

“Make a Difference” Day Educational Materials 2007

Caring for the Sick and Elderly
Feeding the Hungry
Thinking Out of the Box

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Additional copies of this document can be downloaded at:
www.areyvut.org

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Introduction

On behalf of Areyvut, I welcome your participation in our third annual “Make a Difference” Day. The “*A Kindness a Day*” *Calendar: 365 Ways to Make the World a Better Place* desk 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, March 23rd a time to turn the calendar’s suggestions into action. Participants will be extending the activities throughout the weekend (Sunday, March 25th) so that everyone can be included in this event.

On March 23^d, the “*A Kindness a Day*” *Calendar* encourages people to:

“Try to be totally unselfish today.”

By using the educational materials that Areyvut has developed, you will be able to bring this powerful suggestion to life. Participating in “Make a Difference” Day will be a meaningful experience because it enables each individual to incorporate *tikkun olam* into the context of his/her busy life. This marks a large step in fulfilling Areyvut’s mission to make the helping of others a lifelong ambition of each individual.

This year’s “Make a Difference” Day will be focused on two specific areas of helping: 1. Caring for the sick and elderly; 2. Feeding the hungry. In addition, we encourage you to “think out of the box” to create a project of your own and look forward to supporting you in this endeavor.

The following resources may prove helpful in participating in “Make a Difference” Day. The 2007 “Make a Difference” Educational Materials presented in this resource include a project planning unit to guide your participation in a social action project, detailed resources and activity ideas to guide projects that fit into our two main themes and a list of additional themes to spark your own creative thinking. We have included a list of over 35 hands on projects taking place throughout the country as part of “Make a Difference” Day. For additional ideas, please refer to the 2006 “Make a Difference” Day Educational Resources that can be found on our website at <http://www.areyvut.org/Action/make2006c.asp>.

We hope that these educational resources help schools, communities, families and agencies become better equipped to “Make a Difference” in their lives, family, school and community. 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 (www.areyvut.org/Calendar/makereg.asp) or by e-mailing all information to projects@areyvut.org so that we can share your ideas with others. You will find a registration form included in this packet (page 50).

I would like to thank former Areyvut Board Chair Ezra Tuchman for developing the idea of “Make a Difference” Day; current Areyvut Board Chair Rabbi Joshua Lookstein for his support; 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; Shiri Bernstein, our Marketing and Outreach Coordinator, for helping to make this project

a success; Susan A. Abravanel, Education Director at SOLV (www.solv.org) for developing the attached project planning unit; Jonathan Kops from JK Technology Group for his help making these educational resources accessible; Alan Braverman and Dena Wimpfheimer of Braverman Communications for their help in publicizing “Make a Difference” Day, and Aryeh Mezei and Nachum Shapiro from Judaica Press for their help and partnership with the calendar. I 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, I 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

About Areyvut

Areyvut is a New Jersey based national non-profit organization that seeks to empower Jewish youth by encouraging them to participate in *mitzvah* projects. These projects help teach students 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.

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. *

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, brainstorm together and write one!

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Identify the problem(s) and select your project:

What issue(s) does your mission statement address? <small>THE PROBLEM</small>	What would you like to see instead? <small>THE SOLUTION</small>	What could YOU and your classmates do to help? <small>THE PROJECT</small>

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 in 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 would like to do your project
 - ✓ 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 need to provide in order to do 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 Project 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, using steps from your project, to show others the process that you followed.
- ✓ Be sure that you have permission from anyone whom you film or videotape.
- ✓ Compile a “reflection video”, in which project participants are asked to talk about their experience.

Reflection ⇨ Connection

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

Reflection – throughout 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 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 about service or related to the project; other people's journals; informational data about the need you are addressing

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, dances

Post-Project Reflection

*After your “Make a Difference” Day project, please complete and submit a **1-page reflection essay**. 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 project 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.areyvut.org).

Send your completed essay as a **Word document attached to an e-mail**, to projects@areyvut.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.

CARING FOR THE SICK AND ELDERLY

Sources from Jewish Texts

Caring for the Sick:

Genesis 18:1

Hashem appeared to him in the plains of *Mamre* while he was sitting at the entrance of his tent in the heat of the day.

Rashi on Genesis 18:1

And *Hashem* appeared to him- To visit the sick: Said Rabbi *Chama* the son of *Chanina*: It was the third day from his circumcision, and the Holy One, blessed be He, came and inquired about his welfare.

Proverbs 15:4

A healing tongue is a tree of life, but the devious one makes for a broken spirit.

Talmud *Sotah* 14a

God visited the sick; so should you visit the sick.

***Avot DeRabbi Natan* 30**

Comforting mourners and visiting the sick and acts of kindness bring good to the world.

Talmud *Bava Kamma* 100a

“And you should show them the way” - This means acts of kindness; “in which they should go” – this is visiting the sick; “to it” – this is burial.

Talmud *Nedarim* 39b

Whoever visits the sick removes one sixtieth of his sickness.

Talmud *Nedarim* 40a

One who visits the sick causes them to live.

Maimonides, *Mishneh Torah*, Laws of Mourning 14:4

Whoever visits the sick, it is as if he removes part of his sickness and makes it easier on him, while one who ignores a sick person is like one who sheds blood.

Eliezer b. Isaac, *Orhot Hayyim*, c. 1050. (Hebrew Ethical Wills, JPS, 1926)

Visit the sick for sympathy lightens pain . . . Fatigue him not by staying too long . . . Enter cheerfully for his heart and eyes are on those who come in.

CARING FOR THE SICK AND ELDERLY

Sources from Jewish Texts

Caring for the Elderly:

Leviticus 19:32

You shall rise before an old and show honor to the old.

Genesis *Rabbah* 5:12

In many places we learn that God showed respect to the elders.

Psalms 71:9

Cast me not off in time of old age; When my strength fails, forsake me not.

Job 12:12

With age comes wisdom, and length of days brings understanding.

Avot 4:20

He who learns from the old, to what can he be compared? To one who eats ripe grapes and drinks aged wine.

Talmud *Arakhin* 19a

An old woman in a house is a treasure in the house.

Talmud *Rosh Hasahana* 25b

Blessed is the generation in which the old listen to the young. And doubly blessed is the generation in which the young listen to the old.

***Midrash Tanhuma* 25, 6 (and see "*Kol Hamekabel*)**

Whoever greets the old, it is as if he greets the Divine Presence.

Talmud *Berachot* 8b

(Show respect to an old man who has forgotten his learning through no fault of his own, for we have learned that) Fragments of the old tablets were kept alongside the new tablets in the Ark of the Covenant.

Rabbi Nachman of Breslov

Gauge a country's prosperity by its treatment of the aged.

Younger volunteers may have reservations or concerns about visiting those who are sick or elderly and it is best if you give them a sense of what the visit may be like. Prepare them for the possibility of seeing people who are frail, uncomfortable and connected to different types of machinery. Discuss the sadness and impatience that they might encounter. Offer these suggestions to guide their behavior during their visit. Most importantly, give them a chance to ask questions, take their concerns seriously and set aside time after the visit to reflect and debrief.

Guidelines for Visiting Those who are Sick and Elderly

- ❖ If you have a set appointment, make sure to be on time.
- ❖ Contact someone in the hospital or home for the elderly if you are running late or are unable to attend.
- ❖ Dress neatly for the visit.
- ❖ Knock before entering a patient's room.
- ❖ Introduce yourself. Tell them your name, where you are from and what organization you have come with.
- ❖ Use the patient's name.
- ❖ Make eye contact and smile.
- ❖ Sit down to talk to people or stand on the side of the bed, not the foot.
- ❖ Be a good listener. Be patient and allow the patient/resident to repeat themselves or take their time in answering questions.
- ❖ Ask questions with a tone of voice that shows you are interested in the answers.
- ❖ If you are visiting a large group at the same time, be sure to approach everyone and include them in conversations.
- ❖ Pay attention to body language and cues. If the patient/resident seems tired or restless, prepare to leave.
- ❖ Do not overstay your welcome. 15 minutes is a good amount of time to visit, unless you are in the middle of a specific activity.
- ❖ Announce that you are leaving a few minutes before your need to go. This gives the resident/patient time to prepare for the transition.
- ❖ Do not offer any food or drinks without explicit permission from a nurse on duty.
- ❖ Shaking hands, placing a hand on someone's shoulder and giving a hug may be appropriate and helpful in some situations, but be aware that some people prefer not to be touched.
- ❖ Be polite to the staff of the home or hospital. They work hard and make a difference on a daily basis.

Conversation Starters

- ❖ Ask how long they have been living in the area.
- ❖ Ask about their hobbies and interests.
- ❖ Ask about their favorite television shows and activities.
- ❖ Comment on family photographs or cards received.
- ❖ Give compliments when appropriate.
- ❖ Follow-up on their comments with more questions.
- ❖ DO NOT ask about family members that are not shown in pictures.
- ❖ DO NOT ask hospital patients about their conditions unless they bring up the topic.

Activity Suggestions

Activity 1: Visiting the Elderly and Sick

Description:

Spend an afternoon at a home for the elderly or a hospital. Visit with the residents or patients and interact with them on a personal level. Add joy to their day by bringing them gift baskets, cards, plants, or flowers to help make their rooms more cheerful and spend time with them talking, reading aloud, playing board or card games or tutoring younger patients.

Preparation:

1. Contact a local home for the elderly or hospital to arrange a visit. Be sure to discuss the number and ages of volunteers and ask about any of the institution's policies and scheduling restrictions that may affect your visit.
2. Take care of all logistics, including arranging transportation, collecting permission slips and finding additional chaperones.
3. Gather supplies and create any items that you wish to distribute to residents and patients, such as gift baskets, *Pesach* goods or cards. You can divide the list among volunteers, hold a fundraiser to pay for supplies or look for an individual or company to fund the activity.
4. Prepare your volunteers for the experience by discussing what they might encounter in the home for the elderly or hospital and how they are expected to act during the visit. Answer all questions and take students' concerns seriously.

Follow-up:

1. Debrief volunteers by giving them the opportunity to share the positive and negative aspects of their experiences.
2. Write thank-you notes to the staff of the institution that you visited.
3. Maintain contact with the patients and residents that you met through letters, e-mails or phone calls.
4. Arrange to visit on a regular basis.

