

ENHANCING
THE JEWISH AMBIANCE
OF YOUR JCC:
A RESOURCE GUIDE

by Jane Per an and Ellen Singer



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TABLE OF CONTENTS

Introduction.....	4
Preface by Reuven Kimelman	6
Photos	9
Photo Captions and Credits	16
Ideas for Permanently Enhancing <i>the Jewish</i> Environment	
Interior	17
Exterior.....	23
Ideas for Seasonally Enhancing the Jewish Environment	
Generic Ideas	24
Appendices	
Resources.....	38
Bibliography for Building DTCC.....	42

INTRODUCTION

The physical environment *of a Jewish Community Center can be a powerful educational as well as psychological tool. Both the exterior and the interior of a Center convey messages not only about the functions of the building but also about its identity. The Jewish identity of a Center can be significantly enhanced by focusing more attention on its physical environment. This Resource Guide has been compiled to highlight the tremendous potential for enhancing the Jewish identity of our JCCs by concentrating on the physical surroundings.*

As the first step in creating this Resource Guide, we conducted a survey to learn what ideas were already in place. We combined the survey responses with additional original ideas to form the final product. Our aim has been to strike a balance between spelling out concrete ideas and offering suggestions that JCC professionals can fully develop, using their own creativity and knowledge of their specific physical plant. We want to stress that this is a physical environment guide. It is not a program guide. (However, some references to programming will be made when we discuss the enhancement of public spaces.) Finally, we want to point out that we recognize the limited resources, both financial as well as human, of many Centers, and hope that this Guide will be viewed as offering guidelines that are realistic as well as desirable.

The structure of the Resource Guide is as follows:

Ideas for Permanently Enhancing the Jewish Environment.

This section includes ideas which will require a one-time effort. They will then become a permanent part of the physical environment of the Center.

II Ideas for Seasonally Enhancing the Jewish Environment.

These ideas are connected to the major Jewish holidays. This section begins with an offering of generic suggestions that can be adapted for each holiday. Next follows a holiday-by-holiday listing of ideas and recommendations. The final page of this section discusses two additional suggestions for changing the physical environment which are non-permanent but not connected to any of the Jewish holidays.

III, Appendices.

A. Resources. This section lists useful resources to supplement the ideas in *the Guide*.

B. Bibliography for Building Your JCC Library. This section lists books and periodicals that may serve as resources for enhancing the Jewish ambiance of the JCC.

Preparation of this *Guide* would not have been possible without the help of all of you who took the time to fill out and return the initial survey. We thank you all, We also want to acknowledge a few people by name without whose contributions *this Guide would not* have come to fruition. In 1985 while at the

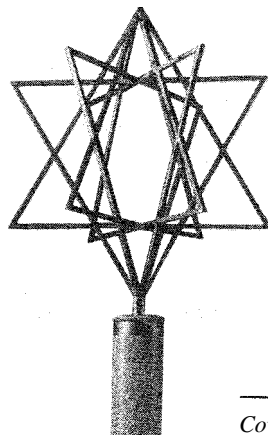
Omaha JCC, Steven J. Rod produced a booklet called "Let's Get Physical" which served as our inspiration. Steve also gave generously of his time to review and comment on early drafts of this Guide, as did Leonard Rubin, David Belzer, Miriam Davidow, and Harlene Appelman. We sincerely hope that this *Resource Guide* will serve as a catalyst for strengthening the Jewish identities of JCC buildings throughout North America. We also appreciate the valuable contributions of the following JCC Association staff members: Shirley Frank, Kalman Shiloni, and Renee Stevens.

Jane Ferman and Ellen Singer

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Jane Ferman received her B.A. from Barnard College and an M.S. in Education from The Bank Street College of Education. Since 1987, she has served as Consultant on Jewish Educational Programming at the JCC Association, promoting Jewish educational effectiveness in Jewish Community Centers.

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Cover illustration is from the Star of David sculpture which stands in front of the Jewish Community Campus of Greater Kansas City, designed by JCC member and marketing consultant Marvin Litman.

PREFACE

by **Reuven Kimelman**

Since the *Report of the Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers* was issued, Jewish Community Centers have been concerned with transmitting Jewish knowledge, skills, attitudes, and values. Among the various educational approaches that are used, "informal education" is considered to be a strength of JCCs. Enhancing the Jewish ambiance of the Center can further heighten Jewish consciousness and make it a center of "environment education" as well.

Judaism has a long history of dealing with these various educational approaches. The following story illustrates how the teachers of the Talmud dealt with one aspect of this issue:

Once when Hillel was taking leave of his students, they asked him: Master, where are you going? He replied: To do a mitzvah. They said: What might that be? He replied: To take a bath. They said: Is that a mitzvah? He replied: Yes, if in the theaters and circuses the images of the king must be kept clean by the man to whom they have been entrusted, how much more is it a duty of one to care for the body, since humanity has been created in the divine image and likeness.

Two Perspectives on Jewish Education

Here we have the classical difference of perspectives in portraying the function of Jewish education. The position represented by the students adheres to an understanding of mitzvah that limits it to the study of Torah or compliance with its precepts. The position represented by their teacher Hillel advocates an understanding of mitzvah that expands it to include all that enhances the divine image in the human, even regular bathing.

Hillel can be seen as the father of the position that develops a meaning of mitzvah to extend beyond the life of the spirit. It includes the cultivation of the body as an expression of care for the divine image. This position has the capacity to grasp bathing, exercising, and maintenance of physical vigor as a religious act,

A similar diversity of approaches is reflected in the various ways our ancestors responded to the greatest tragedy of ancient Judaism - the destruction of the *Temple* and the exile of much of Jewry from ancient Israel. There were those who lamented that since the Temple was in ruins, Judaism must constrict itself to the four ells of religious law. Others countered that razing the Temple walls released the sacred from its confines and allowed its concentrated holiness to be diffused throughout the world, just as shattering a bottle of scent perfumes a room.

The advocates of constriction saw a Temple-less Judaism as a handicapped religion that could sustain only a holding operation until the Temple would be rebuilt. The advocates of expansion saw the destruction of the physical Temple as an opportunity to promote their view of the world as a divine Temple.

The Expansionist View

The expansionists argued that the whole world could be sensed as a Temple through the recitation of blessings. For them, the °open *Sesame*' to the gate of the world-wide Temple was the blessing formula - "Blessed are You, O Lord Our God,

sovereign of the world" Through reciting this three-part expression, one becomes aware first of God - "You", then community - "our God", and finally all humanity - "the world." The blessing was aimed at strengthening the link with the divine, the Jewish people, and all humanity. By extending divine sovereignty from the self to the community to the whole world, the world-wide spiritual Temple becomes visible.

It is this expansionist vision of Jewish life that has triggered the creation of *Enhancing the Jewish Ambiance of Your 'CC: A Resource Guide*. The *Guide aims to apply Hillel's understanding of mitzvah in order to enhance the Jewishness of the ambiance of JCCs*. Much has been written on the cognitive dynamics of Jewish learning as well as on the group dynamics of Jewish life, but little has been written on the environment dynamics of socialization into Jewish living.

Environment Education

Environment education (educational impact of the building ambiance) differs from structured cognitive learning in aim, target, and context. Whereas structured learning focuses on the why of Judaism, environment education focuses on the *what* and *how*. Structured learning targets the mind; environment education concentrates on luring the eyes, perking the ears, twitching the nose, salivating the palate, and locomoting the limbs.

The mitzvah of lulav and *etrog* on Sukkot provides an excellent example of the type of sensory integration that is involved in environment education. The hands hold the lulav (palm branch bound with myrtle and willows) and the *etrog* (*citron*), the body moves as they are shaken, and the feet encircle the synagogue *bimah* while prayers are recited. In the process, the stately *lulav* strikes the eye, whiffs of the *etrog* arouse the nose, while their shaking bristles the ears. Some say the *etrog* stands for the heart, the palm branch for the spine, the willows for the lips, and the myrtle for the eyes. In any event, in the end, the *etrog* is squeezed into a jam, the lulav is pressed into mural decor, the myrtle is pulverized into fragrance for the post-Sabbath *havdalah* ceremony, and the willows are pounded on the floor. This enlistment of hands, back, feet, mind, mouth, eyes, ears, nose, and palate, along with evocative historical memories, makes this mitzvah an example of Jewish kinesis at its best.

Besides the formal dimension of Jewish education with its offerings of language, Bible, law, holidays, history, and philosophy, environment education illustrates the value of creating sense - catching Jewish environments. Such environments have the potential to spice our tongues with Jewish expressions, to enthrall our eyes with biblical visions, to attune our ears to the rhythms of Jewish life, to touch our hearts with the meaning of Jewish history, as well as to nourish our minds with informative tidbits. By employing multiple channels of transmission, multi-media approaches forge the keys that unlock Jewish awareness on both the affective and cognitive fronts. Through simultaneous stimulation of the gamut of sensory channels, Jewish education can become synesthetic with sounds evoking sights and smells evoking tastes.

Environment Education and the JCC

The JCC provides an excellent setting for environment education. Its large membership, family orientation, and use by all segments of the Jewish community, including the minimally affiliated, make it ideal for such an approach. This wide range of users includes even those of limited attention span and with little intention

to learn. This is the same audience targeted by commercial advertisers, Through the mass media, especially television, advertisers seek to educate without the aura of education and with subliminal reinforcement of their messages. As a result we, the audience, absorb so much of the TV messages and jingles precisely because we are unaware of being educated. Since culture is being transmitted naturally, the frequent defenses against being instructed remain dormant.

Environment education in the JCC aims to utilize the methodology of effective advertising. This consists of grabbing the attention, holding it tight, and letting it go. And then repeat, repeat, and repeat. The secret of subliminal suggestion is repetition. Repetitive messages are the mother of learning, People walk through the doors of the JCC for a wide variety of reasons. The goal of environment education in the JCC is to augment the reasons for entering the building with aesthetically pleasing, non-intimidating, educational messages. Rather than address education as a process that takes place in lectures and/or interactive exchanges, it focuses on creating environments which, like advertising, teach without the learner feeling that he or she is being taught.

Environment Education and the Resource Guide

Enhancing the Jewish Ambiance of Your 'CC: A Resource Guide seeks to stimulate thinking on ways that Jewishness can be heard, seen, smelled, tasted, and touched before, during, and after participating in the programs of the JCC. Successful environment education engages the senses by flooding them with redundant messages. The more senses mobilized, the greater the impact. Since environment education is characterized as oral, aural, visual, tactile, and olfactory, the result of implementing the material in this *Guide will* be more Jewish experiences described as delectable, gustatory, scrumptious, succulent, even *geschmack* (delicious).

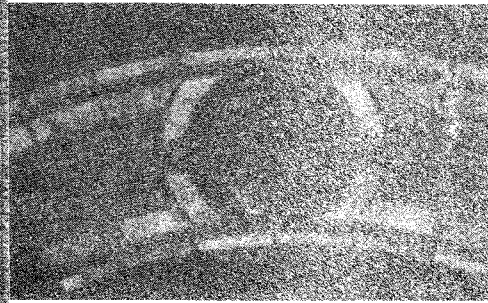
The following affords a *forspeis* (sampling) of some of the many ways this guide can be used to appeal to the senses:

1. HEARING - background Jewish music in different public areas of the JCC especially holiday-related music; Jewish music and Hebrew counting for aerobic classes; *shofar* blowing contests in the JCC lobby; Jewish music on the telephone "Hold" system.
2. SIGHT - murals of Jewish art; exhibits on famous personages of Jewish history; Mitzvah of the Month displays; Jewish history exhibits; use of Hebrew words throughout the JCC; Israel information bulletin boards; Holocaust memorials; Jewish holiday decorations; community Sukkah; continually running Jewish content videos in the lobby.
3. TOUCH Jewish content computer and video games; hands-on ritual object displays; opportunities to create holiday decorations; decorating Center Sukkah.
4. & 5. SMELL and TASTE - Shabbat *challot* and flowers; Rosh HaShanah apples and honey; Sukkot *lulav* and *etrog*; Hanukkah *latkes* and *sufganiot* (jelly donuts); Tu Bishvat dates, figs, and other fruits; Purim *hamantaschen*; Pesach *matzah* and *charoset*; Yom Ha Atzmaut (Israel Independence Day) Pita and falafel; and Shavuot blintzes and greenery.

