



CASE It!

Tzedek and the Holidays

**Part I: Rosh Hashana, Yom Kippur,
Sukkot, Chanukah, and Shabbat**

Hillel

The Foundation for Jewish Campus Life

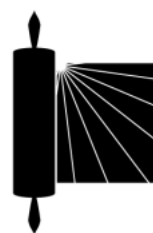
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Tzedek Hillel

Tzedek Hillel seeks to pursue justice and transform communities. Tzedek Hillel, an international public service effort sponsored by Hillel: The Foundation for Jewish Campus Life, is dedicated to transforming life on campus and in the community through community partnership, advocacy/awareness, service, and education. Framed by the Jewish imperatives of *tzedakah* (righteousness), *gemilut chasadim* (acts of loving kindness), and *tikkun olam* (repair of the world), Tzedek Hillel engages and empowers students in meaningful public service and encourages out-of-the-box thinking when addressing social justice issues. Tzedek Hillel, launched in the fall of 1999, was established through the support of the Nathan Cummings Foundation and MAZON: A Jewish Response to Hunger.

The Joseph Meyerhoff Center for Jewish Learning

The Joseph Meyerhoff Center for Jewish Learning contributes to the Jewish renaissance on campus by incorporating Jewish content into the day-to-day life of Jewish students. Through targeted programs and initiatives, the Meyerhoff Center fosters Jewish learning in a variety of venues, from the Internet, to dorm rooms, to traditional text study. The Center creates continuing education opportunities for campus professionals and promotes the Beit Midrash model of group text study at conferences and on campus. Contributing to the interactive forum for learning on the Hillel Web site, the Meyerhoff Center also provides Jewish content for social action initiatives.



HILLEL'S JOSEPH MEYERHOFF
CENTER FOR JEWISH LEARNING

"The pursuit of knowledge for its own sake and an almost fanatical love of justice . . . these are the features of the Jewish tradition which make me thank my lucky stars that I belong to it."

~Albert Einstein

Whether you volunteer in a soup kitchen, tutor a child, visit the sick, or organize others, these actions all stem from our Jewish tradition. From the prophets to Albert Einstein, social justice is a part of who we are as Jews. The goal of *CASE It: Tzedek and the Holidays* is to integrate social activism on campus with the Jewish holidays. Use this guide to help connect the familiar symbols of the Jewish holidays (e.g., apples, honey, shofar, etc.) with a variety of social justice initiatives.

This guide includes four possible Tzedek (justice)-oriented programs/projects for each holiday in your first semester of school. In addition, one program/project per holiday becomes the focus of a detailed, step-by-step explanation of the issue at hand, and methods to incorporate Community partnership, advocacy/awareness, service opportunities, and Jewish education. (These four elements comprise the CASE methodology, which was developed for the Tzedek Hillel initiative; please refer to page 2 for a complete explanation.) This guide is meant to be used as a resource; use the entire CASE explanation or just one part. Please remember to look at your community's needs before planning a project. The material in this guide can serve as a springboard for your own creative, "out-of-the-box" Tzedek holiday initiative.

We would like to thank Suzanne Borden, Rabbi Avi Weinstein, and everyone in the Department of Jewish Student Life for their help. In addition, we extend gratitude to Shira Hutt, the Bittker Fellow, for her ideas, support, and resources contained in the back of this guide. Please refer to the purple section at the end of the guide for information on programming resources and grant opportunities.

Please feel free to contact either of us if you have any questions, suggestions, or just want to chat! Good luck with your programming this year!

Hannah Graham
Iyyun Fellow, 2001-2002

Rachel Weiss
Tzedek Fellow, 2001-2002

Tzedek Hillel: MAKING THE CASE

Tzedek Hillel seeks to pursue justice and transform communities. In the process of bringing about meaningful social change, participants grow intellectually and spiritually.

Tzedek Hillel developed the CASE methodology as a framework for pursuing meaningful public service. “Making the CASE” is an overview of the program methodology. The four components are:

Community Partnerships

Tzedek Hillel seeks to transform our communities by creating effective partnerships with other Jewish and non-Jewish organizations on campus, in the local area, nationally and internationally. Many of these organizations offer funding resources, direct service opportunities, educational materials and expertise in training.

Advocacy/Awareness

By understanding the root causes of issues and by educating activists and the public, Tzedek Hillel seeks to perform effective public service and to broaden the constituency for social change. Advocacy enables activists to go beyond short-term answers to bring about meaningful solutions.

Service

Participation in effective, direct-service activities benefits communities and provides powerful experiences for students. Service is a catalyst for self-reflection and personal growth at a time when most students are seeking to define themselves. Tzedek Hillels strive to create meaningful and challenging service projects for participants, or partner with existing campus and/or community projects to fulfill unmet needs.

Education

Meaningful Jewish learning experiences allow students to make the connection between being a responsible citizen and being a responsible Jew. Hillels have been experimenting with both formal and informal learning techniques to connect direct service and advocacy with Jewish values. In consultation with Hillel’s Joseph Meyerhoff Center for Jewish Learning, Tzedek Hillels seek to develop Jewish learning programs that are appropriate for those participating in public service.