Variations:

Prepare a special performance to entertain the residents and patients that you are visiting. You may choose to perform a skit, sing songs, dance to traditional music, play instruments, put on a talent show or dress up like clowns. Performances need not be scripted or well-rehearsed to be appreciated.

Suggested Age:

Upper Elementary School +

Activity 2: Teaching Those in Need

Description:

Invite elderly members of your local community to participate in a volunteer-run computer class. Have volunteers work one-on-one or in small groups to show their students how to use the internet, e-mail and other skills related to computer technology.

Preparation:

1. Organize the logistics of the program: Where will it be held? Does anything need to be done to prepare the classroom beforehand? How will class participants get to the school? Who will supervise the class?
2. Make sure volunteers are prepared to teach the skills they are expected to teach. Give them an opportunity to discuss "lesson plans" and different approaches to teaching the lessons.
3. Prepare volunteers for the experience of working in an intergenerational setting by discussing possible scenarios that they might encounter.

Follow-up:

1. Encourage students to maintain e-mail communication with class participants.
2. Allow students an opportunity to debrief and reflect upon their experience.

Variations:

1. Collect donated computers to distribute to class participants or raise funds to support a computer lab for people who are elderly at a local community center.
2. Arrange a class in a local hospital, either to teach computer technology or any other useful skill. When working with young patients, you can arrange tutoring sessions to help them catch up on missed schoolwork or focus on non-school related skills.

Suggested Age:

Middle School +

Activity 3: Create a Keepsake

Description:

Work as a group to create keepsakes that would be appreciated by people who are elderly or sick. Some possible projects include creating knit blankets, quilts, stuffed animals, Judaica, artwork, picture frames or cards.

Preparations:

1. Research guidelines at local hospitals and homes for the elderly to find out if there are any restrictions on what items can be delivered to residents and patients.
2. Gather supplies for your project. You can divide the list among volunteers, hold a fundraiser to pay for supplies or look for an individual or company to fund the activity.
3. Make sure all volunteers have the skills needed to complete the project. If they don't, invite an expert to come teach them.
4. Leave sufficient time for creativity in completing the project.

Follow-up:

1. Deliver the keepsakes.
2. Take pictures of residents and patients enjoying the keepsakes to share with volunteers.

Variations:

1. Hold a fundraiser, such as a read-a-thon, charitable event, or bake sale to raise money to buy special mementos for people who are elderly or sick.
2. Invite people who are elderly or sick to participate in the creation of the keepsakes.

Suggested Age:

Elementary School +

Activity 4: Homeward Bound

Description:

Arrange for volunteers to visit community members who are sick or elderly in their homes. Volunteers can use the opportunity to help those in need by cleaning their houses, cooking a meal, reading aloud, listening to memories, planting a garden or preparing for Passover.

Preparations:

1. Gather a list of local elderly through local synagogues and community centers.
2. Arrange the logistics of the day, including transportation to the individuals' homes and permission slips.
3. Provide volunteers with any supplies that they might need, such as books, plants, food, etc. You can divide the list among volunteers, hold a fundraiser to pay for supplies or look for an individual or company to fund the activity.

Follow-up:

1. Allow students to debrief and share their experiences with one another.
2. Encourage students to maintain communication with the elderly that they visited, through letters, e-mails, phone calls or additional home visits.

Variations:

Volunteers may want to spend the time helping the elderly with grocery shopping or accompanying them on a local outing.

Suggested Age:

High School +

Activity 5: Welcoming the *Shabbat* Queen

Description:

Plan a program at a local home for the elderly or hospital to help residents or patients celebrate *Shabbat*. This program can include lighting *Shabbat* candles, singing traditional prayers and songs and joining in a communal meal of traditional *Shabbat* foods.

Preparations:

1. Contact a local home for the elderly or hospital to arrange the program. Discuss with them how food can be prepared that meets the individual dietary needs of residents/patients.
2. Arrange for transportation and permission slips as needed.
3. Gather supplies such as candles, prayer books, *kippot* and other traditional items that may add to the experience.
4. Review traditional songs, prayers and rituals with your class before the day of the event.
5. Prepare volunteers for the experience of working with those who are sick or elderly by discussing possible scenarios that they might encounter.

Follow-up:

1. Instruct volunteers to write thank-you notes to the staff at the home for the elderly or hospital that you visited.
2. Provide an opportunity to debrief and discuss some of the highlights of the experience.
3. Encourage volunteers to continue their relationship with the residents or patients by writing letters, sending cards or arranging additional visits.

Variations:

1. The activity can take place on Friday afternoon if it is too difficult to arrange for it to take place on *Shabbat*.

Suggested Age:

Elementary school +

Activity 6: Passover Is Coming!

Description:

Arrange a program where volunteers help prepare those who are sick or elderly for the upcoming Passover holiday. They can sing traditional songs, eat traditional foods and tell the story of the Exodus from Egypt. If needed, volunteers can also help residents and patients clean their room for Passover.

Preparations:

1. Contact a local hospital or home for the elderly to arrange a time for the program.
2. Take care of the logistics, including arranging transportation, collecting permission slips and inviting chaperones.
3. Gather materials that may be needed for the program, including wine cups, *matzah* covers, *seder* plates and *haggadot*.
4. Speak with staff members at the hospital or home for the elderly to determine what food fits the dietary needs of individual residents/patients.

5. Prepare volunteers for the experience by discussing possible scenarios that could occur when visiting with the sick or elderly.
6. Make sure that volunteers know the traditional songs and prayers that you plan to sing.

Follow-up:

1. Give volunteers an opportunity to debrief and share some of the highlights of the experience with one another.
2. Write thank-you notes to the staff of the hospital or home for the elderly that you visited.
3. Encourage students to maintain communication with those who you visited through letters, cards or additional visits.

Variations:

1. This experience can come as close to resembling a traditional Passover *seder* as you would like. Try to include as many well-known songs as possible as they are most likely to be recognized by the residents/patients.

Suggested Age:

Elementary School +

Activity 7: Adopt a Grandparent

Description:

Arrange a program with a local home for the elderly or community center whereby your volunteers are paired with local elderly community members. Use "Make a Difference" Day as an opportunity for a "kick-off" event where volunteers meet their buddies and begin formal communication. The event can take place at school, a local home for the elderly or community center depending on the population you are working with. It may include refreshments, an art project or some form of visual entertainment. Have volunteers continue the program by writing or calling on a weekly basis and arrange for follow-up events for more personal communication.

Preparations:

1. Contact a local home for the aged or community center to arrange the program.
2. Consider the logistics of the kick-off event. Where will it be held? What supplies are needed to complete a small art project? Will there be entertainment? What refreshments are appropriate for all participants?
3. Make a contact list of all participants' addresses and assign buddies.
4. Prepare volunteers for the experience of working in an intergenerational setting by discussing possible scenarios that they might encounter.

Follow-up:

1. Provide volunteers with an opportunity to discuss the experience and plan future interaction among buddies.
2. Make sure that your volunteers maintain a connection with their buddies.

Variations:

Arrange a similar program with hospital patients who require long-term care, either through a local hospital or an out-patient rehabilitation program.

Suggested Age:
Elementary School +

Activity 8: Save a Life

Description:

Arrange a blood or bone marrow drive in your community to benefit those in need of healing. Volunteers can help recruit participants, organize sign-in sheets and help care for participants as they recuperate after giving blood.

Preparations:

1. Contact organizations such as Red Cross or Gift of Life to arrange a community drive.
2. Find a synagogue, school or community center that is able to host the event.
3. Advertise at local synagogues, schools, community centers, on listservs and in newspapers.
4. Instruct volunteers as to how they might care for participants who feel ill or faint after donating blood.

Follow-up:

1. Give volunteers an opportunity to discuss their experience with one another.
2. Keep track of any patients who are helped by your efforts and share them with volunteers and community members.

Suggested Age:
Middle School +

Activity 9: History in the Making

Description:

Arrange for volunteers to spend an afternoon with members of the community who are elderly and speak to them about their life experiences. Use audio or video tape to record the experience and share it with others.

Preparations:

1. Gather a list of local elderly through local synagogues and community centers and arrange for them to meet with volunteers.
2. Find a time and location to hold the interviews.
3. Make a list of questions that will help your volunteers engage interviewees in discussion, but prepare volunteers to let those telling their stories lead the conversation.
4. Prepare volunteers for their encounter by discussing the emotions that may be involved. Instruct volunteers to be patient and sympathetic to the needs of their interviewees.

Follow-up:

1. Send letters to interviewees to thank them for their time and memories.
2. Give volunteers an opportunity to share some of the most interesting stories that they heard with one another.
3. Organize all of the information that volunteers gather and put together an exhibit to share the stories they heard with the community.

Variations:

Volunteers can help the elderly create scrapbooks, photo albums or journals to create records of their journeys through life.

Suggested Age:

Elementary School +

Activity 10: Collect for a Cause

Description:

Arrange a drive in your school, synagogue or in the community at large to collect items that could bring joy to young hospital patients. Some examples include toys, books, teddy bears, hats for chemotherapy patients or blankets for newborns.

Preparations:

1. Contact a local hospital or a national organization to find out what items are needed and what restrictions may be placed on items being distributed to patients.
2. Decorate bins to gather items and distribute to classrooms, schools, synagogues, community centers and stores around your area (depending on the scope of your target audience).
3. Advertise at local synagogues, schools, community centers, on listservs and in newspapers.
4. Arrange for someone to pick up donations from drop-off points.
5. Arrange for donations to be distributed to those in need.

Follow-up:

1. Have volunteers write thank-you notes to all those who allowed you to leave collection bins on their premises.
2. Write a short article for the school or local paper to explain the project and to share your achievement with your community.

Variations:

1. Visit a local hospital to distribute the items in person. Make sure to prearrange this with hospital staff.

Suggested Age:

Elementary School +

Activity 11: Lifetime Achievement Awards

Description:

Arrange a program to celebrate the achievements of members of your community who are elderly. Celebrate those who have made both large and small contributions to your community and to society as a whole. You can ask local families to submit stories and information about their relatives and neighbors and award recipients can be honored at a community-wide event. Volunteers can help gather information, create trophies for the award recipients and prepare for the award ceremony.