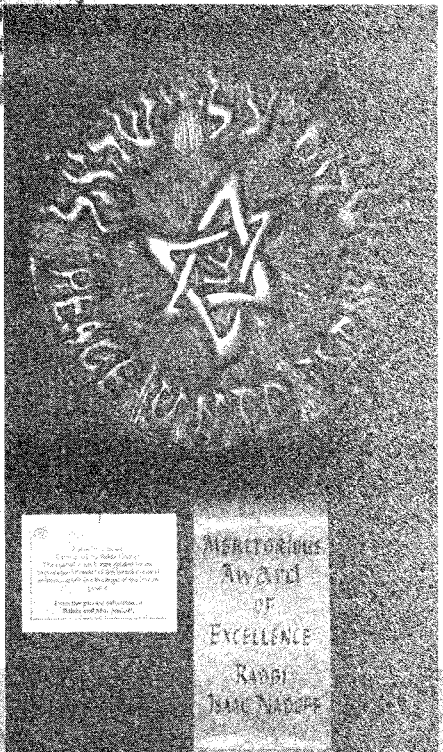
By using this RESOURCE GUIDE, JCCs can enable environment education to supplement the methods of formal and informal learning, and thus make their distinctive contribution to the formation of Jewish learning communities.



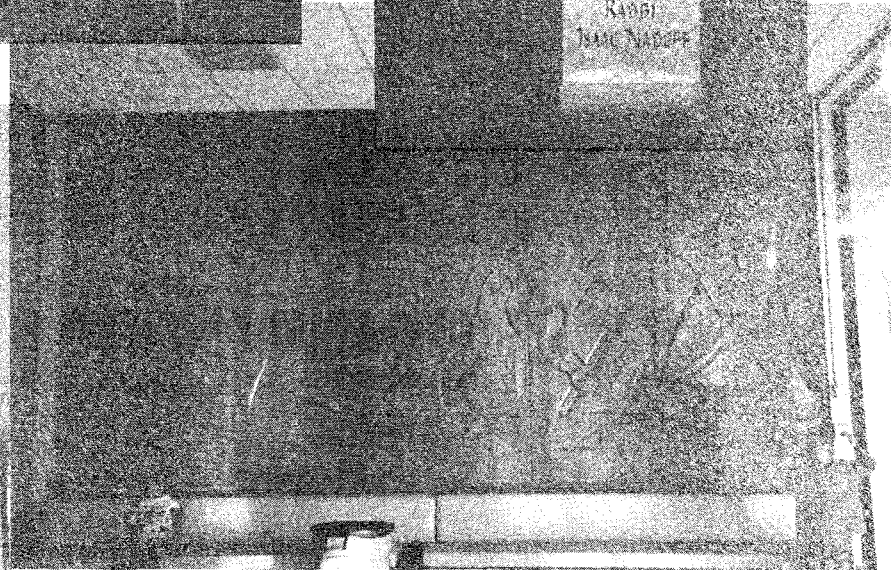
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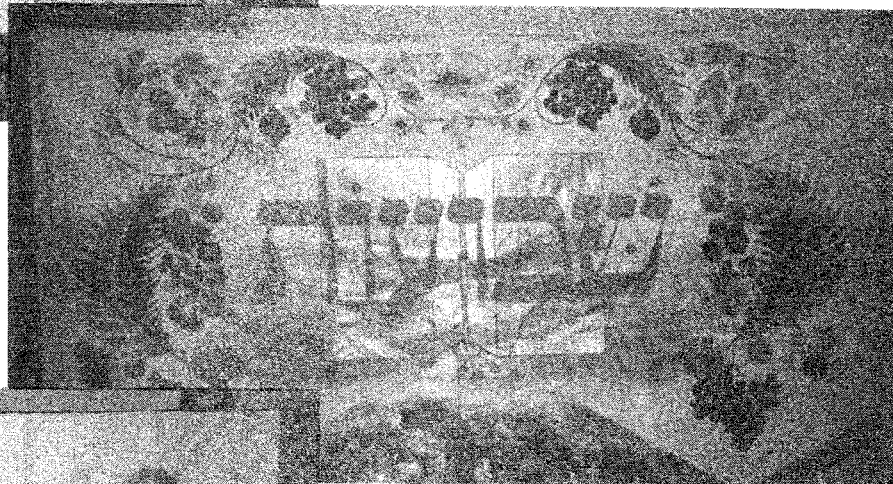
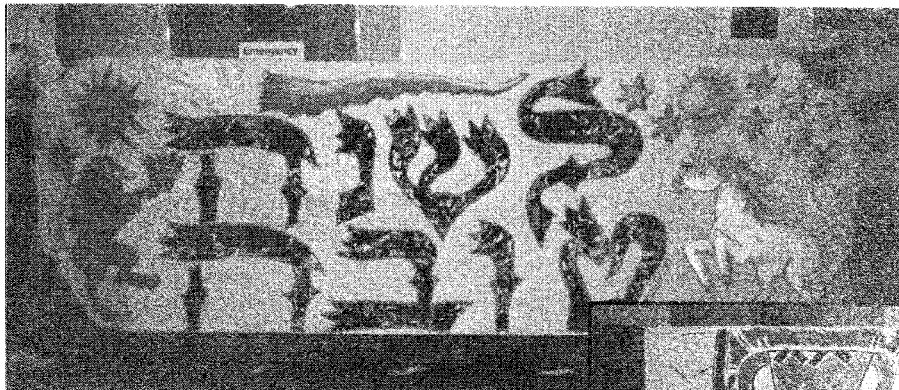


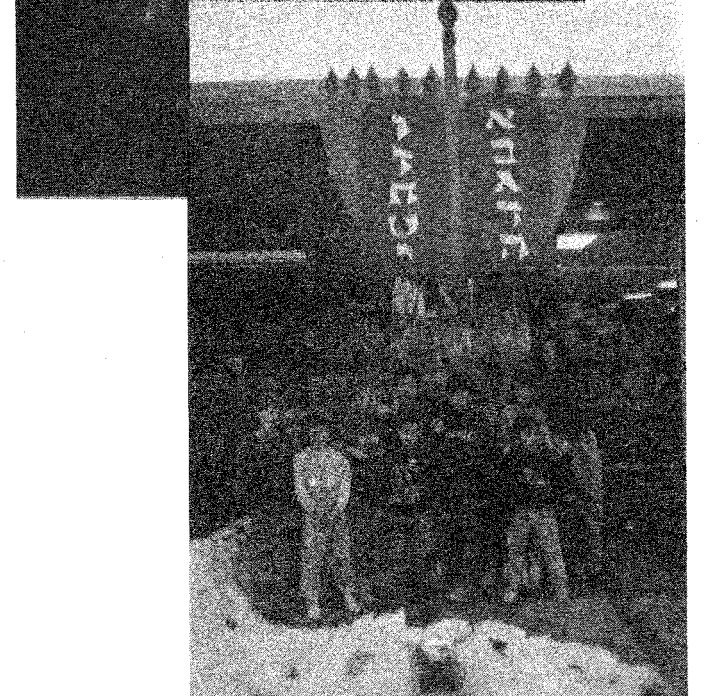
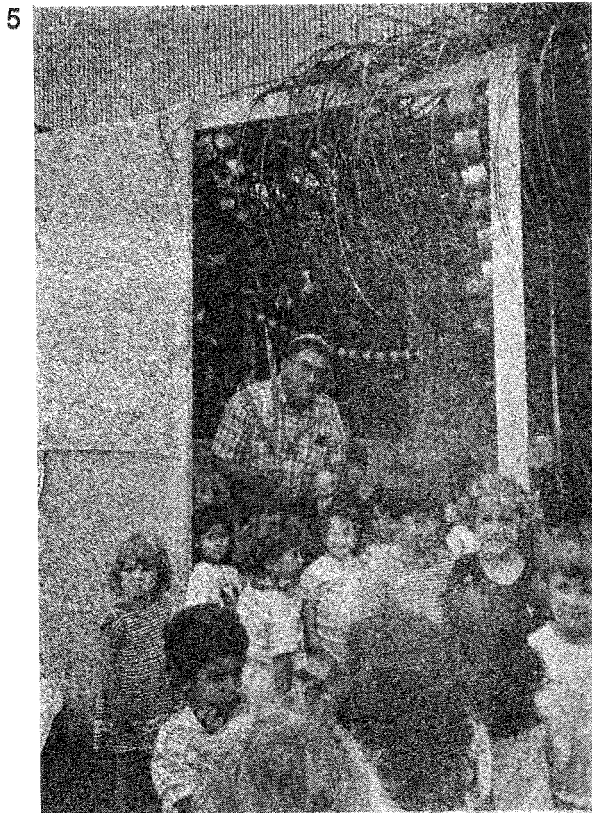
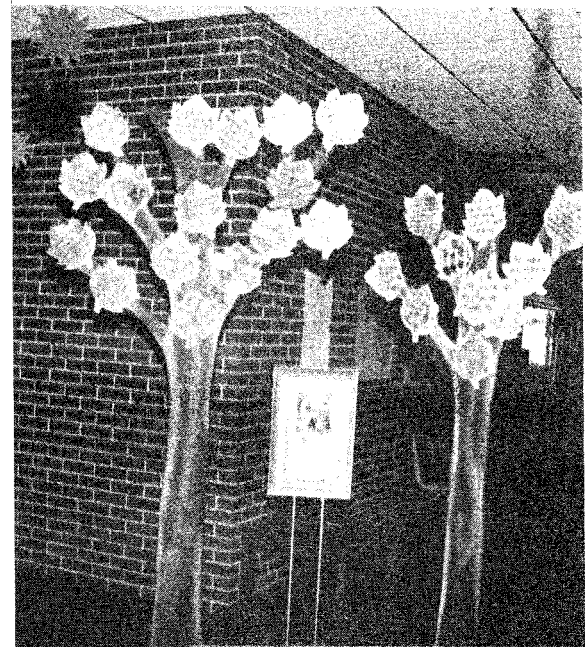
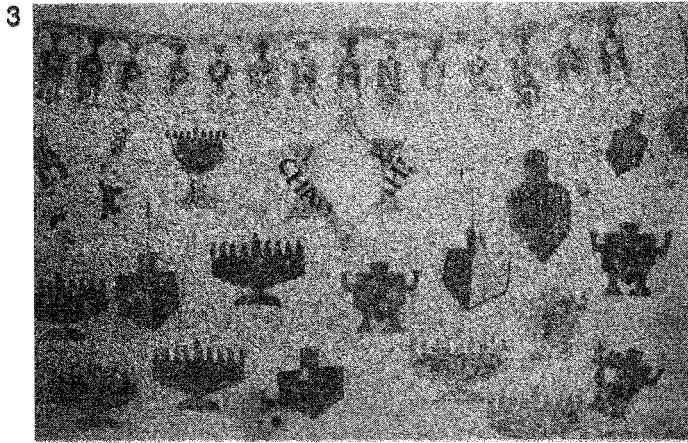
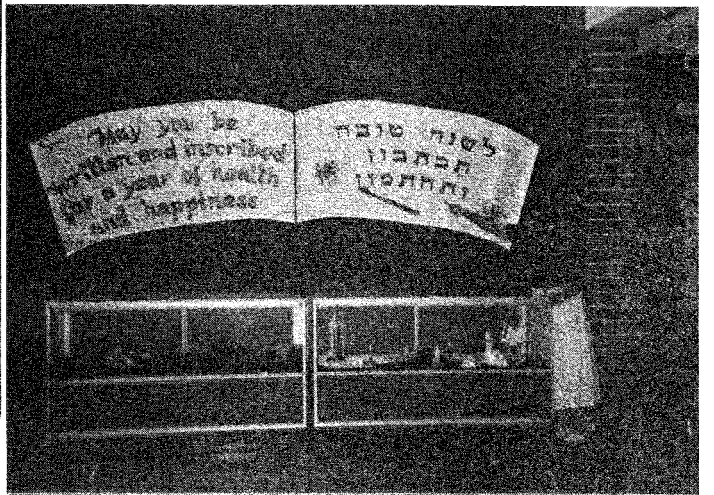
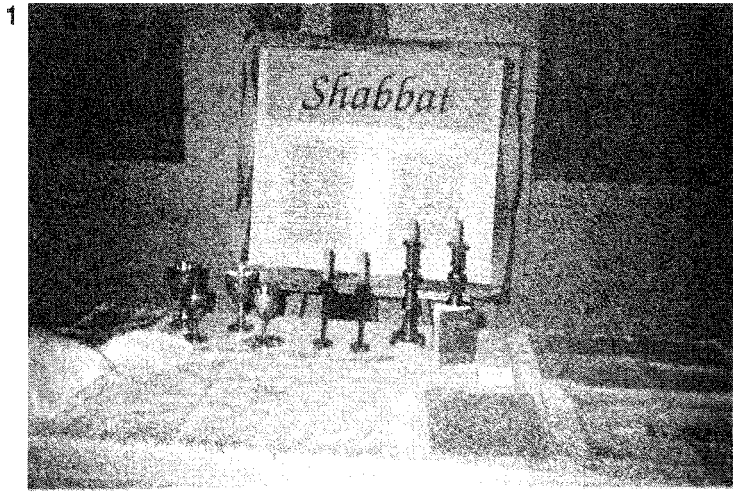
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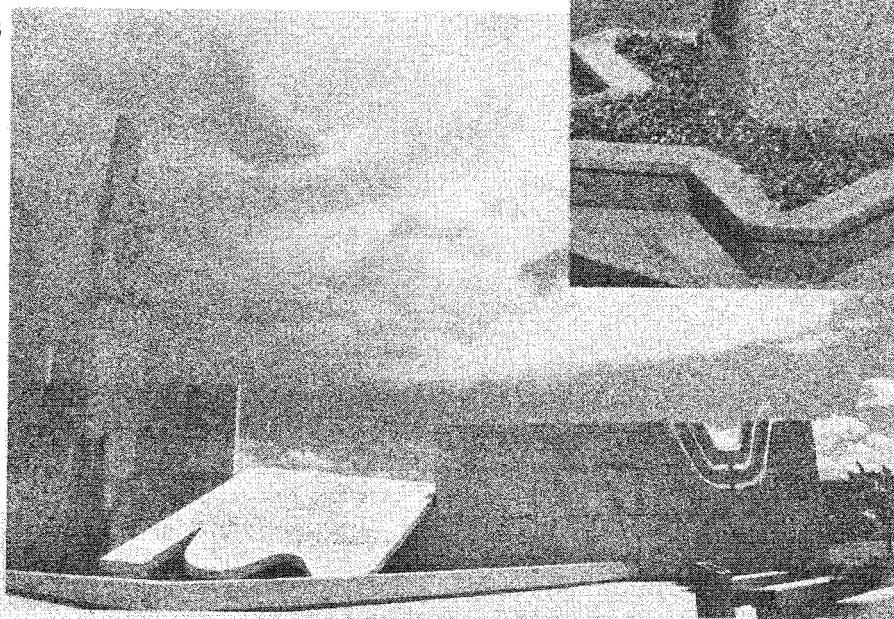




