

2010 “Make a Difference” Day Educational Materials on Hunger and Poverty

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

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Introduction

On March 12th, the “A Kindness a Day” Calendar encourages people to:
“Try to be totally unselfish today.”

On behalf of Areyvut, I welcome your help in bringing this powerful suggestion to life by participating in Areyvut’s 6th annual “Make a Difference” Day. The “A Kindness a Day” Calendar unites Jews across the world 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 schools, synagogues, families and community organizations and thousands of people worldwide dedicate Friday, March 12th-Sunday, March 14th as a time to turn the calendar’s suggestions into action.

The 2010 “Make a Difference” Educational Material presented here focus on Hunger and Poverty, an important topic that needs to be highlighted and addressed in the Jewish community. The materials include a project planning unit to guide preparation of social action projects; detailed resources and activity ideas for projects that fit under our main theme; and a list of additional themes to spark your own creative thinking. The activities are arranged topically with suggested age ranges, but all activities can be easily adapted to meet the needs of your audience. For additional resources to use in your classroom, please see the texts that are included in the packet and consult the Areyvut website www.areyvut.org for additional ideas. Certain links provided in these resources will launch Internet sites that are not under the control of Areyvut. We provide these outside links solely for your convenience and do not endorse these particular sites. Accordingly, Areyvut makes no representations or warranties concerning the availability of or content, products and services found on those sites.

We hope that these educational resources equip schools, synagogues, communities, families and organizations to actively make a difference in the world. Please use them as a starting point to spark your own ideas and interests and remember that even the simplest act of kindness can have a powerful impact on someone else’s life. Please share these resources widely but remember that when using them to properly acknowledge and credit Areyvut. We encourage those interested in other aspects of *tikkun olam* to “think out of the box” to create projects of their own and look forward to supporting these endeavors. For activity suggestions related to other themes, please refer to the “Make a Difference Day” archives www.areyvut.org/areyvut_in_action/make_a_difference_day/make_a_difference_day_archives/.

We request that you please let us know what you are planning by registering on our website www.areyvut.org/register_now/ so that we can share your ideas with others. You will also find a registration form included in this packet.

We would like to thank our Board of Trustees, interns and staff who helped to bring this project to fruition. We would particularly like to thank Shira Hammerman, our Educational Consultant and Sharon Stahl, our Special Projects Coordinator, for their help in developing these resources and Susan A. Abravanel, Education Director at Youth Service America (www.ysa.org) for help her in developing the attached project planning unit. Additionally, we want to acknowledge all those who will be participating in “Make a Difference” Day.

Good luck!

Daniel Rothner
Founder & Director
Areyvut

Who We Are

Areyvut, translated from Hebrew, means “responsibility.” Responsibility to one’s community, responsibility to the world. But when it comes to what Areyvut is about, responsibility is just the beginning.

Areyvut’s mission is to infuse the lives of Jewish youth and teenagers with the core Jewish values of *chesed* (kindness) *tzedakah* (charity) and *tikkun olam* (social action). Areyvut offers Jewish day schools, congregational (or supplementary, complementary) schools, synagogues, community centers and families a variety of opportunities to empower and enrich their youth by creating innovative programs that make these core Jewish values real and meaningful to them.

A fundamental belief driving Areyvut is that sparking a passion for service in the young inspires a lifelong commitment to social justice. To do this, Areyvut creates programs that reach out to Jewish youth, building on their individual interests and putting their experiences into a meaningful Jewish and communal context. We encourage young people to engage in both hands-on service and philanthropy, in the belief that all God’s gifts should be used to improve our world. We also believe that community service benefits – and changes – both the recipient and the provider of the service.

Our target audience is middle and high school students from all denominations of Judaism, all types of Jewish education and all levels of Jewish communal affiliation.

What We Do

Our programs set us apart from other organizations:

- Jewish Teen Philanthropy – We create and facilitate Jewish teen philanthropy programs, exposing students to organizations in need and enabling them to have a strong voice in their philanthropic giving. We give them the opportunity to think about what is important to them and decide what they want to support with their own money and time.
- “Make a Difference” Day – Our national community service initiative is aimed at getting everyone, from youngsters to senior citizens, actively involved in social action programs for one day, to give back to their community. This, we believe, is a first step toward greater commitment.
- Bnai Mitzvah and Chesed Fairs – We organize hands-on and community service fairs for schools, synagogues and community centers to educate

students about the many different ways they can make a difference in their community.