Preparations:

1. Send out requests for nominations through local schools, synagogues, community centers, newspapers and listservs.
2. Arrange for a location to host the award ceremony.
3. Invite award recipients and their families to participate in the award ceremony.
4. Create trophies or award certificates.
5. Arrange decorations and light refreshments for the ceremony.
6. Invite the local media to report on the event.

Follow-up:

1. Share a list of awardees with the greater community.
2. Invite volunteers to become buddies with individual awardees and arrange for them to communicate or visit on a regular basis.

Variations:

1. The elderly can be recognized without a formal award ceremony as well. Trophies can be hand-delivered by volunteers and a list of awardees can be publicized in community newspapers.

Suggested Age:

Middle School +

Activity 12: A Moment of Prayer

Description:

Arrange a special prayer service to pray for people who are sick. Choose a few excerpts from Psalms (It is customary to recite chapters 6, 30, and 142) and recite them along with the traditional Prayer for the Sick. Read the names of as many community members as you know of who are in need of healing.

Preparations:

1. Request all community members to share the names of anyone who is sick. If possible, find out the person's Hebrew name and mother's Hebrew name as it is traditional to pray for people who are ill in that way.
2. Make a list of names where each individual is recorded as _____ the son/daughter of _____.
3. Set a specific time and location for the prayer service.
4. Teach volunteers to read the chapters of Psalms that you will recite, as well as the Prayer for the Sick and discuss the significance of their prayers.

Follow-up:

1. You can make Psalms a regular part of your prayer service and continue to update the list of people who need prayers on a regular basis.

Variations:

2. You can request other members of your community to take part in the prayers by advertising your project throughout the community.
3. Each volunteer can agree to recite different chapters of Psalms in honor of the sick so that more chapters are completed.
4. Psalms can be read in Hebrew or in English.

Suggested Age:

Elementary School +

Additional Resources

Am Echad

www.amechad.org

Am Echad was established in the year 2000 to provide financial and moral support directly to destitute elderly and disabled Jews in the former Soviet Union, to help the most lonely, the most desperate, those with no relatives and those who are not reached by the efforts of the mainstream Jewish organizations. Many of them do not have any money for food and medicine and do not have a family to support them. Am Echad provides help directly, in some cases literally, by saving them from starvation or imminent death due to catastrophic illnesses. Their health can be improved, and their physical suffering can be alleviated with medicine. Am Echad makes it possible.

American Association of Homes and Services for the Aging

www.aahsa.org

The members of the American Association of Homes and Services for the Aging serve two million people every day through mission-driven, not-for-profit organizations dedicated to providing the services people need, when they need them, in the place they call home. The members of AAHSA offer the continuum of aging services: assisted living residences, continuing care retirement communities, nursing homes, outreach programs and senior housing. AAHSA's commitment is to create the future of aging services through quality people can trust.

American Committee for Shaare Zedek Medical Center in Jerusalem

www.acsz.org

Shaare Zedek Medical Center is a 500-bed hospital located in the heart of Jerusalem, Israel. It is known as "the Hospital with a Heart" for its century-long reputation for treating patients rather than just their illnesses and for its adherence to traditional Jewish precepts and values. The Hospital treats over 40% of those injured in terrorist attacks and celebrates the birth of more than 11,000 babies each year. Shaare Zedek receives no government funding for operations, development, new equipment or research. The Hospital is supported through the generosity of donors throughout the United States and around the world.

American Friends of Magen David Adom

www.afmda.org

Support Israel's emergency medical, health and disaster services through ambulance and mobile intensive care unit services, blood bank services, permanent first aid and life-saving services and basic first aid training for adults.

Association for Jewish Aging Services

www.ajas.org

The Association for Jewish Aging Services is a unique forum that promotes and supports elder services in the context of Jewish values through education, professional development, advocacy and community relationships. The Association of Jewish Aging Services (AJAS) was founded in 1960 as the North American Association of Jewish Homes and Housing for the Aging (NAJHHA). It was created and continues to function as the central coordinator for homes and residential facilities for Jewish elderly in North America.

Council for Jewish Elderly

www.cje.net

CJE's range of services extends from assisting those who live in their own homes but need occasional physical or psychological support, to those who need the most protection and care in a long-term care facility.

Dorot

www.dorotusa.org

Dorot's goals include enhancing the lives of the elderly in the Greater New York City Metropolitan area through a partnership of volunteers, professionals and elders; to foster mutually beneficial interaction between the generations; and to provide education, guidance and leadership in developing volunteer-based programs for the elderly nationally and internationally.

Ezrat Avot

www.ezratavot.org

Ezrat Avot aims to relieve the poverty and loneliness of Jerusalem's needy elders by empowering them with basic tools of self-advocacy and encouraging them to maintain self-sufficiency.

Gift of Life Bone Marrow Foundation

www.giftoflife.org

Gift of Life facilitates bone marrow, blood stem cell and cord blood transplants for children and adults suffering from life-threatening illnesses. Since tissue type is inherited, a patient's best chance of finding a genetic match lies with donors of similar ethnicity.

Israel Cancer Research Fund

www.icrfonline.org

The Israel Cancer Research Fund is the only voluntary charitable organization in North America solely devoted to supporting cancer research in Israel. Since 1975, ICRF has provided 1526 grants to outstanding cancer researchers whose laboratories are located in all of the leading scientific research institutions, universities and hospitals across Israel.

Jewish Association for Services for the Aged

www.jasa.org

Since 1968, the Jewish Association for Services for the Aged (JASA) and its affiliates--a beneficiary of the UJA-Federation of New York--with its 3,000 staff and volunteers, have provided social, recreational, health, cultural and educational programs for older persons, regardless of their race, religion or ethnicity to help sustain them in their homes and communities and to offer opportunities for a better quality of life.

Jewish Elder Access

www.jewishelderaccess.org

The mission of Jewish Elder Access is to help older adults and their families, access all the resources required to support their physical, spiritual and cultural needs in the most appropriate setting.

The Jewish Home and Hospital Lifecare System

www.jewishhome.org

The Jewish Home and Hospital Lifecare System is a premier non-profit skilled nursing home and geriatric health care / rehabilitation facility employing skilled nurses, physicians and other professionals to provide excellent long term care, adult day care, home health care, health services and social / community services in the New York area.

Lifeline for the Old (Yad LaKashish)

www.lifeline.org.il

Lifeline for the Old is a voluntary community organization that offers work opportunities, support services and intergenerational programs for several hundred men and women, needy elderly and disabled in Jerusalem. Thousands of visitors from around the world come to meet the elderly at work and learn about Lifeline's unique *tzedakah* message.

Memorial Sloan-Kettering Cancer Center

www.mskcc.org/blooddonations

Blood Donor Program Mission Statement: Support the blood and platelet transfusion needs of adult and pediatric patients at Memorial Sloan-Kettering Cancer Center (MSKCC) by motivating the greatest possible number of people to donate at MSKCC, educating them about the critical role of transfusions in treating cancer and encouraging repeat donations by providing donors with excellence in care and service.

Myriam's Dream, Inc.

www.myriamsdream.org

Myriam's Dream, Inc. is a not-for-profit tax deductible organization founded by a national group of dedicated volunteers vitally interested in helping older people through work and intergenerational programs in Israel and around the world.

National Council on the Aging

www.ncoa.org

Founded in 1950, The National Council on the Aging is a national network of organizations and individuals dedicated to improving the health and independence of older persons and increasing their continuing contributions to communities, society and future generations.

Operation Noah

www.operationnoah.info

Operation Noah was created by Dennis Fries, a teenager from Chandler, Arizona, when he was only thirteen-years-old. While undergoing medical tests, Dennis discovered the need for something to comfort youth hospital patients. Nothing comforts children more than a soft, cuddly stuffed animal. With this in mind, Operation Noah was started, so that no child will have to undergo a hospital visit without a new little friend by their side. After it began in August of 2004, Operation Noah became widespread as stuffed animals were donated from left and right. Just over two years later, Operation Noah has now collected and donated around 20,000 stuffed animals, visited around 50 different hospitals and has been all throughout Arizona as well as in California, New York, Louisiana, Maryland, Florida, Maine, New Hampshire, Hawaii and Washington DC. Operation Noah's mission is to expand and set up at least one chapter in each state throughout the nation because there are hospitalized children everywhere and the need for comfort will never end.

Project Sunshine

www.projectsunshine.org

Project Sunshine is a nonprofit organization that provides social, recreational and educational programs for children and families facing medical challenges. Project Sunshine sends volunteers to hospitals and healthcare facilities to provide arts and crafts, tutoring, entertainment and special events. Their volunteers are students, working professionals, artists, athletes and people of all ages and backgrounds who want to brighten the lives of children in need. Project Sunshine has 65 chapters in 26 cities, working with 78 medical facilities nationwide. Their network of 10,000 volunteers reach 100,000 children and families every year.

Schneider Children

www.mdinyc.org

Medical Development for Israel, Inc., (MDI) was founded in 1983 and originally called MEREPHDI in the United States and Canada. The organization's objectives are to raise funds for and promote the activities of Schneider Children's Medical Center of Israel, the only hospital in Israel dedicated solely to children's healthcare. Over the years, MDI has helped raise funds for construction, general operation purposes, services, equipment, research, employment, continuing education of physicians and nurses through advanced training abroad and international medical conferences and seminars. It is safe to say that MDI has contributed significantly to the fact that Schneider Children's is acknowledged today as one of the leading institutions worldwide in pediatric medicine.

Second Wind Dreams

www.secondwind.org

Second Wind Dreams makes dreams come true from nursing home residents, thereby improving their quality of life and changing the perception of aging. We work with the local community in fulfilling those dreams.

Yad Sarah

www.yadsarah.org.il

Yad Sarah is an Israel-wide network of volunteers aiding sick, disabled, elderly, isolated and housebound people with an array of services aimed at making home care possible. Among its services, Yad Sarah lends medical equipment free of charge throughout Israel.

FEEDING THE HUNGRY

Sources from Jewish Texts

General Sources on *Tzedakah*:

Leviticus 19:18

Do not take revenge nor bear a grudge against the children of your people. You must love your neighbor as [you love] yourself. I am *Hashem*.