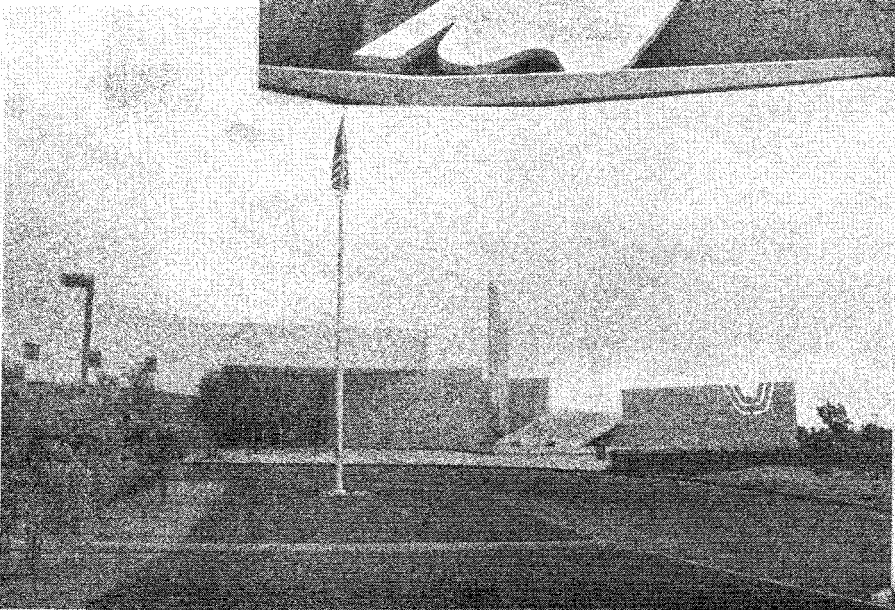




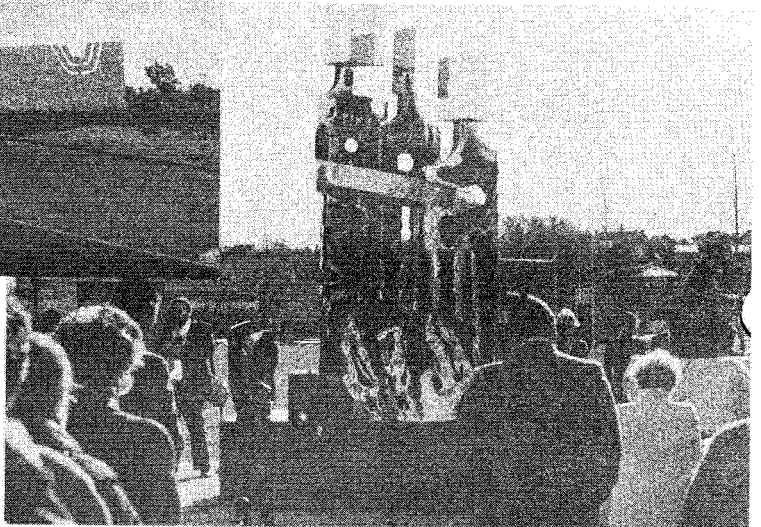
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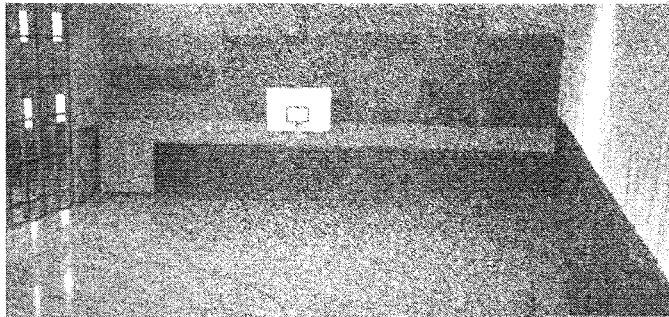




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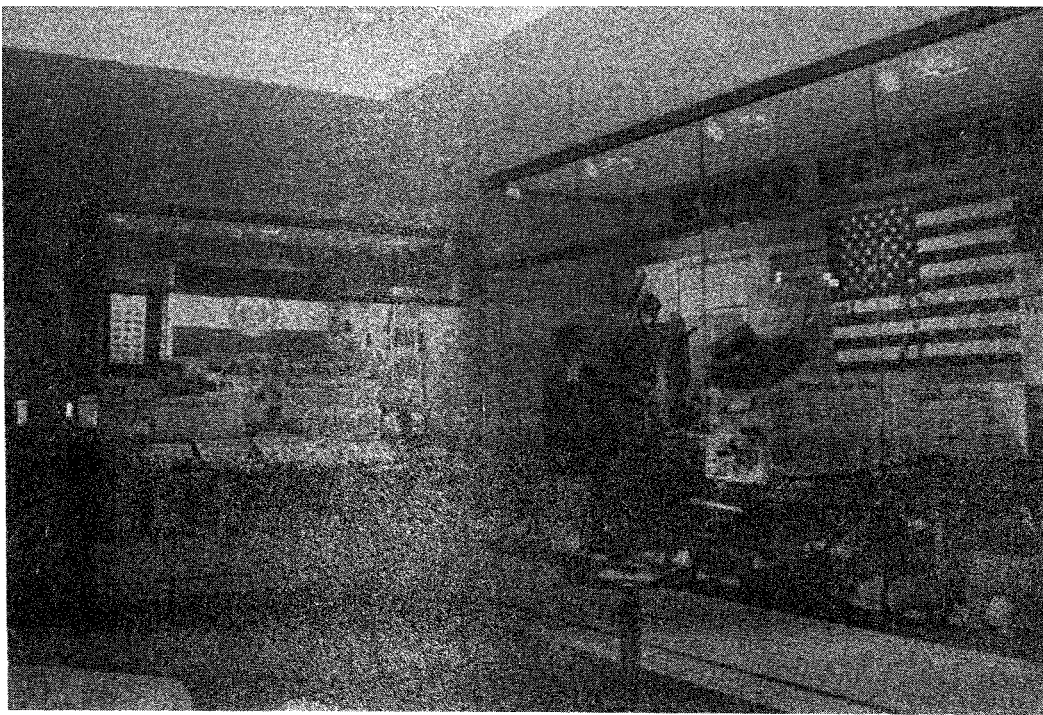


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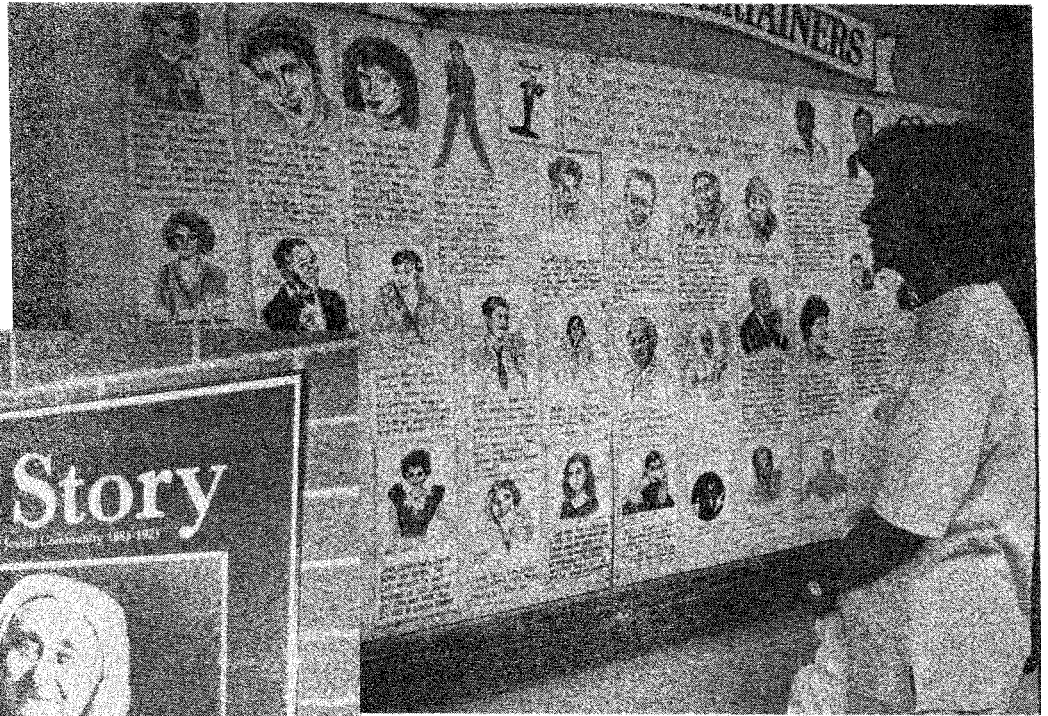
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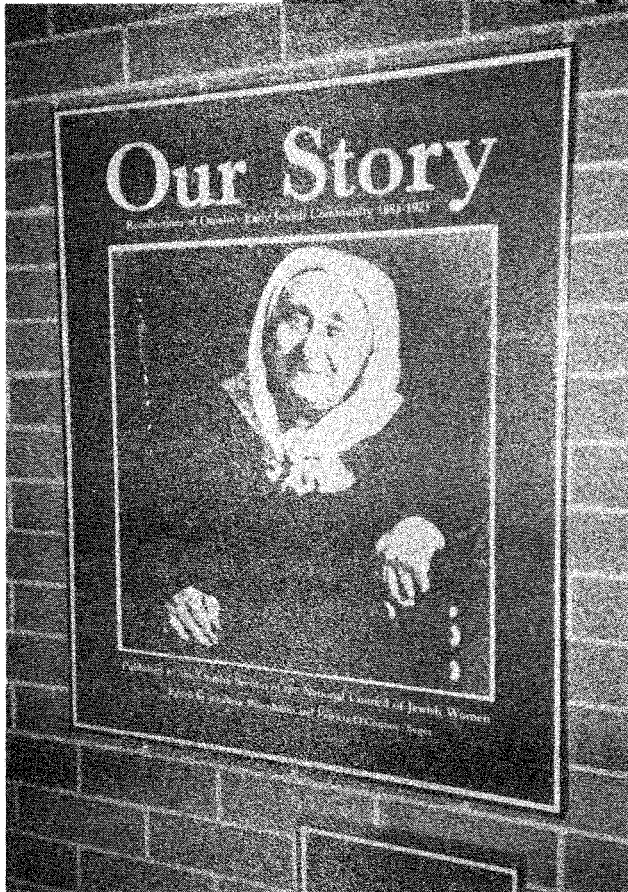