PURSuing JUSTICE. TRANSFORMING COMMUNITIES.

ROSH HASHANA

SUGGESTED PROGRAMS:

1. What is all the BUZZ about? An alternative way to look at Rosh Hashana through the bees and their honey. (Indiana University – Hillel's Program Exchange)
2. It's the Head of the Year – Help children and volunteer at a *Head Start* program in your community. (www.nhsa.org)
3. High Holiday Drive: What is needed in your community? (toys, canned food, toiletries, school supplies, etc.)
4. The Farmer and The Apple → CASE It!



When the Jewish New Year arrives on the first and second days of Tishri (the first month in the Jewish calendar), there are a range of actions to make the day special. We replace the regular prayerbook with a machzor (the High Holiday Prayer book); we hear the shofar blown during the synagogue service; and some Jews engage in the custom of *tashlich*, discarding their sins in a flowing body of water with bread. One tradition that captures both the imagination and the tastebuds involves dipping apple slices into golden honey. This simple tradition potently symbolizes our hopes for a sweet year to come, as we say to each other, "*L'shana tova um'tuka*," "may you have a good and sweet New Year."

Stop Chewing and Start Thinking

The apple and honey ritual is a tangible, tasty way to express the belief that the new year is full of potential for good things. Have you ever thought about the origin of an apple, the very "core" of this activity? How does an apple make its way from an orchard to your Rosh Hashana dinner? Are you supporting certain types of farming by purchasing specific kinds of apples? Tzedek says: CASE it!

- Advertise a special dinner wherein all of the fruits and vegetables used for cooking will be 100% organic.
- Call the dinner "Shabbat Goes Organic" or "An Organic Experience."
- Invite a local farmer to speak at the Shabbat dinner, or the head of the community food cooperative, or a manager from a supermarket that carries a large amount of organic foods such as Freshfields or Whole Foods.
- After the farmer's presentation, discuss topics such as small farms versus large supermarkets, the environmental benefits of raising organic produce, or the health benefits of eating organic produce.
- Encourage a student who attended the program to write a newspaper editorial about how and why students can become involved in buying organic food.

Issue: Organic Products

CASE It: The Farmer and the Apple

This year for Rosh Hashana, buy organic apples for your holiday table. Explain to friends and family that the organic apple symbolizes your commitment to protecting health and the environment.

Community partners:

- COEJL – Coalition on the Environment and Jewish Life (www.coejl.org)
- A campus environmental group
- Department of Health Studies

Advocate/Awareness:

- Meet with campus dining services and encourage them to purchase organic fruit for an optional table at the dining hall.
- Give out organic apples and honey on the central area on your campus.
- Fast Facts:
 - ◆ Over 7,000 varieties of apples are grown around the world.
 - ◆ According to guinnessworldrecords.com, the largest apple ever grown was picked in England. Belonging to the Howgate Wonder variety, the apple weighed 3 lbs 11 oz and measured 22 inches in circumference.
 - ◆ Discuss who is picking the apples?
 - ◆ Have a conversation about what are genetically engineered foods.
 - ◆ What to Know about Organic Products: They . . .
 - Are grown without synthetic pesticides, herbicides, hormones, antibiotics, or fertilizers.
 - Are not irradiated (a process that uses radiation to extend shelf-life for fruits and vegetables).
 - Do not contain genetically modified organisms.
 - Are grown taking into account the soil's health and the relationship to the surrounding natural habitat.

Service:

- Organize a gleaning project as a field trip around Rosh Hashanah time. Gleaning is the process of picking remaining food after crops have been harvested; in Leviticus (19:10): "You shall not pick your vineyard bare, or gather the fallen fruit of your vineyard; you shall leave them for the poor and the stranger." Contact local farms to volunteer Hillel students for gleaning, and donate the food you collect to a shelter or soup kitchen.
- Find the closest organic farm to your campus and volunteer during the harvest season.
- Volunteer for a local food cooperative.

Educate:

- Did you know?
 - ◆ There is a Talmudic tradition to create blessings by making puns with your food (Keritut). This way, you are not limited to eating just apples as a significant fruit for Rosh Hashana; any food can become an edible omen. For example, you could say, "Lettuce have a wonderful New Year!" when you eat a salad. (See "Try This" for a fun Rosh Hashana activity.)
- Quotable quotes:
 - ◆ Nature is of the very essence of Deity. -Israel Baal Shem Tov (1700-1760, founder of modern Hasidism), *Shivchei Ha-Besht*
→ *What is your spiritual connection to the environment?*
 - ◆ And the Lord God placed Adam in the Garden of Eden to work it and to protect it. -Genesis 2:14
→ *What you are you doing to protect the environment?*
 - ◆ Like an apple tree among trees of the forest, so is my beloved among the youths. -Song of Songs 2:3
→ *How do organic products stand out from others in your grocery store?*
- Try this:
 - ◆ It is a mitzvah to eat new fruit during this time of year. Go to your local grocery store, choose a **new type of organic fruit**, and recite the following blessing:

בָּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, שְׁהַחֲיֵנוּ וְקִיַּמְנוּ וְהַגִּיעְנוּ לְזֶמַן הַזֶּה:

Baruch atah adonai, eloheinu melech ha'olam, shehechianu v'kimanu v'higianu lazman hazeh.