Deuteronomy 15:7-8

If, however, there is a needy person among you...do not harden your heart and shut your hand against your needy kinsman. Rather you must open your hand and lend him sufficient for whatever he needs.

Proverbs 10:2

Tzedakah saves from death

Ethics of Our Fathers 1:14

If I am not for myself, who will be? But if I am for myself only, what am I? And, if not now, when?

Talmud *Baba Batra* 9a

Tzedakah outweighs all other commandments.

Talmud *Baba Batra* 9b

Who gives *tzedakah* in secret is greater than Moses our teacher.

Talmud *Gittin* 7b

Even a poor person who receives *tzedakah* must give *tzedakah*.

Talmud *Gittin* 61a

Support the non-Jewish poor as you do the Jewish poor for the sake of peace.

***Mishneh Torah, Hilchot Matanot La'ani'im* 7:1**

It is a positive commandment to give *tzedakah* to poor people according to their needs if the giver is able.

***Mishneh Torah, Hilchot Zera'im* 10:7**

The highest degree of *tzedakah* is helping a person find a job so they can support themselves.

***Shulchan Aruch, Yoreh Deah* 249:7**

A person should give up to a fifth of their possessions. That is praiseworthy. One tenth is average and less is miserly.

FEEDING THE HUNGRY

Sources on Hunger:

Leviticus 19:9-10

And when you reap the harvest of your land, you shall not reap to the very corners of your field, nor shall you gather the gleanings of your harvest. And you shall not glean your vineyard, nor shall you gather every grape of your vineyard; you shall leave them for the poor and stranger; I am the Lord your God.

Deuteronomy 24:19

When you reap the harvest of your field and you forget a sheaf in the field, do not go back to get it; leave it for the stranger, the fatherless and the widow.

Deuteronomy 26:12

Every third year, after you take the first tenth of your field and give it to the Levites, take the second tithe and give it to the stranger, the orphan and the widow.

Isaiah 58: 7-8

Share your bread with the hungry, take the homeless into you home...If you put yourself out for the hungry and satisfy the soul for the poor, then shall your light shine in the darkness and your gloom shall be as noonday. *Hashem* will guide you continually.

Ethics of our Fathers 3:17

Rabbi *Elazar ben Azariah* said: If there is no Torah, there is no social order. If there is no social order, there is no Torah. If there is no wisdom, there is no awe. If there is no awe, there is no wisdom. If there is no understanding, there is no knowledge. If there is no knowledge, there is no understanding. If there is no sustenance, there is no Torah. If there is no Torah, there is no sustenance.

Talmud Taanit 20b

When *Rav Huna* would eat a meal he would open his door and say, Whoever is in need, let that person come and eat.

Talmud Baba Batra 11a

A story is told of *Binyamin HaTzaddik* who was the supervisor of the community's *tzedakah* funds. Once, when food was scarce, a woman came to him and said, Rabbi, feed me! He replied I swear there is nothing in the *tzedakah* fund. She said, If you do not feed me, a woman and her 7 children will die. So he fed them from his own money.

Leviticus Rabbah 34:2

Rabbi *Phinehas* in the name of Rabbi *Reuban* said: whoever gives a *perutah* (small coin) to a poor man, the Holy One, Blessed be He will give him life. For, indeed, is he really giving only a *perutah*? No he gives him life! How can we explain this? If a loaf of bread costs 10 *perutot* and a poor man standing in the marketplace has only nine, then is someone gives him a *perutah* so that he is able to buy a loaf of bread and having eaten it, feels refreshed, the Holy One Blessed be He, says to the donor, 'In your case too, when your soul presses to break loose from your body, I shall return it to you.

Leviticus Rabbah 34:14

“Some say that careful inquiry should be in regard to beggars who ask for clothing, but no inquiries should be made in regard to food. Others say that in regard to clothing also no inquiries should be made.”

Hilchot Isurai Mizbayach 7:11

When you give food to a hungry person, give him your best and sweetest food.

Hunger Fact Sheet

America:

- An estimated 14 million children in America are hungry or at the edge of hunger.
- More than 39 million Americans are poor.
- One in every five American children is poor.
- Nationwide, 31 million people live in households that experience hunger or the risk of hunger. This represents one in every nine persons in the United States.
- 37% of children of immigrants live in households that have trouble putting food on the table.
- The Urban Institute reports that at least 2.5 million elderly people experience food insecurity each month-meaning that each day they worry about where their next meal will come from.

Worldwide:

- 40,000 people worldwide, mostly children, die of starvation or disease related to starvation every day.
- Seven hundred million people worldwide are desperately poor and chronically hungry.
- Worldwide, more than 1.3 billion people live on the equivalent of less than \$1 a day.
- World harvest of wheat, corn, rice and other grains produce enough to meet the minimum nutritional requirements for every child, woman and man in the world. Despite this, hunger continues to plague an estimated 841 million people around the world, including 30 million in the United States.
- Hunger kills. Every day, 34,000 children under five die of hunger or preventable diseases resulting from hunger.
- One in twelve people worldwide is malnourished, including 160 million children under the age of 5.
- It is estimated that 3,100,000 people die each year from diarrhea and most of the victims are children.
- The Indian subcontinent has nearly half the world's hungry people. Africa and the rest of Asia together have approximately 40%, and the remaining hungry people are found in Latin America and other parts of the world.
- Around the world the most vulnerable to hunger are: children, pregnant and nursing women, single mothers, the elderly, the homeless, the unemployed, ethnic and racial minorities and the working poor.
- Poverty is the main cause of hunger. Poor people often lack access to land to grow food or inadequate income to buy food. Nearly one in four people, 1.3 billion - a majority of humanity - live on less than \$1 per day, while the world's 358 billionaires have assets exceeding the combined annual incomes of countries with 45% of the world's people.
- 70% of the world's poor are female.

General:

- 100 million people are homeless and 2.5 billion people have no access to proper sanitation.
- 800 million people lack access to basic health care and 1.2-billion lack access to safe drinking water.
- Often it takes just a few simple resources for impoverished people to be able to become self-sufficient. These resources include quality seeds, appropriate tools and access to water. Small improvements in farming techniques and food storage are also helpful.
- Many hunger experts believe that ultimately the best way to reduce hunger is through education. Educated people are best able to break out of the cycle of poverty that causes hunger.

Activity Suggestions

Activity 1: A Food Pantry of Your Own

Description:

Arrange a drive in your school, synagogue or community at large to collect non-perishable foods. Distribute these foods through a local food bank or food pantry.

Preparations:

1. Contact a food pantry or food bank to find out what products are needed and what restrictions may be placed on donations.
2. Decorate bins to gather food and distribute to classrooms, schools, synagogues, community centers and stores around your area (depending on the scope of your target audience).
3. Advertise at local synagogues, schools, community centers, on listservs and in newspapers.
4. Arrange for someone to pick up donations from drop-off points.
5. Arrange for donations to be distributed to those in need.

Follow-up:

1. Separate the food which you have collected by product type and box it in an organized fashion.
2. Have volunteers write thank-you notes to all those who allowed you to leave collection bins on their premises.
3. Write a short article for the school or local paper to explain the project and to share your achievement with your community.

Variations:

1. Visit a local food bank to donate these items in person. Volunteer to help the staff of the food bank in unpacking donations, restocking and organizing shelves and repacking food for delivery.

Suggested Age:

Elementary School +

Activity 2: A Garden for Giving

Description:

Plant a garden and donate your harvest to a local food pantry.

Preparations:

1. Determine where on your property you might have favorable conditions for planting.
2. Rope off the area and prepare the soil for planting.
3. Purchase a variety of seeds and/or plants to increase the odds that some will grow successfully.
4. Contact local food pantries and other organizations that devote their time and energy to feeding the hungry to determine where you might donate your produce.

Follow-up:

1. Maintain your garden as long as possible so that your efforts can continue to make a difference.

Variations:

1. If you are not able to plant a garden of your own, set aside a day to visit a local farm or orchard and pick berries, apples or other produce. Donate your crop to a food pantry.
2. If you cannot find a local organization to help distribute the produce, sell the fresh crop and donate the money to a charitable cause.

Suggested Age:

Upper Elementary School +

Activity 3: Soup's On

Description:

Volunteer at a local soup kitchen. You may be given the opportunity to help set up for a meal, cook the meal, serve the meal or clean up after the meal.

Preparations:

1. Contact a local soup kitchen and arrange an evening for your group to take part in dinner preparations.
2. Take care of all logistics, including transportation to the soup kitchen, permission slips and chaperones.
3. Prepare students for the experience by discussing some of the scenarios that they might encounter. Explain that the people they will meet will be diverse; some may appear disheveled and unkempt and others will not. Instruct them to treat all whom they encounter with utmost respect.

Follow-up:

1. Provide students with an opportunity to debrief and discuss their experiences.
2. Arrange for volunteers to return to the soup kitchen on an ongoing basis.

Variations:

1. If there are no soup kitchens in your area, consider starting one of your own. You will have to contact a local government agency to find out what this entails.
2. If you are not able to visit a soup kitchen as a group, spend the afternoon preparing sandwiches for distribution at a local soup kitchen and have one group member deliver them before dinner time.

Suggested Age:

Middle School +

Activity 4: A Smile on the Side

Description:

Prepare a special performance to entertain people as they dine at a local soup kitchen, with the goal of putting a smile on diners' faces. You may choose to perform a skit, sing songs, dance to traditional music, play instruments or put on a talent show.

Preparations:

1. Contact a local soup kitchen to arrange a visit.
2. Consider logistics such as arranging transportation, obtaining permission slips and enlisting additional chaperones.
3. Prepare students for the experience by discussing some of the scenarios that they might encounter. Explain that the people they will meet will be diverse; some may appear disheveled and unkempt and others will not. Instruct them to treat all whom they encounter with utmost respect.
4. Give students an opportunity to plan and practice their performance.

Follow-up:

1. Provide students with an opportunity to debrief and discuss their experiences.
2. Arrange for volunteers to return to the soup kitchen on an ongoing basis.

