page.)