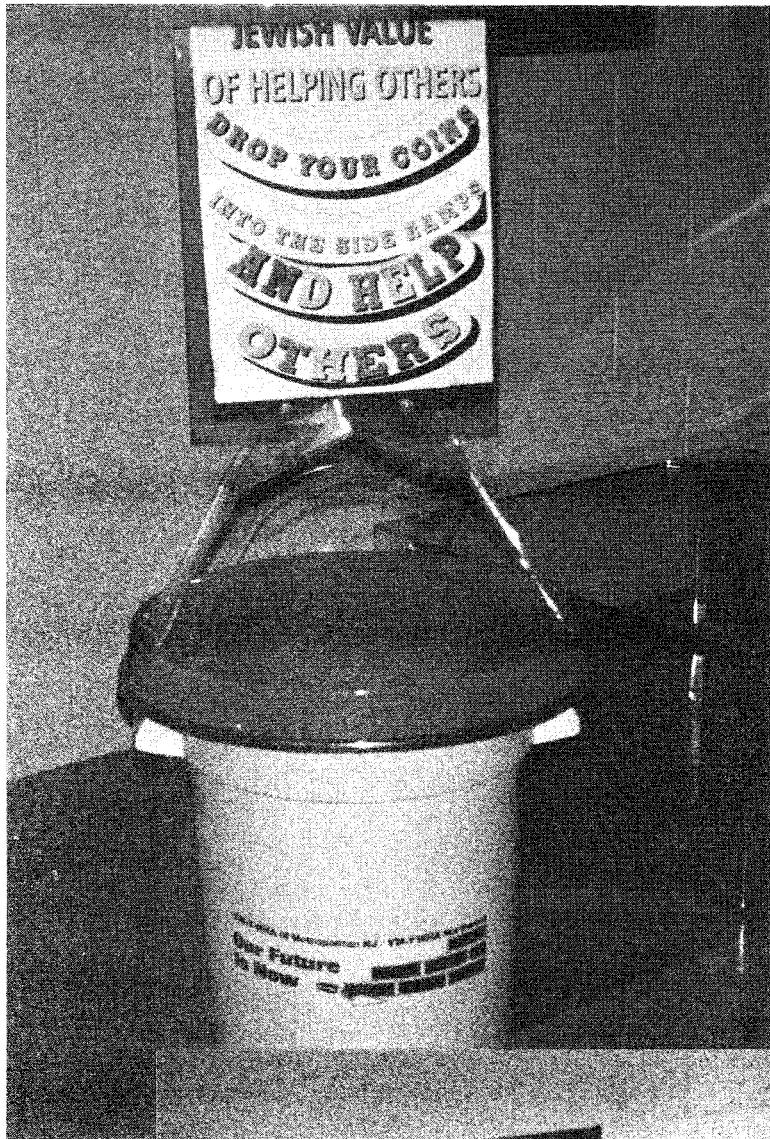
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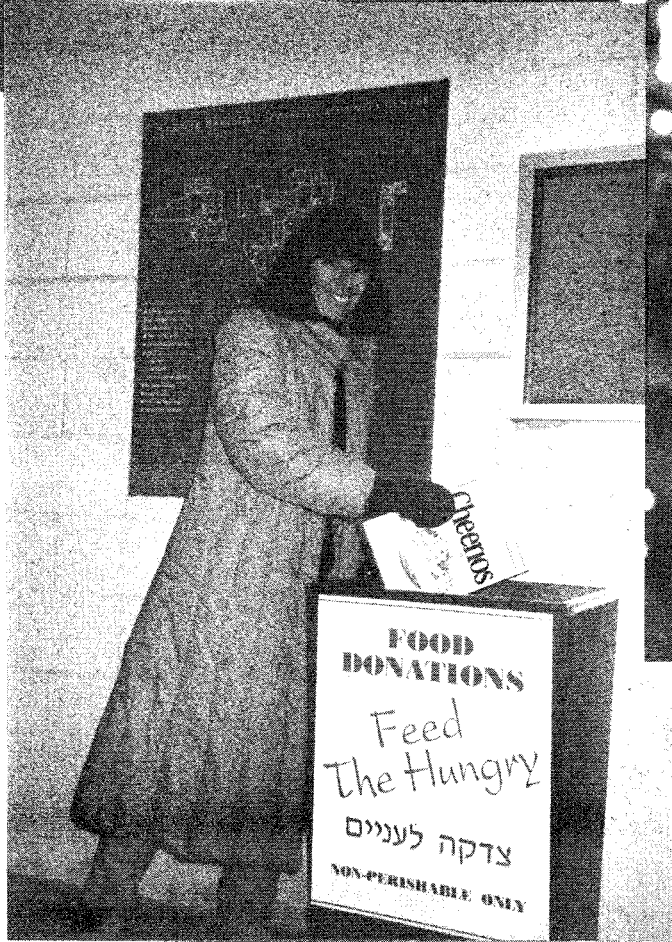
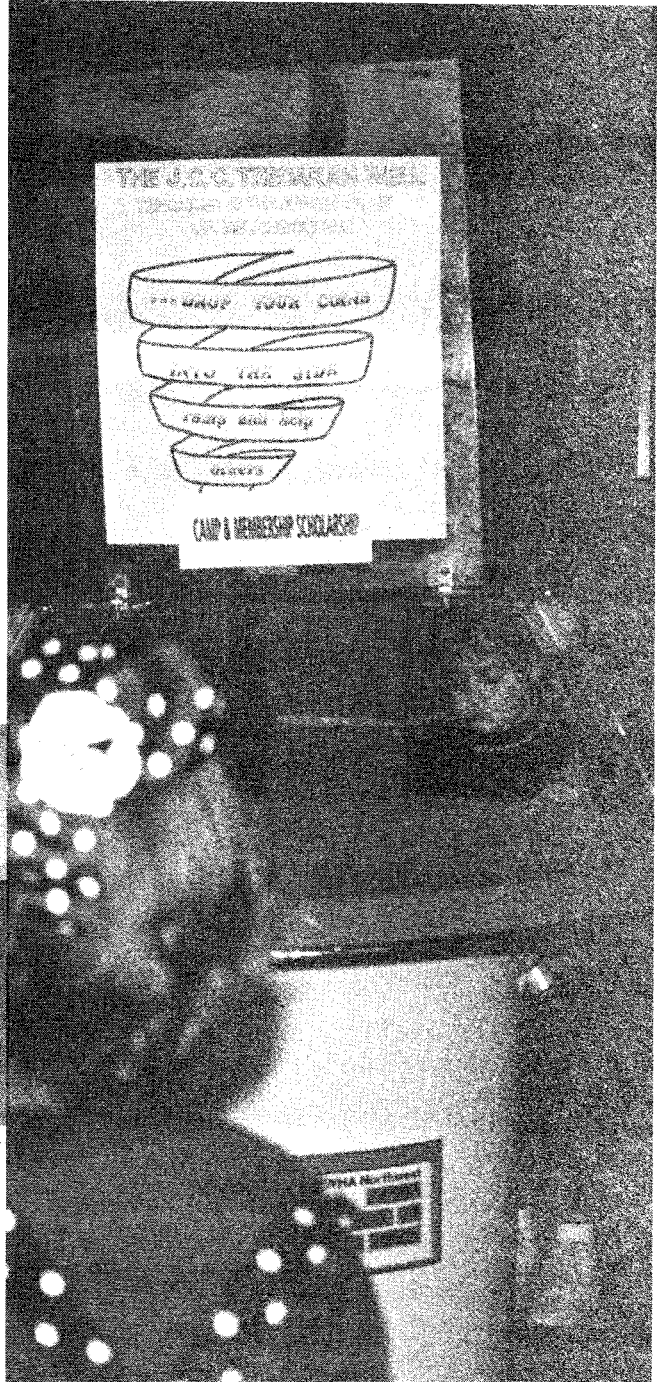
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PHOTO CAPTIONS AND CREDITS

Page 9

1. "Threads of Tradition" album quilt, with Jewish holiday themes conceived by artist, Flora Rosefsky, is on permanent display in the Jewish Community Center in Binghamton, New York.
2. Stained glass Star of David, from the old Touro Synagogue in Rhode Island, affixed above entrance to social wing lobby of the Greater Hartford JCC, Hartford, CT.
3. Noah's Ark mural by artist Ross Drago in preschool courtyard of Berkeley Richmond JCC, Berkeley, CA.
4. Jewish ceremonial arts exhibit, Jewish Community Center of Omaha, NE.
5. Tapestry in senior adult lounge, Greater Hartford JCC, Hartford, CT.
6. Wood carving mural of various Jewish symbols, senior adult lounge, Greater Hartford JCC, Hartford, CT.

Page 10

Holiday banners for Rosh Hashana, Hanukkah, Pesach, Shavuot, Purim, and Yom Ha'Atzmaut that are hung at the appropriate season in the Jewish Community Center of Pittsburgh, PA.

Page 11

1. Shabbat display at the Calgary Jewish Centre, Calgary, Alberta.
2. Rosh Hashana display at the Jewish Community Center, Omaha, NE.
3. Chanukah wall display at the Bronx-Riverdale YM-YWHA, Bronx, NY.
4. Tu B'Shevat tree display from the Dayton Jewish Community Center, Dayton, OH.
5. Sukkot pre-school program with Cantor Jack Stateman in the Sukkah of the David Posnack JCC, Davie, FL.
6. Chanukah menorah outside the Jewish Community Center of Richmond, VA.

Page 12

1. Members of the Circle of Yiddish Clubs light a Holocaust memorial lamp in memory of the victims of the Shoah, at the Samuel and Helen Soref JCC, Plantation, FL.
2. "Freedom Fighter" sculpture by Robert Russin, outside of the Tucson Jewish Community Center, Tucson, AZ.
3. and 4. Holocaust Memorial designed by Israeli artist, Arai Shamir for the Tucson Jewish Community Center, Tucson, AZ.
5. Holocaust Memorial outside the Calgary Jewish Centre, Calgary, Alberta.

Page 13

1. Swimming pool of the Greater Hartford JCC, Hartford, CT.
2. and 3. "L'chaim" mural, designed by artist Mordechai Rosenstein, located in the gymnasium of the Tucson Jewish Community Center, Tucson, AZ.
4. Tapestry at entrance to Health and Physical Education area of Jewish Community Center of Omaha, NE.

Page 14

1. Jewish War Veterans display of the JCC of Greater Kansas City, Overland Park, KS.
2. A display of Jewish entertainers by artist, Harold Goldstein, at the Samuel and Helen Soref JCC, Plantation, FL.
3. Display of Omaha's early Jewish community history at the Jewish Community Center, Omaha, NE.

Page 15

1. and 2. The Tzedakah Well at the JCC of Metropolitan New Jersey, West Orange, NJ.
2. Collecting food for the hungry at the Greater Hartford Jewish Community Center, Hartford, CT.

IDEAS FOR PERMANENT Y ENHANCING THE JEWISH ENVIRONMENT

*This section includes ideas which will require a one-time of fort.
They will then become a permanent part of the physical environment of the Center,*

INTERIOR

1. Jewish Art

Jewish art, including but not limited to paintings, photographs, sculptures, murals, posters, and maps, can go a long way towards enhancing the Jewish identity of your JCC. A variety of displays can be placed in gallery space (rotating exhibitions featuring Israeli and local art works), corridors, meeting rooms, lobby(ies), offices, library, swimming pool and gym areas. If attaching art to the walls is a problem, check into installing molding strips (metal, cork, etc.) from which art can be hung without damaging the walls.