Variations:

1. Create an art project, such as centerpieces, placemats or serving pieces, which might make the experience of eating at a soup kitchen more pleasant and donate these items to a local soup kitchen.

Suggested Age:

Middle School +

Activity 5: Special Deliveries

Description:

Take part in a program that delivers food packages to members of the community who are homebound due to injury, disability or age. You can help pack the packages or accompany delivery men on their assignments.

Preparations:

1. Contact an organization such as Meals on Wheels that brings food to the homes of those in need.
2. Arrange for your volunteers to participate in their deliveries.
3. Consider all of the logistics including obtaining permission slips and arranging transportation for the volunteers.
4. Prepare volunteers who will be accompanying delivery men on their assignments by discussing the possible scenarios that they might encounter at the home of someone who is ill or elderly. (Please see the Guidelines for Visiting Those who are Sick and Elderly on page 17 for a better guide to how to approach this situation.)

Follow-up:

2. Encourage students to maintain communication with people whom they visited through e-mail, letters, phone calls or additional visits.
3. Provide an opportunity for students to debrief and discuss their experiences.

Variations:

1. While making deliveries, use the opportunity to interact with the recipient of the package. Spend some time talking, reading aloud or playing board games. Get to know your host on a personal level but be careful not to overstay your welcome.

Suggested Age:

- To help pack - Elementary School +
- To help deliver – Middle School +

Activity 6: *Shabbat* Specials

Description:

Provide care packages to members of the Jewish community who struggle to purchase traditional food on a weekly basis. The packages may include candles, grape juice, *challah* rolls, fish, meat and desserts.

Preparations:

1. Contact a local Jewish charitable organization to obtain a list of people who may benefit from receiving *Shabbat* packages.
2. Purchase materials to create and decorate the packages in honor of *Shabbat* and have volunteers assemble the packages.
3. Arrange for delivery of the packages. If volunteers will be participating in the delivery, make sure to obtain permission slips.

Follow-up:

1. This project can be repeated on an ongoing basis.

Variations:

1. Volunteers can participate in delivery and spend some time reading *Shabbat* prayers, stories and songs with the recipients. Alternatively, deliveries can be done anonymously.
2. To cover the cost of the snacks, you can ask for donations from your volunteers, hold a fundraiser to raise money or seek a sponsor to fund the project.

Suggested Age:

- To help pack - Elementary School +
- To help deliver - Middle School +

Activity 7: *Maot Chitim* Fundraiser

Description:

On Passover, there is special commandment to give a *tzedakah* called *maot chitim*, literally translated as money to pay for the wheat. In honor of the upcoming holiday, organize a fundraiser to raise money for those who cannot afford to buy products for Passover. Possible fundraisers include a bake sale, walk-a-thon, read-a-thon, bowl-a-thon, performance, garage sale, and dinner party or sports competition.

Preparations:

1. Choose a fundraising project that interests your group.
2. Think through all of the logistics of that project, including finding a location to host your event if necessary, purchasing or creating items to sell, forms that must be sent home and a system to collect and store the money you bring in.
3. Advertise through local synagogues, schools, community centers, in newspapers and on listservs.

Follow-up:

1. Contact a local organization who distributes funds to those in need in your area or an organization that will distribute these funds internationally.
2. Share with your community how much money your project raised and how it will be spent.

Variations:

2. The money that you collect does not need to be donated specifically for *maot chitim*. Alternatively, it can be set aside for general use by a local soup kitchen or food pantry, a national group that helps fight hunger or an organization that feeds the hungry in Israel.

Suggested Age:

Elementary School +

Activity 8: Leftovers That Live On

Description:

Hold a campaign to convince local synagogues, schools, community centers and restaurants that it is important to donate all leftover food to someone who will benefit from it. Contact the heads of these establishments to discuss how leftover food is dealt with and encourage them to improve the situation. You can accomplish this by: 1. Educating yourself and your volunteers as to the present facts about hunger around the world, instructing volunteers to make posters that demonstrate how much food is wasted in your area on a given day and displaying these posters around the community. 2. Initiating a petition that demands that local establishments donate their leftovers and gathering signatures as efficiently as possible. 3. Sending volunteers to discuss the matter with heads of these establishments in person.

Preparations:

2. Check to make sure that the information you see on the internet is accurate before sharing it with others.
3. Find out the restrictions on what types of leftovers can be donated and which local organizations will accept such donations.
4. Arrange for transportation and permission slips if you intend to lobby any establishments in person.
5. Arrange for someone to pick-up donations from participating schools, synagogues and restaurants and transport them to the appropriate organizations for distribution.

Follow-up:

2. Check to make sure the schools, synagogues and restaurants are complying with your requests as they agreed to.
3. Make a concerted effort to patronize any restaurants that are donating leftovers to those in need.
4. Publicize the success that you had in convincing establishments to be aware of how many leftovers are wasted through school and synagogue newsletters, local newspapers and local listservs.

Variations:

1. A similar goal can be accomplished on a much smaller basis by limiting the campaign to a single school building. Encourage the school to donate all leftovers from hot lunches to feed the needy and put out collection bins for students to donate all leftover snacks from homemade lunches.

Suggested Age:

Elementary School +

Activity 9: Knowing is Half the Battle

Description:

Create information packets to educate people as to the negative impact that poverty and hunger has on our society and arrange for volunteers to present their findings to others in their school, synagogue and broader community. Volunteers can create posters, diagrams, tables, videos or performances to communicate their message in an engaging and thoughtful way.

Preparations:

1. Provide volunteers with resources to understand the impact that hunger and poverty is having on society and time to organize this information into a meaningful presentation.
2. Gather any supplies that volunteers may need to make their presentations more effective.
3. Arrange for volunteers to present their findings to others in their community.

Follow-up:

1. Encourage volunteers to engage their audiences in a conversation about what the community can do to alleviate the situation and follow-up with a community-wide effort to help those in need.
2. Invite the local media to report on the project.

Variations:

1. The scope of this project can be molded to fit the age and maturity of the volunteers. Younger volunteers may do best presenting their findings to other children, but older volunteers may be able to create persuasive presentations that can have an impact on the community at large.

Suggested Age:

Elementary School +

Activity 10: Sharing Nutrition with Others

Description:

Organize a program to teach children in a low-income area about guidelines and benefits of maintaining balanced nutrition. As part of your program, provide nutritious snacks for students to enjoy. This will benefit students in the present and will enable them to make informed decisions about food for many years to come.

Preparations:

1. Contact an elementary school in a low-income area and arrange a time for this program to take place. Be sure to discuss any restrictions on food distribution at the school.
2. Provide volunteers with information about nutrition and the benefits of maintaining a balanced diet. Work with them to create a format and lesson plan for the project.
3. Consider the logistics of the program including arranging transportation and obtaining permission slips.
4. Prepare volunteers to work with younger children by discussing possible issues that might arise and how these issues can be resolved patiently and efficiently.

Follow-up:

1. Create an ongoing program through which volunteers visit the school on a regular basis to provide additional lessons, coupled with nutritious snacks and friendly smiles.

Variations:

1. To cover the cost of the snacks, you can ask for donations from your volunteers, hold a fundraiser to raise money or seek a sponsor to fund the project.
2. Even if it is not possible to organize a class at a local school, it may be possible to sponsor an after-school program at a community center in a low-income area that provides nutritious snacks to students.

Suggested Age:

High School +

Additional Resources

A Full Plate

www.plate.co.il/en

Every parent tries to provide for the daily needs of their family. Yet, there are those who are just not capable of meeting those demands. Project "A Full Plate" is there to assure these families that they too can come home to a nutritious and satisfying meal that includes a portion of meat or chicken at least twice a week.

America's Second Harvest

www.foodchain.org

America's Second Harvest is the nation's largest domestic hunger relief organization. Through a network of over 200 food banks and food-rescue programs, they provide emergency food assistance to more than 23 million hungry Americans each year, eight million of whom are children.

Bobbie's Place

www.bobbiesplace.org

Bobbie's Place is an all-volunteer, not-for-profit organization that provides clothing to children of all ages. Each child who visits Bobbie's Place is offered the full range of necessary clothing, including coats, dresses, suits, pants, shirts, skirts, tops, pajamas and infant wear. It is their goal that no child feel deprived or lack self-esteem because the purchase of new clothing is precluded by the economic challenges his or her parents face.

Bottomless Closet

www.bottomlesscloset.org

Bottomless Closet provides professional clothing, job readiness and post-employment training and coaching services to women on assistance and working-poor women, enabling them to add value to the organizations that hire them while empowering them to craft a new vision for their lives.

Bread for the World

www.bread.org

Bread for the World is a nationwide Christian movement that seeks justice for the world's hungry people by lobbying U.S. decision makers.

City Harvest

www.cityharvest.org

City Harvest is committed to feeding hungry people in New York City. Their primary approach is to rescue food that would otherwise be wasted, and deliver it to those who serve the hungry. City Harvest strives to be a model for others to fight hunger in their communities.

Ezras Torah

www.ezrastorah.org

Ezras Torah is a nonprofit Jewish relief organization that specializes in supplying funds to needy Torah families in Israel and the world over. Their programs include emergency medical assistance, housing assistance, wedding assistance, Jewish holiday grants, maternity grants, widow and orphan assistance, assistance to new immigrants, special need and interest free loans.

Food, Research and Action Center

www.frac.org

The Food, Research and Action Center (FRAC) is a leading national organization working to improve public policies to eradicate hunger and malnutrition in the United States. Founded in 1970 as a public interest law firm, FRAC is a nonprofit and nonpartisan research and public policy center that serves as the hub of an anti-hunger network of thousands of individuals and agencies across the country.

Freedom from Hunger

www.freefromhunger.org

Freedom from Hunger is an international development organization working in fifteen countries across the globe that brings innovative and sustainable self-help solutions to the fight against chronic hunger and poverty. The site provides numerous resources including links to numerous hunger sites.

Global Jewish Assistance and Relief Network (GJARN)

www.globaljewish.org

Global Jewish Assistance and Relief Network is a non-profit organization dedicated to providing non-sectarian humanitarian assistance and medical relief throughout the Newly Independent States of the Former Soviet Union. It also runs urgently needed programs in Israel and New York.