Blessed are you, Hashem, our God, King of the universe, who has kept us alive, sustained us, and brought us to this season.

Resources:

United States Department of Agriculture: www.usda.org

Earthbound Farm: www.edfarm.com

Whole Food Market: www.wholefoodsmarket.com

Organic Foods on About.com: nutrition.about.com/cs/organicfoods/index.htm

FROM ROSH HASHANA TO YOM KIPPUR

SUGGESTED PROGRAMS:

1. "READ BY THE RIVER": A Literacy Fair
(Tufts University – Hillel's Program Exchange)
2. Fast Action Campaign for Yom Kippur: Donate meal points from your dining services on campus during the fast to MAZON: A Jewish Response to Hunger. (www.tzedekhillel.org)
3. Yom Kippur Nature/Environmental Exploration
(Brown University – Hillel's Program Exchange)
4. People of the Book - A Year of Literacy Activism → CASE It!



When the ram's horn sounds its notes on Rosh Hashanah, it is as if we are being awakened from our slumber of the past year. The ten days between the Jewish New Year and Yom Kippur are known as Yamim Nora'im, the Days of Awe, or the Days of Repentance. This period is built into the Jewish calendar to give us time to realize our shortcomings, reconcile personal relationships that may have gone wrong, and repent. On the tenth of Tishri (the first month in the Jewish calendar) this period of introspection culminates in Yom Kippur, known as the Day of Atonement. When the shofar blows one last time during Ne'ilah, Yom Kippur's concluding service, we are again awakened to the fact that we can make important transformations in our lives, not only during the Yamim Nora'im, but also throughout the coming year.

Wake Up!

Taking place around the beginning of the school year, the Yamim Nora'im provide an opportunity to kick off your Hillel's involvement in a Wake-Up Campaign. This could be a year-long awareness campaign for an issue that is important in your community.

- Pick an issue.
- Pick a local organization with which you will partner.
- Raise awareness of the issue by educating students through speakers, seminars, panels, activities, etc.
- Plan monthly events in conjunction with the partner organization.
- At the end of the year, conclude your Wake-Up Campaign with a celebration honoring the participants and thanking the partner organization for its help.

Issue: Literacy

CASE It: People of the Book - A Year of Literacy Activism

This year from Rosh Hashana to Yom Kippur, being organizing a yearlong literacy campaign on your campus. Explain to fellow students the importance of books in Jewish tradition and the continuation of learning from one generation to the next. Initiate a Wake-Up Campaign that will focus on literacy and will promote the mitzvah of teaching others.

Community partners:

- Literacy Volunteers of America (www.literacyvolunteers.org)
- National Jewish Coalition for Literacy (www.njcl.org)
- School of Education
- Local elementary schools

Advocate/Awareness:

- Organize a Literacy Awareness Day on your campus.
 - ◆ Write letters to government officials regarding issues in the education system:
 - Student/teacher ratios
 - Digital divide in school systems (computers and access to the web)
 - Adult literacy
 - Improvement of early literacy skills for pre-school children and reading literacy skills for children in kindergarten through third grade
 - Outdated textbooks
 - These are just some issues...look on Web sites for up-to-date information!
- Fast Facts: According to the National Institute for Literacy Web site:
 - ◆ Over 20% of adults are reading at or below a fifth-grade level.
 - ◆ Among people with the lowest literacy skills, 17% receive food stamps, 43% live in poverty, and 70% have either a part-time job or no job.

Service:

- Read to children at local libraries on a monthly basis.
- Record books on tape for people learning to read or the blind.
- Organize a used book drive for a local elementary school.
- Tutor a child one on one.
- Collect school supplies at the end of the semester.

Educate:

- Did you know?
 - ◆ In Jewish tradition, books are buried instead of being thrown away; this shows the depth of respect that Jews have for books.

- ◆ According to Jewish belief, books play a prominent role in God’s activity during Rosh Hashanah and the Yamim Nora’im. On Rosh Hashanah God writes our names in books, specifying who will live and die in the coming year; on Yom Kippur the books are sealed. Establishing a new commitment to charity is a way many Jews try to ensure that their name will be inscribed in the book of life for the year to come.
- Quotable quotes:
 - ◆ Rabbi Yehuda HaNasi would say: Take note of things and you will not commit wrongdoing: know what is above you—a seeing eye, a hearing ear, and, above all, your deeds are written down in the Book. –*Pirkei Avot 2:1*
→ *What are you doing about the injustices you see and hear?*
 - ◆ If you drop gold and books, pick up first the books and then the gold. – Yehudah He-Hasid (1150-1217), *Sefer Hasidim*
→ *Can you put a price on your ability to read? How has it benefited you so far?*
 - ◆ Make your books your companions; let your cases and shelves be your pleasure-grounds and orchards. Bask in their paradise, gather their fruit, pluck their roses, take their spices. -Judah Ibn Tibbon (c.1120-c.1190, Hebrew translator from Spain), *Tzavaah*
→ *Do you have a mentor? Who looks to you for mentorship? How does a mentoring relationship enrich your life?*
- Try this:
 - ◆ Blow the shofar to bring in your new project. A translation for the word shofar is ‘a mouthpiece.’ As you kick off your Wake-Up Campaign, consider how you can speak up and be a vocal advocate for literacy or any other issue.