2. Jewish Music Playing in Lobby and/or Hallways

Many Centers mentioned the lack of adequate public address systems as the reason for rarely playing Jewish music in the lobby and/or hallways. If that is the case in your Center, try using a small audio cassette player for playing tapes of Jewish music. A list of Jewish music tape sources is included in the appendix.

Mezzuzot (plural for Mezzuzah)

Most JCCs have *a mezzuzah on* the main entrance doors but not *all* entrance doors. Many Centers have *mezzuzot* on some interior doors but not on *all* interior doors. Why not consider making it a goal of your Center to affix *mezzuzot* to all the appropriate interior and exterior doors? Here are some suggestions for reaching this goal. Conduct a fundraiser asking people to donate a fixed amount (\$36) toward the purchase of a *mezzuzah*. Ask Center members to *buy a mezzuzah* for donating to the Center, when they travel to Israel. Or arrange for an art class *to make some mezzuzah* cases for the Center. A special ceremony could be held on the day of attaching all the mezzuzot,

If your Center already has mezzuzot on all its doors, you can enhance their visibility and meaning by including a neatly written (typed or calligraphed) explanation of the *mezzuzah* near the one at the main entrance. (See the *First Jewish Catalog*, pp. 1245). Also, you might want to affix *mezzuzot* in the pre-school area at the eye-level of the pre-schoolers.

Remember that the parchment inside the case is the essential part of the rnezzuzah and must be hand written. Mail order sources for cases and parchments are listed in the appendix.

4. Use of Hebrew Words and/or Quotations on Walls, Plaques or Other Signs

Some Centers have Hebrew words and/or quotations on plaques acknowledging the support of founding members, past presidents, etc. Many Centers use combination Hebrew/English signs to label all appropriate rooms, including classrooms, meeting rooms, offices, gyms, kitchens, libraries, and even bathrooms. Even for those who cannot read Hebrew, these signs still give a strong visual message that this is a Jewish building. A variation on this theme is to name meeting rooms after famous Jews. A plaque giving the person's name and a brief biography should be placed at the entrance to the room, See appendix for sources for Hebrew signs.

5. Israel Information

A prominently placed bulletin board, desk, or special room devoted to Israel not only contributes to the Jewishness of the Center environment, but also acts as an important educational tool and information clearinghouse. A map of Israel; recent news articles about Israel; a time line of Israeli history; literature about tours, courses, volunteers-in-Israel, and teen travel; and pictures from members' recent visits to Israel are all ideas for what might be included in an Israel display.

In addition to the above ideas, a bulletin board could be devoted to "This Week/Month in Israel." It could include current news articles, as well as first-hand reports from members who have recently visited Israel. At holiday times, pictures could be included of Israeli celebrations of the holidays. Also, pictures of the Israeli landscape could be used to decorate hallways, offices, and meeting rooms.

If your community has a sister city or if your Center has a "twin" JCC in Israel, include a display of photos and correspondence connected to this relationship. If your JCC would like to establish a relationship with an Israeli Jewish Community Center, contact the JCC Association Israel Office for help in making this connection.) If wall space is limited in your JCC, any of these ideas can be displayed using a free-standing table, kiosk, or easel.

6. Jewish Calendar in Lobby

This idea can be combined with the idea of a Jewish community events calendar (see below). This calendar could include: names of the Jewish months, dates of Jewish holidays, candle-lighting times for Shabbat and holidays, important events in Jewish history and in the history of the local Jewish community. Keeping this calendar updated could be a rotating responsibility among various departments. See the appendix for suggested resources for information on Jewish history .

7. Jewish Community Events Calendar in the JCC Lobby

This idea underscores the central role your JCC plays in your community. It will require the cooperation of many Jewish communal organizations, but it is well worth the effort. Consider using Hebrew dates as well as secular dates. If wall space is a problem, try a free-standing kiosk or an easel. While the information on the calendar would change monthly, the calendar display would be a permanent fixture in the lobby.

8. Telephone System

Check into the possibility of having Jewish music play while callers to the Center are on "Hold." Its also a great idea to have all phone calls answered, "*Shalom*, JCC."

9. Postage Meter Slugs with Jewish/Center Themes

The Jewish environment of your JCC is spread to the homes of your membership through the mail you send out. Contact your postal meter company about creating personalized meter indicia slugs - i.e., special messages next to the postmark. For a one-time purchase price of about \$35 you can obtain a special message slug to be used over and over. Some examples are: "Your JCC, the Center of Jewish Life" (for use year-round); "*Shan*^g Tom, New Year's Greetings from your JCC" (for use once a year, year after year); a biblical or rabbinic quote (change monthly, annually, etc.); "JCC Hanukkah festival coming up, BE THERE!" (use annually, or date and use once only).

10. Jewish Content Videos and Computer Games/Quizzes

The purchase of this equipment is a great idea for a special endowment donation. Encourage members to mark the celebration of friends' and relatives' anniversaries, birthdays, etc. with a donation made to the Center which will be earmarked for the purchase of special equipment, such as computer games and video equipment for the lobby. Be sure to identify the gift and its honoree(s) with a plaque. Centers that already have Jewish content videos and computer games/quizzes indicate that they remain popular. See the appendix for sources.

11. Jewish Periodicals

Jewish periodicals are a relatively inexpensive way to enhance the Jewish identity of your Center. They need not be confined to the Center library. A rack with a wide range of periodicals could be placed in the lobby(ies). Also the health club and lounges are good locations for placing Jewish periodicals. A list of selected periodicals is given in the appendix.

12. Judaic Library and Resource Center

A JCC Judaic library fulfills an important educational and outreach role. Whether it is a circulating or non-circulating library, it is an important resource. It should be available for use by all who enter the building. A Judaic library can also aid staff in program planning and research, It can serve as a resource for teens and young adults about Jewish life on college campuses and careers in Jewish communal service. In addition to books, many libraries include video tapes and audio tapes. To maximize the usefulness of the library, every effort should be made to have it open as often as possible. See appendix for a bibliography for building your JCC library.

13. Literature in the Lobby Announcing Jewish Programs in the Center and Community

Literature in the lobby(ies) announcing Jewish programs in the Center and community reminds people not only about specific events, but also, that this is a Jewish institution in which Jewish programming takes place.

14. Tzedakah Box in Public Areas Identified as a Jewish Value

A tzedakah box may be labeled as a collection for a specific project or serve as a collection box for money for a variety of purposes. It can range in size from a small box at the reception desk to a container of several feet in height. Art students, children or senior adults could be enlisted to decorate it. The following are a few sample quotes which might be used to identify it as a Jewish value:

"Tzedakah equals all the other commandments" (Talmud: Baba Batra, 9a).

"As tiny scales join to form a strong coat of mail, so little donations combine to form a total of good" (Talmud: Baba Batra, 9b).

"Give graciously, cheerfully, and sympathetically" -Rambam (Maimonides, Yad: Matanot Aniyim).

"A person who is generous to the poor makes a loan to God; God will repay the giver. . ." (Proverbs 19:17).

"Justice, justice shall you pursue" (Deuteronomy 16:20).

Consider obtaining a "Tzedakah Well" for your lobby. This innovative approach to fundraising can be bought from "Funrai\$ers" in Maplewood, New Jersey. Details are included in the appendix.

15. Mitzvah of the Month display

As you all know, *mitzvah* is the Hebrew word for commandment. Several Centers have developed *Mitzvah of the Month* programs. The goal of the program done in Houston is "to establish an agency-wide theme for programming based on a different *mitzvah* each month," Included in the program are lobby decorations or displays which highlight the *mitzvah* being focused on that month. (For resources, see appendix.)

16. Collection Barrels Identified as Jewish Values

Collection barrels for clothing, dry or canned food stuffs, and/or recycling may be placed in high traffic public places like lobbies. Art students, children, or senior adults can be enlisted to decorate them. They can be in place all year round or at special times such as Rosh HaShanah (giving to others as a sign of renewal for the New Year); Sukkot (when we are thankful for all that we have - a good time to share with others); Tu Bishvat (a good time to focus on ecology as we celebrate the birthday of the trees); Pesach (celebration of our freedom at Passover and our consequent ability to help others).

A few suggested quotes to use to identify these barrels as exemplifying Jewish values are as follows:

Clothing -

"Happy is the person who considers the poor" (Psalms 41:2).

"Learn to do good. Devote yourself to justice; aid the wronged. Uphold the rights of the orphan, defend the cause of the widow" (Isaiah 1:17).

"And God spoke to Moses saying. . . you shall accept gifts for Me from every person whose heart moves the person to give" (Exodus 25:2).

"The needy shall not always be forgotten" (Psalms 9:19).

Food -

"When you reap the harvest of your land, you shall not reap all the way to the edges of your field, or gather the gleanings of your vineyard; you shall leave them for the poor and the stranger" (Leviticus 19:9).

"All who are hungry, let them come and eat"(Haggadah).

Recycling -

"A person who has regard for life pays regard to commandments" (Proverbs 19:16) .

"A season is set for everything, a time for every experience under heaven: . . . a time for planting and a time for uprooting the planted . . . A time for tearing down and a time for building up" (Ecclesiastes 3:1-3) .

"God took Adam and placed him in the garden of Eden, to till it and to tend it" (Genesis 2:15).

"Be glad, then, and rejoice forever, in what I am creating" (Isaiah 65:18) .

"God said: See My works, how fine and excellent they are! Now all that I created for you, I have created it. Think about this and do not corrupt and desolate My world: for if you corrupt it, there will be no one to set it right after you" (Ecclesiastes Rabbah).

17. Holocaust **Memorial**

In keeping with recent trends, more and more Jewish communities are creating Holocaust memorials and placing them on the campuses of their JCCs. Since a JCC often serves as the central address of its Jewish community it is the appropriate location for these memorials. Some Centers have elaborate outdoor

sculptures. Some have Torahs saved from the Holocaust on display. Others have more simple memorials commemorating the six million, which include art work or six electrified flames. If your Center does not have a Holocaust Memorial, you might want to conduct a contest for designs for one. You might also want to underscore the community nature of the memorial by seeking funding from a variety of local Jewish groups. The focus need not be on creating expensive or ornate memorials. The primary goal should be to create a memorial to serve as a reminder of the past and as an inspiration for the future. The Holocaust Memorial can serve as a perfect setting for conducting Yom HaShoah (Holocaust Remembrance Day) observances.

18. Local **Jewish Community** History Display

Both the Jacksonville, and the Sarasota, Florida, JCCs indicated that they have local Jewish Community History displays. The senior adults may want to take this on as a project to develop. Such a display could also include profiles of outstanding Jewish community members.

19. **Jewish** War Veterans Display

The campus of the Greater Kansas City JCC includes a display of photographs and memorabilia of local Jewish War Veterans. Persons from the community are asked to contribute, even temporarily, to this display. This type of display could include a section on Jewish veterans' post-military service contributions to their fields of work, as well as to their communities.

20. Jewish Gift Shop

The presence of a gift shop can serve to draw people into the building who might not otherwise be involved in the Center. The presence of a Jewish gift shop reinforces the image of the Center as a Jewish building. Many Centers operate their Jewish gift shops as a concession, eliminating the need for volunteers to run it. Be sure to include products from Israel among the items for sale.

21. **Kosher** Restaurant and or Snack bar

A Kosher food establishment in a JCC is yet another way to identify it as a Jewish institution. Even if your Center does not have a permanent Kosher food concession, consider creating a weekly Sunday brunch of bagels, cream cheese, etc. This could be a good fundraising project for teens, senior adults, the Men's or Women's Health Club, or any combination of these groups.

22. Jewish Discovery Center

An interactive hands-on mini-museum for children and their families, with permanent and revolving exhibits.

EXTERIOR

The exterior of the building can also give messages about the Jewish identity of a Center. A few suggestions which vary in **complexity** of execution folio v:

1. **Exterior Weekly** or Daily Schedule Board
2. **Hebrew Signs in the Parking Lot**
3. **Israeli Flag on the Flag Pole**
(See appendix for sources to *purchase Israeli flags*)
4. **Jewish Content Sculpture**
5. **Clock Tower with Hebrew Letters for Numbers**
6. *Shalom* Doormats
7. *"Shalom"* Sign at Entrance
8. **Words and Symbols on Building**
9. **Words and Symbols on Sign for the Center**
10. Decorative (gazebo type) structure that could be adapted as *a sukkah*.