God's Love We Deliver

www.glwd.org

God's Love We Deliver's mission is to improve the health and well-being of men, women and children living with HIV/AIDS and other serious illnesses by alleviating hunger and malnutrition. They prepare and deliver nutritious, high-quality meals to people who, because of their illness, are unable to provide or prepare meals for themselves.

Israel Free Loan Association (IFLA)

www.freeloan.org.il

IFLA - The Israel Free Loan Association provides interest free loans to new immigrants and other Israelis for medical expenses, parents raising a handicapped child, single parent families, adoption, large families and small business loans.

Jewish Fund for Justice

www.jfjustice.org

The Jewish Fund for Justice is a national Jewish organization solely committed to fighting the injustice of poverty in America. By assisting grassroots organizations of low-income people from all backgrounds and faiths struggling for decent housing, schools, healthcare and jobs and by educating Jews about poverty issues and the importance of developing community-based, social justice partnerships.

Keren Ezras Shabbos

www.kerenezrasshabbos.org

Keren Ezras Shabbos (*KES*) is a non-profit, volunteer organization assisting poor families throughout Israel. For well over a decade, *KES* has established a reputation of answering the needs of those in Israel who have nowhere else to turn. During this relatively short period, *KES* has enriched the lives of thousands with the happiness and joy that result from the tranquility of Shabbos.

Kids Can Make a Difference

www.kidscanmakeadifference.org

Part of the “Kids Can Make a Difference” educational program for middle and high school students. This is a wonderful children’s site that addresses hunger. It includes a hunger quiz, a newsletter and facts about national and global hunger.

Kids In Distressed Situations, Inc.

www.kidsdonations.org

Kids In Distressed Situations, Inc. is a national charity of leading retailers, manufacturers and licensors of children’s products, in partnership with major foundations, committed to helping children in need. K.I.D.S. encourages and facilitates donations of new apparel, shoes, toys, juvenile products and other items that benefit children who are ill, living in poverty or the victims of natural disasters.

Israel Free Loan Association (IFLA)

www.freeloan.org.il

IFLA - The Israel Free Loan Association provides interest free loans to new immigrants and other Israelis for medical expenses, parents raising a handicapped child, single parent families, adoption, large families and small business loans.

Mazon: A Jewish Response to Hunger

www.mazon.org

MAZON: A Jewish Response to Hunger has provided food, help and hope to hungry people of all faiths and backgrounds. It has done so through donations from the Jewish community. These donations are allocated to the most effective hunger relief organizations in the United States, Israel and in poor countries worldwide.

Meir Panim Relief Centers in Israel

www.meirpanim.org

Meir Panim Relief Centers in Israel is a non-profit organization committed to improving the quality of life to those in need by providing critical food and community services via 30 relief centers. Meir Panim provides 8,800 hungry Israelis with free satisfying meals every single day at soup kitchen/restaurants and home delivered to the elderly and infirm without compromising their dignity. Meir Panim offers a wide range of community services to the poverty-stricken, including: Furniture/Appliance distribution centers, Vocational Training Centers, Vocational Rehabilitation, After-school clubs for youth-at-risk, and Empowerment programs for Battered Women. Currently, there are 775,000 children in Israel (1 of 3) suffering from poverty and hunger. Meir Panim has responded by implementing a successful Meals for Children program open to children of all backgrounds, providing free nutritious hot lunches to over 10,000 hungry children in disadvantaged areas countrywide. An upcoming project in the Negev region will satisfy the hunger of 50,000 children living in poverty.

Metropolitan Council on Jewish Poverty

www.metcouncil.org

Dedicated to the alleviation of social, economic, housing and related problems of the Jewish poor, working poor, elderly and recent immigrants in the New York City area, Met Council delivers needed services to thousands every day. Their most important task is to ensure that the hungry are fed, that the weak and frail are cared for, that the homeless are sheltered and that those who are able to work are helped to find employment.

Oxfam International

www.oxfam.org

Oxfam International is a confederation of 12 organizations working together with over 3000 partners in more than 100 countries to find lasting solutions to poverty, suffering and injustice. With many of the causes of poverty global in nature, the 12 affiliate members of Oxfam International believe they can achieve greater impact through their collective efforts.

Project Bread

www.projectbread.org

Project Bread's mission is to alleviate, prevent and ultimately end hunger in Massachusetts. This site contains information about child nutrition and elder outreach and hunger facts.

USDA Food, Nutrition and Consumer Services

www.fns.usda.gov/fncs

USDA Food, Nutrition & Consumer Services has information about various USDA food programs, updates from the Secretary of Agriculture as well a plethora of additional resources.

World Hunger Year (WHY)
www.worldhungeryear.org

World Hunger Year (WHY) attacks the root causes of hunger and poverty by promoting effective and innovative community-based solutions that create self-reliance, economic justice and food security.

THINKING OUT OF THE BOX

“Make a Difference” Day 2007 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 jumping off point for their creative thinking and the planning unit included at the beginning of this resource guide (pages 5-14) is a helpful tool to help structure their project. In addition, please consult the 2007 “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 your students comes up with. Please contact our staff at (201) 244-6702 or at projects@areyvut.org for more information.

Themes:

- ❖ Love your fellow neighbor
- ❖ *Tzedakah* - Charity
- ❖ Volunteering Time
- ❖ Community
- ❖ Character-Building
- ❖ Prayer
- ❖ Gratitude
- ❖ Israel
- ❖ Family
- ❖ Welcoming Guests
- ❖ The Power of Speech
- ❖ Fostering and Strengthening Relationships
- ❖ Learning and Teaching Torah
- ❖ Concern for the Environment and Animals

Guidelines for Registering Your Project

- ❖ If you haven't already, we ask that you please officially register your project. The registration form is available below. Alternatively, it can be submitted electronically at www.areyvut.org/Calendar/makereg.asp. 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 2007. 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 projects@areyvut.org to arrange an Areyvut program at your synagogue or school.**

"Make A Difference" Day 2007 Registration Form

Name: _____

Title: _____

Institution: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____

E-Mail: _____

Add E-Mail to Quarterly Newsletter? _____

Additional Comments: _____

*Please fax to (201) 338-2407 or mail to Areyvut, 147 South Washington Street,
Bergenfield, NJ 07621.*

Programs and Projects Taking Place Throughout the Country

California

Project Title: *Tiyul Teva*

Organization: Temple Beth Torah

Contact Person: Andrea Fleekop

E-mail: retreats@jfed.org

Phone Number: 510-839-2900, ext. 235

Location: Fremont, CA

Target Audience: 8th grade

Brief Description: *Tiyul Teva* is a camping trip held jointly with 8th graders from the other *Midrashot* programs in the East Bay and Temple Isaiah Teen School. *Tiyul Teva*, which means Nature Trip, is a camping experience that culminates the year and focuses on Jewish environmental ethics. It includes a communal celebration of *Shabbat* in a natural setting and community building with a ropes course, text study, socializing and a group *mitzvah* activity.

Project Title: 3rd-5th grade Community *Shabbaton*

Organization: The Bureau of Jewish Education

Contact Person: Sheri Gropper

E-mail: info@bjeoc.org

Phone Number: 949-435-3450

Location: Irvine, CA

Target Audience: 3rd-5th grade

Brief Description: A weekend to involve yourself in saving the world! Explore how we can make a difference in the world we live in.

Project Title: YLD *Mitzvah* Day

Organization: The Young Leadership Division

Contact Person: Scott Rosen

E-mail: youngleadership@jfed.org

Phone Number: 510-839-2900, ext.263

Location: Oakland, CA

Target Audience: Adults. Parents can bring children, but will need to sign a waiver.

Brief Description: The Young Leadership Division hosts "*Mitzvah* Day" at St. Vincent de Paul of Alameda County on Sunday, March 25th from 9am-1pm. They will prepare and serve to local homeless and low-income women, men and children. Help them make a difference in giving back to their East Bay community for a morning of chopping, cooking, serving and schmoozing!

Project Title: The Annual CBS *Tikkun Olam* Blood Drive

Organization: Congregation B'nai Shalom

Contact Person: Beth Feldman

E-mail: Beth@segmation.com

Phone Number: 925-934-9446

Location: Walnut Creek, CA

Target Audience: Congregants

Brief Description: Giving blood is a *mitzvah*! Giving blood saves lives! The Annual CBS *Tikkun Olam* Blood Drive takes place on Sunday, March 25th from 9am-1:30 pm.

Project Title: *Mitzvah* Day
Organization: Temple Beth Israel
Contact Person: Jeanne Berrong
E-mail: Rabbi@tbipomona.org
Phone Number: 909-626-1277
Location: Pomona, CA
Target Audience: Congregants
Brief Description: *Mitzvah* Day is on Sunday, March 25 at 9:00 am. The synagogue requests that people sign up for an activity and help make a difference in the community!

Project Title: March Madness for *Tzedakah*
Organization: Hebrew Union College--Los Angeles
Contact Person: Carrie Frank or Arianna Gordon
E-mail: cfrank3@gmail.com
Location: Los Angeles, CA
Target Audience: Students at HUC-LA
Brief Description: Throughout the month of March, students at Hebrew Union College are participating in March Madness. However, in this basketball pool, rather than keeping the money, the winner gets to decide where the money will be donated. The entire community is having fun, while making a difference in the lives of others.

Colorado

Project Title: Change the world. It just takes cents.™
Organization: Herzl/RMHA Upper School
Contact Person: Sara Caine Kornfeld, Service Learning Educator
E-mail: Sarakornfeld@aol.com
Phone Number: 303-369-0663, ext. 261
Location: Denver, CO
Target Audience: Middle School
Objective:

- To form a partnership between Herzl/RMHA Upper School at the Denver Campus and the D-Kaire School in Korma, Darfur.
- To assist in rebuilding the D-Kaire School
- To facilitate a student "Change the World" Forum on February 7, 2007.

Purpose: The eighth grade students of Herzl/RMHA Upper School at the Denver Campus for Jewish Education realize how fortunate and privileged they are, as American citizens. They wish to raise student and community awareness to the fact that not all children/students enjoy basic rights and needs such as freedom, shelter, home safety, national security, schooling, education, clothing, three meals a day and rich cultural experiences.