Resources:

Literacy Volunteers of America: www.literacyvolunteers.org

National Jewish Coalition for Literacy: www.njcl.net

Student Coalition for Action in Literacy and Education (SCALE):

www.unc.edu/depts/scale/

National Institute of Literacy: www.nifl.gov

Educate the Children: www.educatethechildren.org

SUKKOT

SUGGESTED PROGRAMS:

1. Sukkah Sleep-Out for the Homeless: Raise Awareness
(Columbia University and Barnard College – Hillel’s Program Exchange)
2. “Seeds” of Life – Nutrition speaker for students when choices are made between fast food and fresh food.
3. Sukkot and Our Environment – How do they affect one and other? Does the pollution in your city make it hazardous to eat or sleep in your sukkah?
4. Sukkot Sichot → CASE It!



An eight-day festival that begins on the 15th of Tishri (the first month in the Jewish calendar), Sukkot, meaning "booths" is named for the booths we build for this holiday. Also known as "*z'man simchateinu*" (the time of our joy), Sukkot emphasizes intense celebration — "You shall rejoice in your festival" (Deut. 16:14) and "you shall have nothing but joy" (Deut. 16:15). Nevertheless, our time spent in the sukkah (singular of Sukkot) reminds us that we have experienced great difficulty in the past. Tradition maintains that the booths commemorate the fragile huts built by the people of Israel during 40 years of wandering in the desert. Thus, while we revel in the abundance offered by the harvest season, we eat and sometimes sleep in makeshift shelters as if we, too, were still wandering without a home. Sukkot is an opportune time to remind ourselves that while we are now fortunate enough to have food to eat and shelter over our heads, the problems of affordable housing, homelessness and their root causes still rage in the streets of our cities.

Under One Roof

The word sukkah sounds a lot like the Hebrew word for conversation [sichot] (see CASE section E on next page). Create a conversation about housing issues and homelessness the focus of a Tzedek Sukkot program. Reach out to other campus groups and partner agencies by joining together under the sukkah roof for a dialogue. The sukkah provides an ideal space to examine personal attitudes toward homelessness and share resources with others.

- Have a nintergroup dialogue in your Hillel's sukkah to discuss community housing issues.
- Invite associates of local housing agencies, as well as university faculty involved in social justice or a living wage campaign, to facilitate an after-dinner discussion.
- Divide the students into groups to analyze their personal attitudes toward helping others, including the role religious or ethnic background may play.
- At the conclusion of dinner, announce a service project in conjunction with Habitat for Humanity or a local housing initiative to take place in the following week.
- Organize a teach-in/sleep-in one night of Sukkot to increase awareness about homelessness and housing issues.

Issue: Local Housing Issues

CASE It: Sukkot Sichot

This Sukkot do something a little different. As you sit in your sukkah this year, assess and discuss the local housing issues in your community; try to find ways to improve the situation.

Community Partners:

- Habitat for Humanity (www.habitatforhumanity.org)
- National Coalition for the Homeless (www.nationalhomeless.org)
- National Low Income Housing Coalition (www.nlihc.org)
- Local City Council
- The Schools of Social Work and/or Public Policy on your campus

Advocacy/Awareness:

- Host a forum on housing issues in your community: invite council people, low-income individuals to share their experience, and service providers.
- Register low-income individuals to vote in Election Day (the first Tuesday in November).
- Have a table where people can write to their elected officials about the importance of programs for affordable housing and the homeless.

Service:

- *Ushpizin* is the custom of inviting biblical ancestors to sit in the sukkah as guests of honor. Traditionally, the representatives of the patriarchs were the poor. For one day during the festival, turn your sukkah into a soup kitchen and invite today's Abrahams and Sarahs into your home.
- Organize a "Night Without a Home" awareness sleep-out in front of city hall or on your campus.
- Build a house with Habitat for Humanity.
- Make special Tzedakah boxes from which the money will be donated to the issues of affordable housing and homelessness:
 - ◆ Attach a paragraph about homelessness to the Tzedakah box, the importance of giving, and where the money is being donated.
 - ◆ Distribute the Tzedakah boxes to local establishments and Jewish organizations
 - ◆ Donate the money after a period of time and have the campus paper run an article on the project

Educate:

- Did you know?