' IDEAS FOR SEASONALLY ENHANCING THE JEWISH. EN\ ONMENT

GENERIC IDEAS

Decorating your Center in conjunction with the holidays of the Jewish calendar goes a long way towards enhancing the Jewish identity of your Center and can involve a number of different departments, including early childhood, teens, art, seniors, etc. Certain generic ideas can be applied to all the holidays. Only the specific content need be changed to address the themes of each individual holiday.

1. **Create** Lobby Decorations in Conjunction with Special Events

If you are holding a special concert, play, or lecture in your Center auditorium, decorate your lobby in conjunction *with this* event. For example, display photographs or illustrations of musical instruments used in Jewish celebrations; or if the play is set in a specific period of Jewish history, mount a complementary exhibit. These displays not only enhance your special cultural events but they serve to advertise them as well.

To extend this idea even further, the lobby can be decorated as a stage set, so that people "walk through" a holiday, a moment in Jewish history, or a specific Jewish setting. For example, the lobby or hallways could be Shushan on Purim, the Garden of Eden on Tu B'Shevat, a section of the Old City of Jerusalem, the Lower East Side of Old New York, etc.

2. Displays of Art with Holiday Themes Created by Center Members

A cross-section of Center departments - early childhood, children's afternoon programs, art classes, teens, seniors - can participate in creating art works with holiday themes. Some Centers have special showcases for displaying art and/or ritual objects which are changed for each holiday. One idea implemented by the Pittsburgh JCC was to commission artistically talented New Americans to create handsome holiday banners to be displayed at the appropriate times of the year.

3. Handouts **on** the History, Customs, and Rituals Connected to Each Holiday

Set aside a special table or stand for display and distribution of handouts on each holiday. The initial work to prepare these handouts will take some time, but, once they are done, they can be used year after year. You may want to include appropriate recipes and games. See appendix for resources that would be helpful in preparing these handouts.

4. Holiday Music

Using either the public address system or a small audio cassette tape player placed in the lobby, play Jewish music tapes appropriate for each holiday. Jewish music tapes could also be played in the exercise rooms during aerobic classes and in the Center restaurant, among other places. See appendix for Jewish music tapes sources.

5. Israel and the Jewish Calendar

When creating Jewish holiday displays, consider making special displays depicting holiday celebrations in Israel. Some examples include: dancing *in the streets for Simchat Torah*; lighting the giant *Hanukkah Menorah at the Western Wall* in Jerusalem; *Sukkot and Shavuot* celebrations on a *kibbutz*; *Purim* parades; *matzah* factories; etc.

6. Paint Windows and Glass Doors with Holiday Themes

This might be a *good project* for teens if presented as a form of "legal graffiti," with supervision, of course. *Be* sure to photograph for Center records and for possible inclusion in Center newsletters.

7. Staff Office and/or Door Holiday Decorating Contest

Create a sense of holiday spirit among staff members by conducting office and/or door holiday decorating contests. Panels of judges could be assembled from different segments of the Center membership.

SPECIFIC IDEAS

The following ideas for each of the holidays should be planned for high-visibility public spaces in your Center. If you have more than one entrance, use some of the ideas for each entrance or decide which entrance gets the most traffic and concentrate your efforts there.

SHABBAT

- * Set up a model *Shabbat* table display in lobby. Include candlesticks and candles, a wine cup, and *challah* with *challah* cover.
- * Display *Shabbat* candle lighting times on a weekly or monthly basis.
- C: Several Centers sell flowers and *challot* in their lobbies on Friday afternoons. Some Centers even bake their own *challot* to sell.
- * Hold pre-*Shabbat* singing and refreshments in the lobby for children and their families.

Ct Sell "*Shabbat in a Bag*" in the lobby on Friday afternoon. These *easy-to--assemble* "homemade" kits should hold a small bottle of wine, two candles, a challah, and a sheet with the appropriate prayers in Hebrew, English, and transliteration.

- * Create a display of the seven days of creation, as described in *the Torah*, highlighting the seventh day, *Shabbat*.

ROSH HA SHANAH (1st and 2nd of Tishrei)
& YOM KIPPUR (10th of Tishrei)

- * Place a large bowl of apples (and honey, if you dare) on a table in the lobby with greetings for the New Year.
- * Before the holiday solicit original poems on the holiday themes of renewal and rebirth from the members, and display a selection in the lobby.
- * Prepare a display of *shofarot* (plural for *shofar*), tallitot (prayer shawls), and mahzorim (special holiday prayer books).
- * Sell round *challot* in *the* days before *Rosh Ha Shanah*.
- * Create a display of Jewish New Year Cards and/or sell Jewish New Year Cards. You could make a fundraiser out of the sale of cards printed with Center children's drawings.
- * Create an "Apple Tree of Good Wishes for the New Year" - using either a paper tree on the wall or a free standing creatively made tree. Offer Center members the chance to write out their Jewish New Year Wishes to the community. Have a written explanation of the purpose of the tree. Provide a pile of paper apples for people to write their messages on, and either tacks, tape, or string for them to hang their apples on the tree. Be sure to provide either pens or pencils. You might want to include some of the wishes in your next Center newsletter.
- * Hold a *shofar* blowing contest in the lobby prior to the holiday.
- * *Rosh Ha Shanah* is sometimes referred to as the "Birthday of the World." Make a "Birthday of the World" birthday card for passersby to sign and offer their suggestions for appropriate birthday presents for the world.
- * Create a display of photographs of "*Rosh Ha Shanah* Around the World."
- * Provide a "*Tashlikh* Barrel" to "throw away your wrongdoings from the past year." Provide an explanation of the ceremony of *Tashlikh* during which we symbolically dispose of our misdeeds. Have paper and pencil for people to write down a personal wrongdoing and a barrel with a slit in the top in which they can "throw them away."

SIIKKOT (15th of Tishrei)

- * "Not all *sukkah* structures are created equally!" Almost all Centers do build a *sukkah*. Many include a large dose of creativity. Some Centers place their *sukkot* in front of the building where they are more visible. Some use fabric for the walls instead of solid wood panels. Many employ members from several different departments to build and decorate their *sukkah*. All Centers hold a wide variety of celebrations in the *sukkah* including: family and department pot luck, snack breaks for any group using the building, staff luncheons, board meetings, and scheduled visits by all Center groups. (See the *First Jewish Catalog* p.129-130 for a very simple model for a *sukkah*, which can be expanded to meet your needs.)
- * Promote the *Sukkot* theme of hospitality as well as Center membership by offering members "*Sukkot* hospitality guest passes" for friends to use for Center *sukkah* festivities.
- * Provide a *lulav* and *etrog* with a written explanation of the Four Species for use in the *sukkah*. Along with these items, include the appropriate blessings for sitting in *the sukka* and blessing the *lulav* and *etrog* in Hebrew, English, and transliteration.
- * Conduct a family poster art contest and use a selection to decorate the *sukkah*. (Additional program materials for family centered *Sukkot* activities are available from the JCC Association. Ask for "The Great *Sukkah*-Rama" program materials.)
- * Place collection barrels for food and/or clothing in the lobby. These are in keeping with the themes of *Sukkot* of thanksgiving for all that we have both in terms of food - *Sukkot* is a harvest celebration - and material well-being -- *the sukka* as a temporary structure in contrast to our solid homes. (See Section I. "Collection Barrels" and "*Tzedakah* Box" for more details.)
- * While we are on the topic of shelter, why not use *Sukkot* as a time to focus attention on the homeless? Donations to a *lobby tzedakah box* contributed during *Sukkot* could be earmarked for the homeless. (See Section I. "Collection Barrels" and "*Tzedakah* Box" for more details.)
- * Create a *sukkah-like* structure at each entry to the Center with greens and hanging fruits, so people will know that it is the season of *Sukkot* as soon as they enter the building.

ti Hang foam core cutouts of *lulavim* and *etrogim* in lobbies and corridors.

- * Set up tables in the lobby with supplies to make paper chains, string cranberries, *make mobiles*, etc., to decorate the JCC, the *sukkah* at the JCC, or to take home.
- * Spray fruit, lemon, or pine scents at entry points or other strategic locations.

- * Provide a bowl of fruit, dried and/or fresh, either in the lobby or in the *sukkah*.
- Ct* Create murals using the various names of the holiday: "The Feast of Booths," "The Feast of Ingathering," "The Festival," "Season of Our Joy."
- * Rent *or sell sukkah* building materials or kits for personal home use,
- * Hang an *Ushpizin* poster in the lobby *or sukkah*. *Ushpizin* is a mystical ceremony which began with Isaac Luria in the 16th century. According to this mystical ceremony, a different Biblical guest comes each *day to visit* every *sukkah*. Traditionally these were Abraham, Isaac, Jacob, Joseph, Moses, Aaron, and David; and recently, some have added Sarah, Rachel, Rebecca, Leah, Miriam, Abigail, Deborah, and Esther. On the poster explain the *tradition of Ushpizin* and invite members to write the name of the Jewish personality they would invite to the *sukkah*.
- * In observance of the *mitvah of Hakhnasat Orchim* (Hebrew for "welcoming guests" or "hospitality"), which is connected with *Sukkot*, create a giant invitation to place in the lobby. The invitation should list all Center functions planned for the *sukkah* and invite all to come.
- * In honor of *Simchat Torah*, which comes at the end of *Sukkot*, devote some decoration space to *Simchat Torah flags* and hand-made *Torahs*.

HANUKKAH (25th of Kislev)

- * Many Centers have giant electric *Hanukiyot* (*Hanukiyah* is the Hebrew term for a *Hanukkah Menorah*; *Hanukiyot* is the plural) in the lobby of their building or outside either in front of the building or on the roof. Center Hanukkah celebrations often revolve around these *large Hanukiyot*.
- * Decorate the building with a combination of dreidels (tops), paper, cardboard, or styrofoam, animated-looking dreidel "*people*," *hanukiyot*, and *Maccabee shields*.
- * Display a variety of *hanukiyot* in a showcase or on a table in the lobby.
- * Place an appropriately decorated toy collection *barrel in the lobby*, for members to place new toys for less fortunate community members (and/or newly arrived *immigrant* children).
- * *Sell hanukiyot* and candles in the lobby in the weeks prior to the holiday.
- * Assemble a bulletin board display (possibly in the Health and Phys. Ed. area) on the North American Maccabi Youth Games. In addition to pictures of Center participants in past games, include a brief description of the history of the Maccabi Movement and why the organizers associated themselves with the

Maccabees of ancient times. (See North American Maccabi Youth Games--
Getting Ready Resource Material available from the JCC Association for appropriate background information on the Maccabi Movement and the North American Games.)

- * **Be a Maccabee:** In the lobby place a life-size cutout figure of a Maccabee with an opening for the face. Take Polaroid pictures of people standing behind the life size figure. Charge a small fee per picture, which could be donated towards a toy fund. Be sure to have a chair or step stool available for the shorter Maccabees.
- * Family **Shields of Armor:** Have families make a shield or crest divided into four sections, each filled with a symbol representing the family's interests and/or character. Display them in the corridors.
- **Our Special Lights:** *Hanukkah* is also known as the "Festival of Lights." In conjunction with this theme prepare a display, using a *Hanukkah Menorah* as a background, honoring outstanding volunteers and/or staff. A variation of this would be to create a display of "Shining *Lights* of Jewish History" featuring outstanding figures of Jewish history.
- * Place a bowl of chocolate *Hanukkah Belt* in the lobby.
- Place a bowl of miniature jelly donuts in the lobby. Include an explanation *that in Israel sufganiyot* (fried jelly donuts) are the *primary Hanukkah food* treat. Like *latkes* (*potato pancakes*), it is the oil used in preparation of *sufganiyot* that connects them to this festival.
- * In keeping with the "Free to Be Different" theme of *Hanukkah* create a bulletin board with quotes from Jews throughout our history who are "Proud to be a Jew." Provide cards shaped like *Hanukkah* menorahs or dreidels with "I am proud to be a Jew because . ." written on them. Invite visitors to fill out the cards and attach them to the bulletin board.

BISHVAT (15th of Shevat)

- * Create a *Tzedakah* Tree like the one described for *Rosh Ha Shanah* under "An Apple *Tree* of Good Wishes for the New Year." Instead of apples, provide leaves for people to purchase for the price of a tree in Israel. The donor should write his/her name on the leaf and attach it to the tree.
- * Our Center Family Tree: Decorate a construction paper tree with photographs of the Center family - staff and members - at Center events throughout the year.
- * One Center fills its lobby with a *forest of free standing trees* made by younger members.
- * Recycling Barrels: *In* recent years, *Tu Bishvat's* association with trees has

been expanded to encompass all of the natural environment. The result is that the theme of ecology has been connected to *Tu Bishvat* observances. Place decorated Recycling Barrels in the lobby with an explanation of their connection to *Tu Bishvat* and with quotes identifying respect for the environment as a Jewish value. Some quotes to *choose from* are listed in the section on Collection Barrels - Recycling, page 00.