- “A Kindness a Day” Calendar – Every day we communicate a daily kindness to Jewish youth, drawn from traditional Jewish sources, to inspire good thoughts and good works. We reach youth through the means that are most accessible to them, including e-mail, Twitter and the Areyvut website.
- Bnai Mitzvah Video Essay Contest – This contest gives students the chance to highlight their projects, how they serve and impact the community. The winners become Areyvut ambassadors and speak at programs about ways in which individuals their own age have made a difference.
- Mitzvah Clown Training – The newest Areyvut initiative is truly a gift that keeps on giving. We teach teenagers and adults the art of clowning and put their talents into action in local hospitals and senior residences.
- Summer Internship – We offer a carefully selected group of high school and college students the opportunity to learn about and become directly involved in Areyvut and its programs. Interns also learn about local non-profits through visits, guest speakers and hands-on volunteering.

What You Can Do to Make a Difference

The success of our efforts to engage our youth depends on the adult Jewish community. There are several ways you can become involved:

- Learn more about Areyvut’s programs and help us bring them to your school, synagogue or community.
- Make a tax-deductible donation <https://www.areyvut.org/donate/> to Areyvut to assist us financially, so we can expand our programs and touch the lives of more Jewish young people, as well as the people they touch.

Contact us at (201) 244-6702 or www.areyvut.org.

Inspire our Jewish youth to give of themselves.

Project Planning Unit

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** *tikkun olam* (social justice) 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.



Assessing Your Community

Areyvut's Mission Statement:

Areyvut enables Jewish youth to infuse their lives with the core Jewish values of *chesed* (kindness), *zedakah* (charity), and *tikkun olam* (social justice).

Your group's Mission Statement:

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

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

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

Making your selection:

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

- **Volunteers:** Will your project attract enough volunteers to complete it as planned?
- **Time:** Will you and your volunteers have enough time to design, develop and implement this project?
- **Resources and funding:** Will your project need funding?
If so, how will you secure the needed funds and/or in-kind support?

Task Checklists:

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

1. Logistics

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

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

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

Task Checklists: *(continued)*

2. Working with Volunteers

- Contact other students and adults** who might be willing to help you with the project. Keep an accurate, up-to-date list of the following contact information for all volunteers:
 - Full name;
 - Home Address;
 - Phone number (home or cell);
 - E-mail address.
 - Emergency contact (if applicable)

- 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;
 - transportation; and
 - recognition/thank-you items (t-shirts, buttons, stickers, hats).

- Develop the project budget, and include any expected income (donations, fundraising proceeds or in-kind contributions) 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. Tell them what you were able to do as a result of their support. Include what community agency you worked with or benefited, how many people you served and that volunteered, a quote from a participant or member of the agency's staff and a picture if possible.

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.
- Use your newsletter, bulletin, website, or e-mail update to share information about the project and how people can get involved.

For media, you may want to:

- Send a press release in advance to local media outlets informing them about your project and inviting them to cover the event.
- 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 the event, send a press release highlighting the project and include who it served, who was involved and a quote and picture.

To document your project, consider the following:

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

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

- Compile a “reflection video” in which project participants are asked to talk about their experience.
- Send Areyvut any anecdotes, feedback, picture or videos to highlight on our website.

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

Reflection → Connection

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

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

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

Some Questions that Prompt Reflection:

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

Try to use a variety of ways to reflect:

Write -

personal journals, group journals, stories, poems, essays, letters to the editor, an article for your school, local newspaper or synagogue bulletins, informational brochures, music lyrics.

Read -

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

Speak -

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

Create-

collages, posters, scrapbooks, photo essays, videos, PowerPoint presentations, story boards, murals, mobiles, cartoons, puzzles, songs and dance.

Post-Project Reflection

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

Please Select ONE of the following “prompts” to help you get started:

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

Special opportunity:

Areyvut invites you to submit your reflection essay for posting on our website (www.aryvut.org). Send your completed essay as a Word document attached to an e-mail, to info@aryvut.org. Please include photos and videos of your project experience.