- ◆ Two Hebrew words that sound alike are sukkah and sicha. Sukkah means booth, and sicha (plural: sichot) means conversation. You could advertise your program as Sukkot Sichot! Have a conversation about assessing your community needs.
- Quotable quotes:
 - ◆ Yosi Ben Yochanan of Jerusalem says: Let your house be opened wide, and let the poor be members of your household. –*Pirkei Avot* 1:5
→ *What does your household encompass: dorm, campus, community, country? How welcoming are you to the different campus households?*
 - ◆ It is a joy to live in one's own house. –*Y. Talmud, Moed Katan, 2.4*
→ *What is the joy if you don't have a house?*
- Try this:
 - ◆ Have an etrog on hand in the sukkah. The sharp, sweet smell can revive your spirits and remind you of all the work that can be done to improve the housing situation in your community. At the end of Sukkot, you can place cloves in the etrog and use it as your spices during Havdallah ceremonies.
 - ◆ Here are the steps for the custom of ushpizin (inviting in ancestors):

- Make this invitation in Hebrew:

אַזְמִין לְסֵעוּדָתִי אוֹשְׁפִיזִין עֵילָאִין אַבְרָהָם יִצְחָק יַעֲקֹב יוֹסֵף מֹשֶׁה אַהֲרֹן וְדָוִד:

Azamin lisudati ushpizin ilayin Avraham, Yitzhak, Ya'akov, Yosef, Moshe, Aharon, v'David.

I will invite to my meal these exalted guests: Abraham, Isaac, Jacob, Joseph, Moses, Aaron, and David.

- Make a declaration that specifies one ancestor per day:
→ Today, on this day, the first day of Sukkot, we invite Abraham into our sukkah. (On the second day invite Isaac, and so on.)

→ Think of other ancestors, contemporary figures or family members you might want to invite to your sukkah.

Resources:

- National Low Income Housing Coalition: www.nlichc.org
- University Programs Department, United Jewish Communities: www.ujc.org
- National Student Campaign Against Hunger and Homelessness: www.nscanh.org

CHANUKAH

SUGGESTED PROGRAMS:

1. "Not Your Average Chanukah Party" – Bonfire – Latkes – Light:
In our time of the energy crisis we try to find alternative ways for light.
2. Chanukah Casino/Gelt Night including a Tzedakah Auction where all the money raised goes to a local organization.
(University of Virginia – Hillel's Program Exchange)
3. From the Maccabees to the Israel Defense Force (IDF): Israel Advocacy
4. EIGHT DAYS, EIGHT WAYS → CASE It!



Beginning on the 25th of Kislev, Chanukah gives us an occasion to say, "*Nes gadol hayah sham* – A great miracle happened there." Lighting an additional candle each night of Chanukah, we remember the miracle of the little flask of oil that lasted eight entire days. Somehow, the resource that was only supposed to burn for one day actually supplied energy for eight days. Though this miracle happened over 2000 years ago, it has relevance for contemporary issues of energy resources and conservation. In the face of dwindling resources and soaring energy prices, a constant challenge of modern life lies in finding a way to make products safer for the environment and more energy efficient. With the miracle of the Chanukah candles in the back of our minds, we can stop and think about our energy sources. Is it possible to create modern-day miracles by conserving our natural resources so that they, too, will last longer than we could predict?

Dedicate Ourselves

The word Chanukah means "dedication," referring to the rededication of the Temple after the Jews defeated the Greeks in 165 BCE. Start off Chanukah by rededicating yourself to the conservation of natural resources. Encourage students at your Hillel and on your campus to develop good conservation habits. Emphasize the importance of conserving our resources, particularly with regard to light and energy, but also in other areas in the environment. At your Hillel's first Chanukah celebration:

- Provide suggestions for actions that are easy yet make a difference:
Eight Days, Eight Ways (see CASE section on next page).
- Change the regular light bulbs to compact fluorescent light bulbs at your house and at Hillel.
- Check if a local hardware store will sell fluorescent light bulbs to you at cost; have a campus campaign to encourage people to change the bulbs in their lamps.
- Have a candle-making workshop so students can create their own replacements for light bulbs (but always remind them about residence hall regulations for burning candles!).
- If possible, try to do your program by candlelight to emphasize the importance of conserving energy.

Issue: Energy Conservation

CASE It: Eight Days, Eight Ways

Celebrate Chanukah – save some energy. At your Hillel Chanukah party or while tabling on the quad, encourage people to change their ways regarding energy conservation.

Community partners:

- Coalition on the Environment and Jewish Life (COEJL) (www.coejl.org)
- Sierra Student Coalition (www.ssc.org)
- School of Natural Resources
- Office of the President

Advocate/Awareness:

Here are some actions you can do to create awareness about energy:

- 1) Use compact fluorescent light bulbs, which use much less energy than conventional bulbs while providing high quality light.
- 2) Use cooler water temperature to wash clothes.
- 3) Remember to turn off lights when leaving a room.
- 4) Check for drafts around your window in your dorm room or in your apartment, then call the necessary people to fix it – you will save energy!
- 5) Buy rechargeable batteries whenever possible.
- 6) Look for the ENERGY STAR label on products (see www.energystar.gov).
- 7) Turn on the ENERGY STAR power saver feature on your computer.
- 8) Disconnect unnecessary or unused equipment.