Florida

Project Title: *Bikkur Cholim*
Organization: Martin J. Gottlieb Day School
Contact Person: Edith Horovitz
E-mail: edibruce@bellsouth.net
Phone Number: 904-465-3423

Location: Hospice of Northeast Florida

Brief Description: In September and October, students were trained with Hospice and now visit Hospice patients every Friday. Some patients are in a hospice center, others may be at home. This is an ongoing project that happens every Friday through the remainder of the school year.

Project Title: Book Drive

Organization: Martin J. Gottlieb Day School

Contact Person: Edith Horovitz

E-mail: edibruce@bellsouth.net

Phone Number: 904-465-3423

Location: Lola Culver Elementary School

Brief Description: This was a project to benefit an area low income school. Books were collected from the entire student body and the project was organized by a child as his *Bar Mitzvah* project. The student sorted through the books to make sure they were in reasonable condition and appropriate reading material. The 7th grade students delivered the books to the elementary school so students would be able to have "home libraries."

Project Title: Passover Care Packages

Organization: Martin J. Gottlieb Day School

Contact Person: Edith Horovitz

E-mail: edibruce@bellsouth.net

Phone Number: 904-465-3423

Location: Mt Carmel Senior Residence

Target Audience: Elderly Jewish residents

Brief Description: This is a 3 part project throughout the month of March. On March 9 students shopped for basic Passover supplies. The list was supplied by Jewish Family and Community Services after a survey they conducted. Each care package will contain a jar of gefilte fish, a box of *matzah*, a jar of ready made *matzah* ball soup, a can of macarons and a bottle of grape juice. They will assemble the food packages back at school and on March 30 will deliver the packages to the 79 Jewish residents. This project actually combines both themes as this is a low income apartment building for the elderly and the disabled. Many of these residents have been identified as in need of food, others are simply lonely and need visits. Students will go door to door wishing the residents a happy Passover as they deliver the food packages.

Project Title: Sunday Undie/Monday Undie

Organization: Martin J. Gottlieb Day School

Contact Person: Edith Horovitz

E-mail: edibruce@bellsouth.net

Phone Number: 904-465-3423

Location: Dignity U Wear

Target Audience: 5th grade students

Brief Description: Underwear drive to provide new underwear to needy children in Jacksonville. A drive was conducted in school. Students in our 5th grade learned of the need for underwear in low income families. They learned about programs available to collect new or damaged clothing and pass those on to those in need. Prior to "Make a Difference" Day they will deliver the underwear they collected to Dignity U Wear. They will then volunteer sorting the donated clothing.

Project Title: *Matzah, Mitzvah & More*
Organization: Jewish Community Services of South Florida
Contact Person: Barbara Davis
Phone Number: 305-936-1597 or 305-405-0474
Location: North Miami, FL
Target Audience: Families

Brief Description: This year JCS is proud to announce that they are expecting a very important group of volunteers to help with the distribution of Passover food to Jewish elderly in the community. The nutritious food baskets include fruit, *matzah*, macaroons and other treats for the recipients. This is a wonderful event for families to participate in together reinforcing the Jewish *mitzvot* of *Tikkun Olam*, Repairing the World.

Illinois

Project Title: People Helping People *Pesach Mitzvah* Project
Organization: Early Childhood Centers of the JCC of Chicago
Contact Person: Patricia Nisenholz
E-mail: Pnisenholz@gojcc.org
Phone Number: 847-763-3622
Target Audience: Early Childhood

Brief Description: Each early childhood school of the JCC of Chicago is adopting at least one financially challenged Jewish Family who is unable to buy their own Kosher for Passover food. Each school will be provided with a general list of Kosher for Passover non-perishable foods for their family. Families will be able to sign up for an item or two, of a non-perishable item to shop for with their child. In addition, families can contribute \$1.00 to give towards a perishable item. Collection boxes for each classroom have been decorated and will be used to transport the food to a central location. Greeting cards made by the children for a "*Chag Sameach*" will be included. The project will conclude on March 23 to coincide with "Make a Difference" Day.

Project Title: *Maot Chitim*
Organization: *Maot Chitim* of Greater Chicago
Contact Person: Audrey Lane Schiff
E-mail: alaneschiff@maotchitim.org
Phone Number: 847-674-3224
Location: Lincolnwood, IL
Target Audience: Needy Jewish Families

Brief Description: 5,000 *Pesach* food packages will be delivered to needy Jewish families on Sunday, March 25th. They estimate approximately 12,000 needy people will benefit from these deliveries helping them observe these *Pesach* in a traditional and dignified manner.

Project Title: *Pikuach Nefesh* (saving a life)
Organization: Beth Emet
Contact Person: Betsy Fuchs or Howard Sachs.
Phone Number: 847-869-4230
Email: betsywfuchs@yahoo.com or sachsha@comcast.net
Location: Evanston, IL

Target Audience: Participants must be 17-75 years old, in good health, weigh at least 110 lbs and have not donated blood in the last 56 days

Brief Description: According to the *Talmud* (Sanhedrin 37a): He who saves one life...is

as if he saved the entire world. What they say of course applies to all of us, to men and to women. It's that time of year again to fulfill the *mitzvah* of *pikuach nefesh*. When you donate blood, you save three lives. The Beth Emet Social Action Committee, along with LifeSource, is having their annual Blood Drive in the Crown Room on Sunday, March 25th, from 8:30 a.m. to 2:00 p.m. As usual, there will be opportunity to nosh and schmooze with others in the Crown Room during the Blood Drive. They will provide bagels and cream cheese and have available copies of the New York Times and other Sunday papers.

Israel

Project Title: Project *Leket*

Organization: Table to Table

Contact Person: Daniel Schwartz

E-mail: daniel@tabletotable.org.il

Phone Number: +972-52-420-1384

Location: Israel

Target Audience: Israelis in need of food

Brief Description: Individuals, families and groups volunteer to pick fruits and vegetables that farmers have decided not to harvest. Volunteers pick for 1-2 hours. Table to Table distributes all the produce to over 80 organizations serving people in need of food.

Table to Table meets all the volunteers in the fields. There is no participation fee associated with Project *Leket*. On Friday, March 23rd The Carmel School from Hong Kong and a Family Mission from Chicago will be participating and on Sunday, March 25th a community center from Beit Shemesh will be picking.

Kentucky

Project Title: Food & Fuzzies Drive

Organization: Congregation Adath Jeshurun

Contact Person: Deb Amchin

E-mail: damchin@adathjeshurun.com

Phone Number: 502-458-5359

Location: Louisville, KY

Target Audience: Food – entire congregation; Fuzzies – children in Religious and Preschools

Brief Description: Help us collect food for the local JFVS food pantry, both *chametz* and Passover foods, as well as money that JFVS will use to purchase grocery gift cards. Their children are bringing gently used stuffed toys which their sixth graders will deliver to the local Jewish nursing home, whose Activities Director requested stuffed animals to be used as pillows for their *Seders* and then kept as mementos afterward.

Maryland

Project Title: Israeli Teens Volunteering at a Senior Center

Organization: Jewish Volunteer Connection

Contact Person: Leah Berry

E-mail: lsberry@associated.org

Phone Number: 410-843-7493

Location: Pikesville Senior Adult Day Center

Brief Description: Israeli teens from Ashkelon will bring smiles and fun to the clients at the Pikesville Senior Adult Day Center on Friday, March 23rd.

Massachusetts

Project Title: Critical Issues workshop

Organization: Women of Reform Judaism District One Biennial

Contact Person: Carol Hanover

E-mail: carol@hanover.org

Location: Westborough, MA

Target Audience: Reform Jewish Women

Brief Description: Rosanne Selfon will present how a resolution gets to be a resolution; training tips for effective social action. Guest speaker Abigail S. Fisher, Ph.D will discuss "Performing the *mitzvah of Pikuach Nefesh* by supporting advances in medical research: The basics of stem cells."

Project Title: Adopt-a-Bubbe or Zayde, *Bar/Bat Mitzvah* "Twinning"

Organization: Action for Post-Soviet Jewry

Contact Person: Judy Patkin

E-mail: actionpsj@aol.com

Phone Number: 781-893-2331

Location: Waltham, MA

Target Audience: Everyone

Brief Description: The Adopt-a-Bubbe or Zayde program provides food, medicine, clothing, eyeglasses, hearing aids and much more to over 1,500 pensioners in eastern Ukraine. Action for Post-Soviet Jewry encourages people to write to their pensioners and their Adopt-a-Bubbe coordinators, who live in around 20 smaller cities and a dozen or more villages. There is also a *Bar/Bat Mitzvah* "Twinning" program where youngsters in the United States can write to their counterparts who attend Jewish Day Schools in three cities in Ukraine. They share experiences and learn about growing up Jewish in a different part of the world. These programs are run on an on going basis.

New Jersey

Project Title: "We Care"

Organization: Yeshivat Noam of NJ

Contact Person: Yossi Sipzner

E-mail: Yosman1000@aol.com

Phone Number: 201-261-1919, ext. 227

Location: Paramus, NJ

Target Audience: Senior citizens of Dellridge Care Center

Brief Description: Once a week, a different class goes to visit the senior citizens at the Dellridge Care Center. They play games, do art projects and sing songs together. It is a mutually beneficial program as it builds sensitivity necessary for a life as a *Ben/Bat Torah*.

Project Title: Mitzvah Clowning

Contact Person: Ilana Katronetsky

E-mail: ikatro23@eden.rutgers.edu

Phone Number: 732-236-9266

Location: Robert Wood Johnson University Hospital New Brunswick, NJ
Target Audience: Sick children
Brief Description: Dress up as clowns, make balloon animals and visit the sick and cheer them up and entertain them.

Project Title: Project Fund for Forgotten People
Organization: Bears from Bergenfield
Contact Person: Claire Ginsburg Goldstein
E-mail: lqcg98@aol.com
Phone Number: 551-804-8749
Location: CBI in Bergenfield, Temple Israel in Ridgewood and Lubavtich on the Palisades
Target Audience: Elementary age children
Brief Description: Did you ever forget that you had a "pet" stuffed animal and you had put it away or forgot about it? Well, this project is for you everyone to go digging in the back corners of their closets and finding one stuffed toy that has been forgotten. This toy will be donated to a group called the "Fund for Forgotten People" to show that we stand with the populations that seemed to have been "forgotten" by the general population in Israel. Help them achieve their goal of collecting 180 stuffed animals.