Project Completion Report

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

Areyvut

147 South Washington Avenue

Bergenfield, NJ 07621

info@areyvut.org

FAX: (201) 338-2427

Name of Teacher/Project Advisor: _____

Name of School, Youth Group, Synagogue or Agency:

City: _____ County: _____ Zip: _____

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

Project Site(s):

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? _____

Were the *Areyvut Educational Resources* helpful to you? Do you have suggestions for changes or additions to this unit?

Please attach additional comments or information as needed.

Activity Suggestions

Activity #1: Coming in First Place

Description:

Create placemats for women and children living in battered women's shelters. It will provide them with a sense of hominess and let them know that someone cares about them.

Preparations:

1. Reach out to area shelters and determine which ones would be receptive to receiving the placemats.
2. Purchase construction paper, stickers, markers and other fun items to work with in creating the placemats. Be sure to buy contact paper as well to make sure that you can make your placemats waterproof. (You may want to speak with managers of local stores to see if they will donate items to you, cutting down on your cost.)
3. Schedule a time for your class or family to take part in this project. Make sure you use a flat surface when applying the contact paper to the construction paper to ensure that there are no bubbles in the final project.
4. Call the representative(s) you initially contacted, let them know that your project is completed and find out when you can drop them off.

Follow-up:

1. Stay in contact with the shelter representative. E-mail them to find out if there are items that are needed, if you and your class or family can volunteer or other areas in which you can help.
2. Write an article for your local newspaper describing the innovative project you completed.

Suggested Age:

Elementary School +

Activity #2: Be the Life of the Party

Description:

Host a fundraiser to benefit people living in impoverished countries. The fundraiser could be a bowl-a-thon, dance-a-thon, karaoke party, comedy night, etc.

Preparation:

1. Research organizations that assist impoverished countries and identify an agency to support.
2. Contact friends and family to tell them about the fundraiser and invite them to join a committee and help to see this program to fruition.

3. Reach out to local schools, organizations, synagogues, etc. to see if they would be interested in sponsoring, supplying you with in-kind donations, participating and helping to spread the word.
4. Select a date, time and location for the event and publicize the fundraiser via e-mail, invitations, flyers, social media, listservs, etc. Make sure to include all the pertinent information so that people interested in attending will have all the information.
5. Highlight the organization that will be benefiting from the fundraiser, explain how they will benefit and why it's an important cause.
6. Contact the organization you selected to fund and invite a representative to attend the event. Highlight the organization during the program (speech or slide show) and invite the representative to the stage (or some other central location) to be recognized and/or receive a check for the amount raised.
7. Make sure to delegate responsibilities to the committee members and have a timeline so you stay on task.
8. Get attendees contact information so that you can inform them of any changes or updates in advance of the event as well as keep them informed after.

Follow-up:

1. Send out personal letters to all the volunteers, committee members and community leaders who attended the program and assisted throughout the process. Be sure to let them know how much money was raised, how it will be used and what a great impact they had on the success of the program.
2. Contact the organization you donated funds to and make sure that the funds were ultimately used the way you had planned.
3. Send an e-mail to the attendees thanking them for participating and helping you support this important agency and cause.

Suggested Age:
High School +

Activity #3: How Do You Spell Relief?

Description:

Over the past several years several catastrophes have occurred in the U.S. and abroad. People often think that if they do not do something to act quickly, their help is no longer needed, but that is not true. Give back to those still suffering after Hurricane Katrina, the genocide in Darfur, and most recently in the aftermath of the earthquake in Haiti. Organize a collection of supplies to help these comminutes move forward.

Preparation:

1. Determine which cause and agency you would like to help as well as what the specific need is for that organization. For example, people living in Louisiana may be in need of help in building homes whereas people in Haiti may benefit more from receiving medical items.
2. Approach friends and family about having them donate to your collection. You can choose to collect one particular item (such as crutches for those with broken legs) or more generally collect toiletries, medical supplies, etc.
3. Be sure to inform participants how the recipient agency will benefit and when and where the collection will take place.
4. Have informational materials available to educate people about the important work the organization does.

Follow-up:

1. Contact the people that assisted with your donation effort to thank them for their participation. Provide them with information detailed information about the impact they made.
2. Contact the organization to find out how your donations were utilized. Stay in contact for future donation drives.
3. Write a letter to your local newspaper about the impact this has had on you and/or highlight one volunteer that went above and beyond the call of duty.