Service:

- Invite local Jewish children to the activity to join in the candle-making and festivities.
- Collect money to donate energy-efficient light bulbs to your Hillel and local organizations.
- Crafts at an after-school program (see activity under Educate- *Try This*).

Educate:

- Did you know?
 - ◆ The Chanukah candles are for publicizing the miracle of Chanukah, rather than for practical use. *Think about how you can be the shamash (the candle that is separated and helps light the other candles during the nights of Chanukah) and publicize the importance of energy conservation.*
- Quotable quotes:
 - ◆ God said, 'Let there be light'; and there was light. God saw that the light was good, and God separated the light from the darkness. God called the light

Day, and the darkness he called Night. And there was evening and there was morning, a first day. -Genesis 1:3-5

→ *What does light mean to us, and why is energy important to us?*

- ◆ A light for one is a light for a hundred. –*B. Talmud, Sabbath, 122a*
→ *One person can have a large impact on a community. What are you doing to "enlighten" others about the issues that matter to you?*
- ◆ When Adam [the first human] noticed that the days were getting shorter, he said: "Is the world becoming darker because of my sins? Will it soon return to its unformed state, and this is the mortality that the heavens have levied upon me?" For eight days he prayed and fasted. When the period of Tevet [the month after Kislev] arrived and he saw that the days were now growing longer, he realized: "This is the way of the world." Adam then made eight days of celebration. –*B. Talmud, Avoda Zora, 8a*
→ *Are we powerless when we are in the dark about issues?*

- Try This:

- ◆ Latkes are potato pancakes fried in oil. At your Chanukah party this year, put a new twist on this traditional snack item by using leftover potatoes to construct potato lamps. Complete instructions and a list of supplies can be found on www.skillsandcraft.co.za/pote.htm. Turn this activity into a service project by inviting local children to take part in your science experiment!

Resources:

COEJL: www.coejl.org

Department of Energy: www.doe.gov

Center for Environmental Citizenship: www.envirocitizen.org

Student Environment Action Coalition: www.seac.org

SHABBAT

SUGGESTED PROGRAMS:

1. Chicken Soup for the "Sole": A shoes and socks drive in the winter months.
2. Shabbat Under the Stars: Judaism and the Environment (Hillels of Philadelphia – Hillel's Program Exchange)
3. Monthly Theme Shabbat – Each month choose a social justice issue to explore, invite a speaker for an oneg Shabbat and facilitate a discussion
4. A Teach-In on Labor → CASE It!



At the root of the word *Shabbat* are three letters: shin, bet, and tav. Together, these letters mean 'to end' or 'to cease.' Shabbat commemorates the way in which God created the world in six days and ceased working on the seventh. Likewise, on this day of rest, we are encouraged to make a break with our usual activities of the week. According to Exodus 20:9-10, "Six days you shall labor and do all your work, but the seventh day is a sabbath of the Lord your God: you shall not do any work." Shabbat encourages us to think about what it means to work or not to work; in the absence of work, we gain an intense appreciation of rest. Do all those who work have an opportunity to rest? Is everyone receiving the blessing of having a Shabbat?

Some Words on Work

This Shabbat take a break from your regular workweek and make labor issues the focal point of discussion around your Shabbath table. Organize a day-long Shabbat teach-in on the connection between Judaism and labor movements.

- Begin by exploring the role of wealth, labor, and the fair treatment of workers in the Torah and Jewish literature. Invite a rabbi or Jewish Studies professor to discuss the history of "Jewish" professions and how Jews were systematically prohibited from most occupations during the Middle Ages.
- Invite a literature professor to discuss the many poignant descriptions of Jewish working people, from Shakespeare's Shylock the moneylender, to Sholom Aleichem's Tevya, to Arthur Miller's Willy Loman, to the work of David Mamet.
- Invite Jewish senior citizens to discuss working conditions in their childhood, or during the lifetimes of their parents. What were "Jewish" professions then?
- Brainstorm different roles Jews have played in labor movements from their creation until today. Is promoting fair labor practices an inherently Jewish value?
- Bring in labor leaders, businesspeople, and academics to discuss how fair labor practices have been integrated into America law and business. Are labor unions still needed? Is American law biased against organizing unions and collective bargaining? What's the difference between minimum wage and a living wage? Can and should American labor practices be extended globally?
- Address labor issues on campus. Can all workers – graduate students, custodians, cafeteria workers, groundskeepers – survive on their wages and benefits in your community? Is some work contracted out to avoid paying a living wage? To what extent does your school hire unionized employees and purchase union-made goods? Is child labor used in the manufacture of you school's logo apparel?
- Come up with an Action Plan for Hillel's involvement in advocating for labor rights on campus or in the surrounding community.