- * In keeping with the theme of ecology try to use recycled paper for any decorations made for *Tu Bishvat*.
- * *Tu Bishvat* is known as the "New Year for Trees" or the "Birthday of the Trees." Serve a tree-shaped birthday cake in the lobby on *Tu Bishvat*.
- * Start a "Plants of the Bible" garden at the Center.
- * One Center plants trees at its day camp site every *Tu Bishvat*.
- * Sell *Tu Bishvat* fruit baskets in the lobby.
- * Sell seedlings for planting at home.
- * Hold a plant sale in the lobby or other public area, to coincide with *Tu Bishvat*.
- * Provide small packets of fruits and nuts in the lobby.
- * If your Center or community has purchased a grove in Israel display photographs of it.
- * Collect and display photographs of members planting trees in Israel.
- * Decorate with Jewish National Fund (JNF) posters, or posters and literature obtained from the Society for the Protection of Nature in Israel. See appendix for information on obtaining them.

tt Display a large map of Israel with markers indicating JNF forests.

- * Create a display of the five fruits and two grains associated with the Land of Israel as stated in Deuteronomy 8:8. "...a *land of wheat and barley, of vines, (grapes), figs and pomegranates, a land of olive trees and honey.*" The honey referred to in the verse is date honey. Almonds, also, were given a special place in *Tu Bishvat* celebrations, since the almond trees were believed to be the first to blossom of all trees in the Land of Israel.

PURIM (14th of Adar)

- * Assemble a display of masks from around the world.
- * Provide arts and crafts materials in the lobby for visitors to make a mask to take home or to add to the Center decorations.

- * Drawing on the idea of the *Mega ah* scroll as a reflection of correspondence in ancient Persia, set up a letter writing campaign in the lobby in support of oppressed Jews, or to lobby legislators on behalf of a specific Jewish concern.

Yisrael Aravim zeh L'zeh" - One of the themes of Purim that "All Jews are Responsible for Each Other." Put together a photographic display of Jews of all ages and/or from all parts of the world. Another idea is for this display to reflect the wide range of activities that go on in your Center and/or community.

- * Focus attention on a *tzedakah* collection box or barrel, in keeping with the Purim *mitzvah* (commandment) of *mattanot le-evyonim*, *gifts to* poor people. This practice is connected to the idea that those who are less fortunate should be able to enjoy the festival and, even more importantly, their lives.
- * Display a variety of *Megillot and graggers* (noise makers).
- * *Creative graggers* - make a display of all types of everyday objects that could be used to make noise and "stamp out the name of Haman." (pots, pans and spoons; an alarm clock; a tambourine; a *shofar*; let your imagination run wild!)
- * Queen Esther and Mordecai - following the example described in "Be a Maccabee" under *Hanukkah*, prepare life-size cutout figures of Esther and Mordecai to place in the lobby. Provide a Polaroid camera for photographing people with their heads in the appropriate space. The charge for the photos could be earmarked for *a special tzedakah project*.
- * "How many *hamantashen* are in the jar?" - Place a LARGE jar on a table in the lobby or at the reception desk, filled with hamantashen. Have paper for people to write their guesses on. The winner will either win the *hamantashen* or some other prize.
- * At one Center, they display stuffed figures of the *Purim* story characters in their lobby.
- * Create wall murals depicting scenes *from the Megillah*.
- * In the Health and Phys Ed, public area, assemble a display of all types of masks worn by athletes, including special head gear and eye wear: (umpires' masks, hockey goalies' masks, swimming goggles, etc.).

On *Purim* day have staff dress up in costume.

Give out hamantashen in the lobby.

PEMCH (15th of Nisan)

- * Prepare a table in the lobby *set for a Pesach (Passover) seder*. Be sure to include *matzah*, a seder plate, a *Kiddush (wine) cup* for the leader, a wine cup for Elijah, and *Haggadot*.

- * Display a variety of *Haggadot* (plural for *Haggadah*, the special prayer book used for *Pesach* seders).
- * Create a display of Kosher for Passover foods.
- * Place food collection barrels (one Center gave them arms, legs and faces and called them Mr. and Ms. Matzah) for people to bring their closed NOT Kosher for Passover dried and/or canned food stuffs to give away to needy non Jews. (See "Collection Barrels" in Section I for quotes which identify helping the needy as a Jewish value.)
- * Sell Passover candy in the lobby as a fundraiser for the Center.
- * Decorate with cutouts in the shapes of *matzah*, *wine cups*, four question marks (the Four Questions).
- * Give out samples of *matzah* made in the Center from a *pre-Pesach Matzah* Factory program.
- * Give out samples of Kosher for Passover food treats.
- * Set up a table in the lobby with materials such as felt and fabric to use to make *matzah* covers.
- * "A hundred and one suggestions for cleaning up *Matzah* crumbs" - Place a poster board with this title and a pencil in the lobby and ask visitors to add their suggestions.
- * Create murals using the various names of the holiday: "Holiday *Matzot*," "Season of Our Freedom," "Holiday of Spring."

YOM HA SHOAH - Holocaust Remembrance Day (27th of *Nisan*)

- * In conjunction with the Center library organize a display of books on the history, communities, music, art and fiction of the Shoah (Holocaust). Include titles in English, Hebrew, and Yiddish. (The Montreal YM-'Y¹WHA. also includes titles in French.)
- * Create a display of large poster boards with poems written by children who were in concentration camps and/or diary excerpts written by adult victims of Nazi persecution.
- * Using a large map of Europe indicate Jewish populations before World War II and after.
- * Place six *yahrzeit* (memorial) candles in the lobby to be lit *on Yom Ha Shoah*, or place small individual *yahrzeit* candles on a table for people to light as they enter the lobby.

- * Mount a photographic display (assuming actual objects are not available) of Jewish ritual objects created during Holocaust years, as a sign of continuing commitment to Jewish life even under the harshest conditions.
- * Create a bulletin board display with profiles of local community members who are survivors or who are children of survivors.
- * In the fall plant yellow tulips to be in bloom approximately at *the time of Yom Ha Shoah*.

YOM HA ZI ON Remembrance Day (4th of Iyar)

In *Israel*, *Yom Ha Atzmaut* is preceded by *Yom Ha Zikkaron* - the day set aside to remember *those* service men and women who have died while fighting for *the* state. Public observances include lighting candles, visiting graves of the fallen, reciting Psalms, and lighting a torch that burns for twenty-four hours. *Since most JCC members are unfamiliar with this observance, anything done to acknowledge this special day would serve not only to honor the dead, but also to educate the living. Ways to mark this day include:*

- * Fly the Israeli flag at half mast.
- If lively Israeli music is regularly played on the public address system or in the lobby, substitute more solemn selections.
- * Hold a memorial service in the lobby which includes lighting a *Yahrzeit* Candle (Memorial Candle) and reciting Psalms and poetry. Conclude with a moment of silence. (See appendix for the resource "A Manual for Special Days.")
- * Even *if you do not hold a memorial service in the lobby, a Yahrzeit candle could be lit with a written explanation displayed next to it.*

YOM HA ATZMALITs Israeli Independence Day (5th of Iyar)

- * Many Centers hold large *celebrations in honor of Yom Ha Atzmaut*. One Center decorates its *lobby with a model of kibbutz life including miniature figures*. Another Center solved *its problem of how to hang Israeli flags across the lobby by first attaching wires to the walls and hanging the flags from the wires*. *Another Center decorates its lobby with blue and white streamers*.
- * Create a bulletin board display of community agencies associated with Israel and organizations that do work for Israel.
- * Some Centers fill their lobbies and corridors with a major exhibition of Israeli artists.

- * Create a display *of* the Hebrew alphabet.
- * "You ALREADY speak Hebrew" - create a list of words that are the same in Hebrew and English. Some examples are: radio, telephone, pajamas, tennis.
- * Make and sell Israeli foods (*falafel*, etc).
- * Decorate with paper doll chains to symbolize "the family of world Jewry" all connected to Israel.
- * If your Center has a "twin" JCC in Israel or if your community is "twinned" to an Israeli city, create a display focusing on this relationship.
- * Create a photographic montage of members' visits to Israel using a map of Israel as a background.
- * Make a historical time line for the modern State of Israel.
- * Decorate lobby with free standing candles, one for each year of Israel's statehood.
- * Create a photographic montage highlighting the wide range of ethnic communities living in Israel using a map of Israel as a background.
- * On *Yom Ha Atzmaut* give out *pieces of cake from a birthday cake in the shape of a map of Israel*.
- * Create a display of the history of the State of Israel using Israeli stamps.
- * Provide flags or pins for members to attach to a large map of Israel to show locations of relatives living in Israel and/or places Center members have visited in Israel.
- * "Commission" the Youth or Art department to create a large relief map of Israel to be put on display in the lobby or library.
- * Profile your Center or community shaliach or other Israeli staff members about their lives growing up in Israel. Some questions to be addressed are: What life-style did they follow in Israel (*kibbutz, rural, urban* etc.)? How many generations of your family are native born Israelis? Describe your army service. Prominently display in the lobby the profiles accompanied by their photographs.

LAG B'OMER (18th of Iyar)

- * Decorate with bows and arrows (symbolizing either the outings of Rabbi Akiba's students to hide their intentions of going into the woods to study Torah, or the failed revolt of Bar Kochba against the Romans in 132-135 C.E.).

- Make and display a chart showing the numerical value of the Hebrew alphabet and hence explaining where the name *Lag B'Omer* comes from. (*Lamed* = 30 + *gimel* 3 - *Lag* 33).
- * The minor festival of *Lag B'Omer* comes between *Pesach* and *Shavuot*. It is usually celebrated by holding picnics and other outdoor activities. Why not encourage the use of recycled paper goods or reusable picnic items at your Center's activities?
- * Decorate the lobby with a large *Omer counting* chart, with an explanation of this custom. Highlight *Lag B'Omer* on the chart.
- * Create a display of the life of Rabbi Akiba through stories about his life found in traditional sources.
- * "Jewish Heroes of the Outdoors" - in conjunction with the outdoors theme of *Lag B'Omer*, create a display in the lobby or Health and Phys Ed department of famous Jewish athletes in outdoor sports.

YOM YERUSHALAYIM - Jerusalem Day (28th of Iyar)

- * *Yom Yerushalayim* is celebrated on the 28th day of *Iyar*. This special celebration marks the capture of Jerusalem during the Six-Day War of 1967, On that day, Jerusalem was reunited after 19 years of separation, a consequence of the Israeli War of Independence in 1948. It is the most recent addition to the calendar and as of yet, there are no specific rituals associated with it. Observance of this important date in the history of the modern State of Israel may include ideas taken from the *Yom Ha Atzmaut* list above as well as:
- * Create a model of the Western Wall out of cardboard blocks or boxes covered in brown paper. Provide little slips of paper on which people write their requests and their prayers and place them in the "Wall."
- * Create a "Walking Tour" of Jerusalem using photographs and posters of Jerusalem highlighting the most prominent sites of the Old and New City.

SHAVUOT *Feast of Weeks* (6th of Sivan)

- * To celebrate the giving of the Torah, decorate with cutouts of Torahs and/or the tablets of the Ten Commandments.
- * Decorate with a variety of fruit shapes to represent the "Bikkurim," the first fruits brought by the Israelites to the Temple to offer to God,
- * Sell or give out miniature cheese cakes in connection with the practice of eating dairy foods on Shavuot.

- * Create a bulletin board display around the theme "The Torah is Our Tree of Life."
 - * Create "Ten Commandments" of Center involvement and display in the lobby.
 - * Decorate with living or artificial green plants and flowers.
- Let Paint murals depicting scenes from the Book of Ruth, which is traditionally read *on Shavuot*
- * Create a display focusing on "Jews by Choice" highlighting the idea that Ruth is the archetypal convert to Judaism.
 - * Fill building with fragrances of spring flowers and plants.
 - * Recognize teenage members who are being confirmed in local synagogues and temples with a display of their names and pictures.