Project Title: Pre-*Pesach* Food Drive for *Tomchei Shabbos*
Organization: Ahavat Achim
Contact Person: Audrey Bickel
E-mail: bickelar@aol.com
Phone Number: 201-791-5369
Location: Fair Lawn, NJ
Brief Description: Bring your Kosher for *Pesach* items to the Bickel home at 26-02 Hale Place on Sunday March 25th from 8 am to 7 pm. Items requested are sugar, apple juice, candy and all non-perishable foods. All items collected will be donated to families in need through *Tomchei Shabbos*.

Project Title: March *Mitzvah* Madness
Organization: Solomon Schechter Day School of Essex and Union
Contact Person: Joyce Raynor, Head of School
E-mail: jraynor@ssdseu.org
Phone Number: 973-669-8000, ext. 222
Location: Cranford, NJ
Target Audience: Students
Brief Description: They are collecting toiletry items. Donations of soaps, shampoo, tissues, gum, lotions, tooth brushes, toothpaste and other related items are being collected. On Friday, March 23rd the children will pack baskets for people in need. Please help them with this meaningful *mitzvah*.

Project Title: Friendly Visitors
Organization: Jewish Family & Children's Service of North Jersey
Contact Person: Ann Pogolowitz, LCSW
E-mail: annp_jfcsnj@yahoo.com
Phone Number: 973-595-0111
Location: Fair Lawn and Wayne, NJ
Target Audience: Adults, families and mature teens
Brief Description: Friendly visits to home bound seniors living in the community.

Project Title: Kosher Meals on Wheels (KMOW) program
Organization: Jewish Family Service of Bergen County
Contact Person: Melody Sandor
E-mail: melodys@jfsbergen.org
Phone Number: 201-837-9090, ext. 238
Location: Teaneck, NJ
Target Audience: 18+ years old and maintain a valid New Jersey driver's license
Brief Description: The Kosher Meals on Wheels (KMOW) program, operated by Jewish Family Service of Bergen County, has been serving the community for over 26 years. The goal of the program is to provide a daily meal, hot or frozen, to elderly shut-ins and to keep them in their own homes for as long as possible. KMOW is looking for volunteer drivers to deliver meals once a month, every other week, or every week. Meals are delivered Monday – Friday. Each route takes no more than one hour to complete. KMOW will be delivering on Friday, March 23rd as part of "Make a Difference" Day.

Project Title: Visit to the Jewish Home for the Elderly at Rockleigh
Organization: Hillel of Northern New Jersey & Teen Connections
Contact Person: Rabbi Ely Allen
E-mail: elya@ujannj.org
Phone Number: 201-488-6800, ext. 222
Location: 10 Link Drive in Rockleigh, NJ
Target Audience: Teens, college students and young adults
Brief Description: Volunteers will visit and entertain the residents at the Jewish Home for the Elderly at Rockleigh

New York

Project Title: Food Drive
Organization: Hebrew Institute of Riverdale
Contact Person: Rav Uri Topolosky, Associate Rabbi
E-mail: uritop@hotmail.com
Phone Number: 718-796-4730
Location: Hebrew Institute of Riverdale
Target Audience: Everyone
Brief Description: As part of "Make a Difference" Day and as part of their on going food drive, the Hebrew Institute of Riverdale is requesting their members bring a canned food item to services on Friday night, March 23rd. The food will be given to City Harvest, to be delivered to those in need.

Project Title: Project Hope Package Transfer
Organization: Bronx Jewish Community Council
Contact Person: Niti Minkove, Director of Volunteers
E-mail: nMinkove@bjcconline.org
Phone Number: 917-693-3084
Target Audience: People who can carry 5 pound bags
Brief Description: On March 23rd, from 9:00-11:00 AM help transfer Passover packages from Co-Op City to Ampark. The meeting location is at 2050 Bartow Avenue in Co-Op City.

Project Title: Project Hope Passover Package Delivery

Organization: Bronx Jewish Community Council
Contact Person: Niti Minkove, Director of Volunteers
E-mail: nMinkove@bjcconline.org
Phone Number: 917-693-3084
Location: 2050 Bartow in Co-Op City or 80 Van Cortland Park South (near Riverdale)
Target Audience: Everyone
Brief Description: On March 25th, from 9 AM am-noon Passover package delivery to an isolated, homebound or needy household. You can pick up your pre-packed packages and it should take less than a half hour to deliver 3-5 packages.

Project Title: NFTY-NAR Social Action Day
Organization: NFTY-NAR
Contact Person: Melissa Zalkin Stollman
E-mail: MStollman@urj.org
Phone Number: 212-286-8060
Location: East End Temple, 245 East 17th Street, Manhattan, NY
Target Audience: High School Students
Brief Description: A full day of hands on community service while the NFTY students contribute to making the world a better place.

Project Title: Blood Drive
Organization: Congregation KTI
Contact Person: Linda Goldstein
E-mail: info@ktionline.org
Phone Number: 914-939-1004
Location: Port Chester, NY
Target Audience: Congregants
Brief Description: KTI will be holding a Blood Drive on Sunday, March 25th, from 9AM until Noon. The community is invited and encouraged to make every effort to attend...and bring a friend or neighbor!

Project Title: 5k Run/Walk for Israel
Organization: Yeshiva University Running Club, benefiting the OneFamily Fund
Contact Person: Jay Schreiber
E-mail: 5kforIsrael@gmail.com
Phone Number: 847-814- 6736
Location: Van Cortlandt Park, Bronx - Broadway & 251st on the East side
Target Audience: All ages
Brief Description: The Yeshiva University Running Club is hosting a 5k Run/Walk for Israel. The race starts at 11am with helpers needed as early as 8am till 1pm. All proceeds go to the OneFamily Fund, which supports victims of terror attacks in Israel. The race website - www.eteamz.com/i5k has information about registration, a course map and a place to donate. This will be a great, fun way to help others.

Project Title: Dorot Pesach Package Delivery
Organization: Reconstructionist Synagogue of the North Shore
Contact Person: Cantor Eric Schulmiller
E-mail: rsnscantor@gmail.com
Phone Number: 516-627-6274
Location: New York, NY
Target Audience: teen group & seniors

Brief Description: Our teen group will be traveling into New York City on Sunday, March 25th to participate in Dorot's holiday package delivery program that connects teens with seniors.

North Carolina

Project Title: *Mitzvah* Day Sunday
Organization: Judea Reform Congregation
Contact Person: Rabbi John S. Friedman
E-mail: rabbijf@judeareform.org
Phone Number: 919-489-7062
Location: Durham, NC
Target Audience: Congregants
Brief Description:

1. Soup-Making for Urban Ministries: Urban Ministries of Durham is having a fundraiser on March 29, and is enlisting the aid of local congregations to provide large quantities of soup for it. They will be making vegetable soup at JRC, and will need donations of food, help cleaning and cutting the vegetables, preparing the soup and transporting it to Urban Ministries.
2. Trash Cleanup at West Point on the Eno: Eno River State Park needs help cleaning up trash! About 20 participants will travel to West Point on the Eno to clean up refuse. To sign up for this, e-mail ewoodward@judeareform.org.
3. Sign-Making for Durham Crop Walk: Durham Crop Walk, which will be the next Sunday, April 1, will be relying on Judea Reform Congregation to produce signs for the Crop Walk! This will take place at the synagogue.
4. Seeds of Durham: Seeds of Durham, an organization that seeks to build community by engaging in community agriculture, will also provide *mitzvah* projects for about 15 – 20 participants in its community garden. To sign up, e-mail ewoodward@judeareform.org.
5. They will also be collecting specific school supplies for UNICEF's School in a Box project, and preparing letters to the President on the continuing genocide in Darfur.

Pennsylvania

Project Title: 2007 *Chametz* Drive
Organization: The Jewish Community of Greater Philadelphia
Contact Person: Peggy Carver
Phone Number: 215-832-0821
Location: Philadelphia, PA
Target Audience: Everyone
Brief Description: "Let all who are in need come and share the Passover." Once again, the Jewish community will come together before Passover to gather *chametz* (food prohibited during Passover) for the hungry. *Chametz* will be collected from Sunday, March 25th, through Sunday, April 1st, at drop-off points throughout the Delaware Valley. The food will be distributed to the *Mitzvah* Food Pantry for use after Passover or to other food pantries or shelters to help the hungry and the homeless.

National:

Project: A Daily Dose of Kindness
Organization: Tradition of Kindness
Contact Person: Shmuel Greenbaum
E-mail: Info@TraditionOfKindness.org

Target Audience: Families, schools, synagogues and community organizations
Brief Description: Tradition of Kindness invites students, educators and families to subscribe to their free kindness e-mail and to send them their kindness stories.

Each day people report acts of kindness to them and they report anonymously to the list what people have done. These stories give the reader ideas and the urge to act yourself. It is pretty contagious. Hundreds of new subscribers are joining every week.

Just send them your story about an act of kindness that you've done that you would like to share with others. It does not matter if it is something big or very small. Stories will be distributed to this list anonymously to protect everyone's privacy. Names of people, places and other details mentioned in the stories may also be changed to protect privacy

Please visit www.TraditionOfKindness.org to subscribe and to submit stories.

Project: Submit Entries for Areyvut's 2008 "A Kindness a Day" Calendar
Organization: Areyvut
Contact Person: Daniel Rothner
E-mail: calendar@areyvut.org
Phone Number: 201-244-6702

Target Audience: Families, schools, synagogues, and community organizations
Brief Description: *Areyvut* invites students, educators and families to submit entries for our 2008 "A Kindness a Day" Calendar. Each entry should have a suggestion for a kindness and if possible be accompanied by a Jewish source that relates to it. Please note if the entry is meant for a specific day (November 12th or *Shabbat*). All entries should include the students name, mailing address, phone number, e-mail address, age and school or synagogue. Entries can be submitted via e-mail (calendar@areyvut.org), called in to the office (201-244-6702) or mailed (to the address below). All entries should be received by May 1st. Those whose entries are used in the calendar will be credited.