Issue: Labor

CASE It: A Teach-In On Labor

As you celebrate your day of rest, reflect on those who do not have the opportunity of fair labor practices. Learn about the issues in your communities and the change the ways of your campus and city.

Community Partners:

- National Interfaith Committee for Worker Justice (www.nicwj.org)
- Jewish Labor Council
- National Labor Committee Student Action
- Business schools

Advocacy/Awareness:

- Invite local union members to attend a Shabbat dinner followed by a discussion of their lives and the importance of unions.
- In the d'var Torah for the week, have the students or Hillel staff tie in the issues of labor with the parsha.
- As students enter the building on Friday night, have material on unions as well as the living wage campaign.

Service:

- We learn that Shabbat is the day of rest; therefore, try not work on the Sabbath day. Use Shabbat to restore and inspire yourself for the service projects of the coming week.

Educate:

- Did you know?
 - ◆ In the Bible, the earth also receives a day of rest. According to Leviticus 25:4, "But in the seventh year the land shall have a sabbath of complete rest, a sabbath of the Lord: you shall not sow your field or prune your vineyard." The land sabbatical became the model for the idea of taking an academic sabbatical every seven years.
- Quotable Quotes:
 - ◆ Which is the road to happiness? Travel it, and find rest for your souls.
–Jeremiah 6:16
→ *Do you take time to rest for your soul?*

- ◆ Equality is the mother of Justice, queen of all virtues. –Philo (c.20 BCE-c. 40 CE, Jewish philosopher from Alexandria), *Noah's Work as a Planter*
→ *What connections can you see between equality and justice? Can you investigate the Jewish commitment to promoting equality in labor at the turn of the twentieth century?*
 - ◆ Work, that you may have the right to live. Work, that you may perfect your body and soul. Work, that you may share in the common perfection. -A. Lieberman (c.1842-1880, Russian socialist)
→ *Does work perfect your body and soul? How many hours do you work a week?*
 - ◆ The wealth of a country is its working people. –Theodor Herzl (1860-1904, founder of modern Zionism), *Altneuland*
→ *Does your country value its working people? Does your campus invest in its workers?*
- Try This:
 - ◆ Examine Psalm 126 (the psalm before Birkat Hamazon, the blessing after the meal). See how many references to labor the psalm contains. Why would this psalm be appropriate to say on Shabbat and festivals when work itself is forbidden?

Psalm 126

A song of ascents: When the Lord restores the return to Zion, we will be like dreamers. Our mouths will be filled with laughter, our tongues, with songs of joy. Then shall they say among the nations, "The Lord has done great things for them!" The Lord will do great things for us and we shall rejoice. Restore our return O Lord, like streams in the Negev. They who sow in tears shall reap in joy. Though he goes along weeping, carrying the seed-bag, he shall come back with songs of joy, carrying his sheaves.

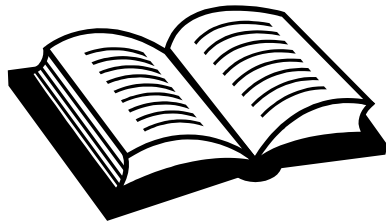
Resources:

Living Wage Campaign: www.livingwagecampaign.org

Student Labor Action Project: www.jwj.org/AboutJWJ/SLAP.htm

RESOURCES

1. Programming Resources



2. Grant Opportunities



3. Tzedek Partner Agencies

A complete list of partner agencies is available at www.hillel.org.



PROGRAMMING RESOURCES

There are a number of ways to tap into Hillel Program resources, as well as other Jewish and Partner Agency organizations. By exploring different resources you can modify programs, combine ideas, and find ways to appeal to different students.

Hillel Resources:

- **The PROGRAM EXCHANGE:** Just log onto [www. Hillel.org](http://www.hillel.org) and link over to the Program Exchange. The Exchange will allow you to learn about programs that were implemented by students and Jewish Campus Service Corps Fellows around the world.
- **The Department of Jewish Student Life:** In partnership with students, professionals and lay leaders, the Department of Jewish Student Life seeks to stimulate vibrant Jewish life during and after the college experience. We are committed to understanding the dynamics of each campus in order to become advocates, allies and resources for programming excellence. We provide forums for the exchange of knowledge and expertise, linking living and learning Jewish communities.

Department of Jewish Student Life

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Abby Kornfeld, Samuel and Helene Soref Fellow

(202) 449-6594; akornfeld@hillel.org; soref@hillel.org

Joseph Meyerhoff Center for Jewish Learning: contact the Meyerhoff Center for Jewish resources, educational pieces, and ideas for adding Jewish content to your programs

Rabbi Avi Weinstein, Director, Joseph Meyerhoff Center for Jewish Learning

(202)449-6592; aweinstein@hillel.org

Elliot Kaplowitz, Iyyun Fellow

(202)449-6591; ekaplowitz@hillel.org

Other Resources:

Check out Hillel's new *Partner Agency Guide* and contact any organization that might be able to connect you with the appropriate programming ideas or contact a local organization to see what they have to offer!