In the lobby of the building conduct a Bible contest with mixed generational teams.

JEWISH BOOK MONTH

For nearly fifty years the Jewish Book Council has sponsored an annual celebration of Jewish books. Initially, it was a week-long celebration. Later it was expanded to a month. It is always scheduled for the month before Hanukkah, since books of Jewish content make wonderful gifts. The Jewish Book Council, has a wide range of publications available about celebrating Jewish Book Month and a wide range of selected bibliographies including "Selected Children's Judaica Collection," "Building Your Home Jewish Library," "The Holocaust: An Annotated Bibliography," and many more.

Each year the Jewish Book Council produces a Jewish Book Month Kit which includes posters for you to display and bookmarks for you to distribute. For details contact:

Jewish Book Council
 15 East 26th Street, New York, NY 10010-1579
 (212) 532-4949

In addition to the Jewish Book Month posters, decorate with book covers, an oversized free standing cardboard book announcing Jewish Book Month, and a table of selected books from your Center's library.

Conduct a children's story hour in lobby or library during Jewish Book Month.

Conduct a Jewish book reading contest for young members and create a large display in the lobby tracking each child's progress.

Beginning with Jewish Book Month create a Jewish Book of the Month display, featuring one Jewish content book each month.

JEWISH MUSIC SEASON

The celebration *of Jewish music is observed* annually in Jewish communities throughout the U.S and Canada from Shabbat *Shiva* to Yom *Ha* Atzmaut. The JCC Association Jewish Music Council provides educational and promotional materials including a beautiful poster, bibliographies, and resource guides. For more information and to receive materials contact:

Jewish Music Council
15 East 26th Street
New York, NY 10010-1579
(212) 5324949

Some suggested ways of publicizing and observing Jewish Music Season include:

Display Jewish Music Season Posters

For JCCs with music schools, Jewish Music Season is a perfect time for students to give informal performances in the lobby, or to present formal concerts.

Assemble a display of instruments, books on Jewish music and/or sheet music

If you have a public address system, try to highlight Jewish music recordings as much as possible. And even if not, place a portable cassette player in the lobby to play Jewish music tapes. Provide a written explanation of Jewish Music Season.

Encourage the display and sale of Jewish Music tapes, compact discs and records in the JCC Jewish Gift Shop.

APPENDIX A

.hSOURCES

HEBREW AND ENGLISH SIGNS

W. & E. Baum Bronze Tablet Corp., 200 60th St., Brooklyn, NY 11220-3712,
(718) 439-3311

Designer Sign Systems, 352 Washington Ave., Carlstadt, NJ 07072,
(201) 939-5577, Contact: Judy Barbieri

Manhattan Signs and Designs, 12 W. 23rd St., New York, NY 10010, (212) 691-
4343

ISRAELI FLAGS

Habonim Dror North America, 27 West 20th St, 9th Floor, New York, NY 10011,
(212) 255-1796

J. Levine Co., 5 West 30th St., New York, NY 10001, (212) 695-6888

When displaying the Israeli flag with an American flag the following rules apply:

-The American flag should always be on the LEFT .

-The Israeli flag may be as high as the American flag but NOT HIGHER.

-If the American flag is displayed with two other flags, the American flag should be in the middle and should be higher than the others.

BOOKS AND EDUCATIONAL MATERIALS

A.R.E. Publishing, 3945 So. Oneida St., Denver, CO 80237, (800) 346-7779

Behrman House, Inc., 235 Watchung Ave., West Orange, NJ 07052, (800)
221-2755

Jason Aronson Inc., 230 Livingston St., Northvale, NJ 07647, (201) 767-4093

Jewish Publication Society, 1930 Chestnut St., Philadelphia, PA 19103,
(215) 564-5925

KAR-BEN Copies, Inc., 6800 Tildenwood Lane, Rockville, MD 20852,
(800) 452-7236

1-800-JUDAISM, 2028 Murray Ave., Pittsburgh, PA 15217-9946, (800) 583-2476

Torah Umesorah Publications, 160 Broadway, New York, NY 10038,
(212) 2274000

UAHC Press, 838 Fifth Ave., New York, NY 10021-7046, (212) 249-0100

United Synagogue, 155 Fifth Ave., New York, NY 10010, (212) 533-7800

POSTERS

The Learning Plant , P.O. Box 17233, West Palm Beach, FL 33416, (407) 686-2415

Society for the Protection of Nature in Israel, P.O.B. 930, 91008, Jerusalem,
ISRAEL

JNF of America, 42. E. 69th St., New York, NY 10021, (212) 879-9300

jNF of Canada, 1980 Sherbrooke St. W., Suite 500, Montreal, Quebec PQ H3H
1E8, (514) 937-9431

BJE of Greater New York, 426 West 58th St., New York, NY 10019, (212) 245-8200

El Al Israel Airlines, 850 Third Ave., New York, NY 10022, (212) 940-0600

Israel Government Tourist Office, 350 Fifth Ave., New York, NY 10118,
(212) 560-0650, Ext. 459

Melton Research Center for Jewish Education, 3080 Broadway, New York, NY
10027, (212) 678-8031

Torah Art Factory, P.O. Box 2726, Fair Lawn, NJ 07410, (201) 797-4091

ELECTRONIC MEDIA MATERIALS

Memorial Foundation for Jewish Culture, Catalogues of Electronic Media
Materials in Jewish Education, 15 East 26th St., New York, NY 10010,
(212) 678-4074

Volume I - Computer Software

Volume II - Audiotapes

Volume III - Videocassettes

VIDEOS & FILMS

Alden Films and Video, Box 449, Clarksburg, NJ 08510, (908) 462-3522

Ergo Home Video, 668 Front St., P.O. Box 2037, Teaneck, NJ 07666,
(201) 692-0404 (for purchase only)

Sisu, 20 W. 38th St., Suite #402, New York, NY 10018, (212) 768-2197
(Israeli video & music)

Your local Agency for Jewish Education

JEWISH HISTORY INFORMATION

Day by Day in Jewish History by Abraham P. Bloch, KTAV Publishing House,
P.O. Box 6249, Hoboken, NJ 07030, (201) 963-9524

One a Day: An Anthology of Jewish Historical Anniversaries for Every Day of the Year,
by Abraham P. Bloch, KTAV Publishing House, Hoboken, NJ 07030

*Moments & Methods: An Activity Source Book for Teachers (a "This-Day-in-History"
book)* by Sorel Goldberg Loeb and Barbara Binder Kadden, Alternatives in
Religious Education, 3945 S. Oneida St., Denver, CO 80237, (800) 346-7779

JEWISH MUSIC SOURCES

Nefesh Ami, P.O. Box 651, Hicksville, NY 11801, (516) 933-2660

The Learning Plant, P.O. Box 17233, West Palm Beach, FL 33416, (407) 686-2415

Tara Publications, 29 Derby Ave., Cedarhurst, NY 11516, (516) 295-2290

MEZZUZAH CASES AND PARCHMENTS

If not available through your Center gift shop, try:

Hamakor Judaica, Inc., P. O. BOX 48836, Niles, IL 60714-0836, (800) 426-2567

The Jewish Quarter, Inc, 15605 Ventura Blvd., Encino, CA 91436, (800) 255-4275

Shoshana By Mail, 45 S. Main St., New City, NY 10956, (800) 845-4484

"MITZVAH OF THE MONTH" RESOURCES

Teaching Mitzvot: Concepts, Values, and Activities, by Rabbi Bruce Kadden and
Barbara Binder Kadden, ARE, 3945 S. Oneida St., Denver, CO 80237, (800) 346-
7779

"JCC 'Mitzvah of the Month' and Other Good Deeds," JWB Circle, Summer 1989.
JCC Association, 15 East 26th Street, New York, NY 10010-1579,
(212) 532-4949.

Gym Shoes and Irises by Danny Siegel, The Town House Press, 28 Midway Rd.,
Spring Valley, NY 10977 (Includes "116 Practical Mitzvah SUGgestions")

COMPUTER GAMES/COMPUTER SOFTWARE

The Computerized Israel Center - user-friendly software program providing access to detailed information on Zionism, modern Jewish history, the geography of Israel, and more. Available in both color and black and white versions. For further information or to arrange for a preview, contact: World Zionist Organization, Dr. Moshe Sokolow, Torah Education and Culture Dept, 110 E. 59th St, New York, NY 10022, (212) 339-6000

Davka Corp., 7074 N. Western Ave., Chicago, IL 60645, (800) 621-8227 or (312) 465-4070

Jewish Computing Catalog - 15 pages, Available for small fee and handling charges from Springwells Company, P.O. Box 18091, Boulder, CO 80308, (800) 457-9707 or (303) 786-7040

Quiz Cube - Available from the JCC of Metropolitan Detroit, 6600 West Maple Rd., West Bloomfield, MI 48322. Contact Dr. Morton Plotnick, (313) 661-1000

ADDITIONAL RESOURCES

A Manual for Special Days, Hadassah National Program Department, 50 W. 58th St., New York, NY 10019, (212) 355-7900. Covers *Yom Ha Shoah* (Holocaust Remembrance Day), *Yom Ha Zikkaron* (Day of Remembering Israel's Fallen Soldiers) *Yom HaAtzmaut* (Israeli Independence Day), and *Yom Yerushalayim* (Jerusalem Day).

"The Tzedakah Well"

For information on cost and how to obtain contact: Joel D. Katz, Funrai ors, 432 Lenox Pl., Maplewood, NJ 07040, (201) 627-5104.

The following agencies have catalogs of publications and creative educational materials:

American Zionist Youth Foundation, Education Department, 110 East 59th St., New York, NY 10022 (212) 318-6123

Coalition for the Advancement of Jewish Education, 251 W. 35th St., 12A, New York, NY 10003, (212) 475-5000.

Jewish Education Service of North America, 730 Broadway, New York, NY 10003, (212) 529-2000 (media resources and information about resources in local agencies of Jewish education)

APPENDIX B

BUILDING YOTI WM- _A LIBRA

(with a focus on titles which will serve as resources for enhancing the Jewish ambiance of the JCC)

BOOKS

A Kids Catalog of Israel by Chaya M. Burstein, JPS, Philadelphia, PA

Guide to Jewish Knowledge for the Center Professional by Barry Chazan and Yehiel Poupko, JCC Association, New York, NY

Seasons of Our Joy: A Guide to the Jewish Holidays by Arthur I. Waskow, Beacon Press, Boston, MA

Teaching Mitzvot: Concepts, Values, and Activities by Barbara Binder Kadden and Bruce Kadden, A.R.E., Denver, CO

The Art of Jewish Living (a series of books on Jewish holidays including Shabbat, Passover and Hanukkah) by Dr. Ron Wolfson, A project of The Federation of Jewish Men's Clubs and the University of Judaism, New York, NY

The First Jewish Catalog by Richard Siegel, Michael Strassfeld and Sharon Strassfeld, JPS, Philadelphia, PA

The Second and Third Jewish Catalogs by Michael Strassfeld and Sharon Strassfeld, JPS, Philadelphia, PA

The Hanukkah Book by Mae Shafter Rockland, Schocken Books, New York, NY

The Jewish Holidays: A Guide & Commentary by Michael Strassfeld, Harper & Row, Publishers, New York, NY

The Jewish Home: A Guide for Jewish Living by Daniel B. Syme, UAHC Press, New York, NY

Seasons for Celebration: A Contemporary Guide to the Joys, Practices, and Traditions of the Jewish Holidays by Rabbi Karen L. Fox and Phyllis Zirnbler Miller, Perigee Books, New York, NY

PERIODICALS

(A suggested list for your library, or to place in waiting areas in your ICC.) This is only a partial list to get you started or to supplement those you already receive.

B'nai B'rith International Jewish Monthly, 1640 Rhode Island Ave. NW, Washington, DC 20036

Commentary, 165 E. 56th St., New York, NY 10022

Hadassah Magazine, 50 West 58th St., New York, NY 10019

Jerusalem Post, North American Subscription Dept., POB 282, Brewster, NY 10509

Jewish Telegraphic Agency Weekly News Digest, 330 Seventh Ave., 11 fl. New York, NY 10001-5010

Moment, 300 Connecticut Ave., NW Suite 300, Washington, DC 20008

Sh'ma, Box 567, 23 Murray Ave., Port Washington, NY 11050

The Jerusalem Report, P.O. Box 1805, Jerusalem 91017 ISRAEL

Locally published Jewish newspapers and magazines