Variations:

1. Offer to donate your skills and time to agencies that work with these areas and causes.
2. Go to national or international locations to bring the items you had donated. Perhaps you can also assist first hand with the restoration of the location.

Suggested Age:

Middle School +

Activity #4: 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. Inform people through announcement at local schools, synagogues, community centers, in newsletters, listservs, newspapers and through social media.
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.
4. Continue collecting and donating food items and volunteering at the food bank and/or food pantry. Develop an on going relationship with the food bank/food pantry.

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 #5: A Garden of Giving

Description:

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

Preparation:

1. Determine where on your property or in your area you might have favorable conditions for planting.
2. Rope off the area and prepare the soil for planting.
3. Contact local food pantries and other organizations to see which produce they need and determine what items to plant.
4. Purchase the seeds and/or plants that are needed and schedule a date and time to plant your garden.

Follow-up:

1. Continue to maintain your garden as long as you can so that you and your garden can continue to actively make a difference.
2. Continue working with the food bank and/or other organizations so that your efforts will continue with them.

Variations:

1. Plant and grow produce in the comfort of your home.
2. Plant and grow a garden/produce at a senior center or hospital.
3. Visit the garden/produce and maintain it with the patients at the hospital and the members of the senior centers.
4. If you are not able to plant a garden, set aside time to visit a local farm or orchard and pick berries, apples or other produce. Donate your crop to a food pantry.
5. 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 #6: 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.
1. Arrange for volunteers to return to the soup kitchen and/or organization 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, prepare sandwiches for distribution at a local soup kitchen and have a member of your group deliver them.

Suggested Age:
Middle School +

Activity #7: Special Deliveries

Description:

Take part in a program that delivers food packages to members of the community who are homebound due to injury, disability, age or are in need. You can help pack the packages and/or help deliver them.

Preparation:

1. Contact an organization that brings food to the homes of those in need.
2. Arrange for you and your group to partner with them and participate in their deliveries.
3. Take care of the logistics including obtaining permission slips and arranging transportation for the volunteers.
4. Role play with the volunteers so that they are prepared for interacting with the recipients.
5. Prepare volunteers who will be accompanying delivery men on their assignments by discussing the possible scenarios that they might encounter.

Follow-up:

1. Have participants write a thank you letter to the agency for enabling them to participate in this important program.
2. Encourage participants to volunteer again with the agency.
3. Encourage students to maintain communication with people whom they visited through e-mail, letters, phone calls or additional visits.
4. 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 #8: Discussion about Want and Need.

Description:

It is often hard to distinguish the difference between want and need. This exercise will help participants understand the difference between *want* and *need*. Give students time to write down what they think the words *want* and *need* mean and to provide examples.

Preparation:

1. Divide the blackboard or smartboard in half vertically. On the left-hand side write *need*. On the right-hand side write *wants*.
2. Ask students to share their examples of things that people *need* in order to live healthy and happy lives (for example: peace, medicine, food, shelter, clothing, education, and love).
3. Ask them why these examples are need; what is it about this item that makes it a necessity?
4. Keep writing their ideas, until the side is filled with *needs*.
5. Then do the following exercise for the *want* side.

Follow-up:

1. Ask the students to really think about if their *wants* are needs, and if their *needs* are really wants.

Suggested Age:

Elementary School +

Activity #9: 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 #10: *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 #11: *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 #12: 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:

- 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.
- Initiating a petition that demands that local establishments donate their leftovers and gathering signatures as efficiently as possible.

- Sending volunteers to discuss the matter with heads of these establishments in person.

Preparations:

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

Follow-up:

1. Check to make sure the schools, synagogues and restaurants are complying with your requests as they agreed to.
2. Make a concerted effort to patronize any restaurants that are donating leftovers to those in need.
3. 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 #13: 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 #14: 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 +

Activity #15: It's a Living Torah

Description:

Bring in recent newspapers and magazines and ask students to pick verses from the following list that correlate to each article.