✓ GRANT OPPORTUNITIES

Hillel's Department of Jewish Student Life offers a variety of program grants for your students and campus. To learn more or apply online, please visit www.hillel.org Besides Hillel's grants, you can find several grant opportunities through organizations listed in our *Partner Agency Guide*.

STUDENT INITIATIVES COMMITTEE GRANTS:

Contact Shira Hutt, Bittker Fellow, 202-449-6589, bittker-fellow@hillel.org

Encouragement Grants and Irving and Sarah Pitt Campus Creativity Grants help provide funding for innovative campus-based Jewish programming. Grants are awarded by the Student Initiatives Committee, which is composed of about 10 student leaders and volunteers from around North America. Grant allocations are only awarded for student initiated and student planned programs. Allocations are decided based on the quality of the projects, while taking into consideration the specific factors that exist on each campus. The Student Initiatives Committee encourages students to design creative and unique projects that extend beyond the confines of traditional Jewish programming. All grant proposals must be written by students.

1. **Encouragement Grants** must be initiated, written, developed, and implemented by students, have creative and interactive elements, contain strong Jewish substance, impact a substantial group of Jewish students by adding something new and exciting to Jewish life on campus. **Maximum Grant: up to \$1000**

2. **Irving and Sarah Pitt Campus Creativity Grants** In addition to fulfilling the guidelines for the Encouragement Grants, applicants should aspire to create imaginative, extensive, and experimental program that explore new avenues of promoting Jewish activity on their campus. Irving and Sarah Pitt Campus Creativity Grants are projects that have an additional creative element to them. Applications are challenged to defy the norm. Pitt Grants are an award as well as a grant and it is an honor to receive one. **Maximum Grant: up to \$2000**

GRINSPOON QUICK TURN-AROUND GRANTS

Contact Shira Hutt, Bittker Fellow, 202-449-6589

grinspoon-grant@hillel.org

These grants were established by the **Harold Grinspoon Foundation** to help fund student-driven and organized programs related to either a late-breaking issue on campus or a student-initiated program idea.

Maximum Grant: Funding up to \$400 is available per grant for student written proposals. The first \$200 is available without matching funds. Amounts greater than \$200 require the applying group to secure at least one third of the matching funds from another source (e.g: \$67 for an additional \$200). Programs may be partially funded.

SOREF INITIATIVE FOR EMERGING CAMPUSES

Contact Shawn Laing, Director, Soref Initiative. 202-449-6593, soref@hillel.org

The **Soref Initiative for Emerging Campuses** seeks to develop Jewish life on campuses with small Jewish populations, through scholarships to conferences, regional event programming and subsidies, reference materials, program incentive grants, program resources, and other opportunities.

1. **Soref Program Initiative Grants** are available for a wide variety of programs including Shabbat dinners, Israel education, and community service projects.

Maximum Grant: \$500 per grant, \$1200 maximum for the year.

2. **Soref Regional Programming Grant** are available for any Hillel program which includes multiple schools served by the Soref Initiative for Emerging Campuses. Hillel Regional Centers, Foundations, and Program Center are eligible to apply.

Maximum Grant: \$2000 per grant, \$2500 maximum for the year

3. **Soref Specific Initiatives Grants** are available four times throughout the academic year. The Soref Initiative releases a request for proposals related to a specific theme or topic for each of the four rounds.

Maximum Grant: subject to specific round

TZEDEK HILLEL GRANTS

Contact *Brianne Nadeau*, Tzedek Fellow, 202-449-6596, *Tzedek-Fellow@hillel.org*
OR visit *www.tzedekhillel.org*

1. Tzedek Hillel – MAZON Hunger Grants

MAZON: A Jewish Response to Hunger has provided funding for campus grants, administered by Tzedek Hillel, for hunger-related programs. Programs that address the issue of hunger; demonstrate Jewish content; include co-sponsorship with other campus groups, university departments, or community organizations; and are new or a variation of an existing program are eligible.

Maximum Grant: up to \$500

2. Hillel - ADL Joint Venture Diversity Grants

The Perry and Martin Granoff Foundation has provided funding for Hillel: The Foundation for Jewish Campus Life/Anti-Defamation League Joint Venture Diversity Grants to enhance inter-group relations on campus. Campuses can apply for one of four programming grants, including hosting a diversity training session, speakers forum, or the showing of a film. In addition, campuses may apply for grants up to \$1,000 to create their own inter-group relations program.

3. National Student Campaign Against Hunger and Homelessness Campus Training Grants. The National Student Campaign Against Hunger and Homelessness (NSCAHH) has worked with thousands of students at campuses nationwide to develop effective programs that address the issues of hunger and homelessness. Through trainings, planning meetings, workshops and motivating speeches, the national staff can help you develop a semester of programs and inspire student activism. Tzedek Hillel and MAZON: A Jewish Response to Hunger have grants available for Hillels to host a NSCAHH training on campus. *For more information, visit www.nscanh.org.*

Maximum Grant: \$500