- "Am I my brother's keeper?" -- *Genesis* 4:9
- "If I am not for myself, who will be for me? If I am only for myself then what am I? If not now, when?" -- *Pirkei Avot* 1:14
- "It is not your obligation to complete the task (of perfecting the world), but neither are you free to desist (from doing all you can)." -- *Pirkei Avot* 2:21
- "All Jews are responsible for one another." -- *Shavuot* 39a
- "Whoever saves one life, it is as if he saved the entire world." -- *Mishna Sanhedrin* 4:5

Ask them how the verse they selected connects to the article and if they think that when these verses were written, they anticipated events like the ones in these articles. Why or why not?

Preparations:

1. Collect newspapers and magazines.
2. Have all the necessary supplies including scissors, glue, tape, etc.
3. Be prepared to model this for your students and to discuss the related issues.

Follow-up:

1. Highlight articles that you see and encourage students to think about these issues on an ongoing basis.

Variations:

1. Have students develop a presentation to highlight these issues and to suggest ways we can address them.

Suggested Age:
Middle School +

Sources on Hunger and Poverty from Jewish Texts

Vayikra 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.

Vayikra 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*.

Devarim 10:17-19

For *Hashem* your God is the God of all and the master of all, the great, mighty and awesome God, who shows no favor and takes no bribe, but upholds the cause of the orphan and the widow and befriends the stranger, providing the stranger with food and clothing. You too must befriend the stranger, for you were strangers in the land of Egypt.

Devarim 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.

Devarim 19:28-29

At the end of three years you shall bring forth all the tithe of your produce in that year, and shall lay it up inside your gates...and the stranger, and the orphan, and the widow, who are inside your gates, shall come, and shall eat and be satisfied; that the Lord your God may bless you in all the work of your hand which you do.

Yeshaya 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.

Mishlei 10:2

Tzedakah saves from death.

Mishlei 14:21

He who is kind to the poor, happy is he.

Mishlei 22:2

The rich and poor meet together; God is the maker of them all.

Pirkei Avot 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?

Pirkei Avot 2:10

Your friend's honor should be as dear to you as your own.

Pirkei Avot 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.**

Brachot 6b

The merit of a fast day lies in the *tzedakah* given.

Shabbat 63a

One who lends money is greater than one who performs charity, and one who forms a partnership is greater than all.

Shabbat 151b

Rabbi Hiyya advised his wife, "When a poor man comes to the door, be quick to give him food so that the same may be done to your children." She exclaimed, "You are cursing our children [with the suggestion that they may become beggars]." But Rabbi Hiyya replied, "There is a wheel which revolves in this world."

Taanit 11a

When the community is in trouble do not say, "I will go home and eat and drink and all will be well with me."...Rather, involve yourself in the community's distress as was demonstrated by Moses (*Shmot* 27:12). In this way Moses said, "Since Israel is in trouble, I will share their burden." Anyone who shares a community's distress will be rewarded and will witness the community's consolation.

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.

Baba Batra 9a

When a [poor] man says, "Provide me with clothes," he should be investigated [lest he be found to be a cheat]; when he says, "Feed me," he should not be investigated [but fed immediately, lest he starve to death during the investigation].

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.

Gittin 61a

We support the non-Jewish poor along with the poor of Israel.

Vayikra 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 if 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.

Vayikra 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.

Thinking Out of the Box

“Make a Difference” Day 2010 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. The planning unit included at the beginning of this resource guide is a helpful tool to structure original projects. We are happy to work with you on any idea that is of interest to your students. Please contact our staff at (201) 244-6702 or at info@areyvut.org for more information.

Suggested Themes:

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

Guidelines for Registering Your Project

- ❖ We ask that you please officially register your project so that we can include your project and update you on the program. The registration form is available below or can be submitted electronically by visiting www.areyvut.org/register_now/.
 - ❖ The information that you submit on this form will be included in Areyvut's list of this year's "Make a Difference" Day projects.
 - ❖ Please select a contact person for your project so that we can help guide your participation in "Make a Difference" Day 2010. 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 on our website. Please contact us at (201) 244-6702 or at info@areyvut.org to arrange an Areyvut program at your synagogue, school or community.**
-

"Make A Difference" Day 2010 Registration Form

Name: _____

Title: _____

Institution: _____

Address: _____

City: _____ State: _____

Zip Code: _____ Phone Number: _____

E-Mail: _____

Add E-Mail to Monthly Newsletter? _____

Project Title: _____

Time & Date of the Event: _____

Target Audience: _____

(Please continue on next page.)

