



THE ELECTRONIC EDUCATOR-
A weekly update of information for you and your school!
A service of the NJ Region USCJ Dept. of Education
Michelle Rich, Director of Education and Youth Activities
Nita Polay Levin, Field Worker
Lisa Harris Glass, Executive Director

Mini-courses, fall '07

Up-dated information

1. **Maintaining Excellence in Early Childhood Jewish Education,**
with Caryn Bruckheimer,
OPEN TO PRESCHOOL DIRECTORS ONLY.
A dialogue for directors to discuss ways in which to elevate the Jewish component of their early childhood education program to the same levels as the secular portion, incorporating best practices and NAEYC standards.
Date TBA, week of Aug. 14 - 16 **Regional Office, Raritan Center, Edison**
2. **Talking to God and Really Meaning It, with Rabbi Ron Isaacs**
Wed., August 29, 4:30 – 6 pm **Temple Emanu-El in Closter**
3. **Creative Ways to Teach with a Textbook, with Dr. Shoshana Silberman**
Wed., Sept. 5, 6:30 – 8 pm **Temple Beth El Mekor Chayim, Cranford**
4. **Positive Guidance and Discipline in the Preschool Class,**
with Caryn Bruckheimer
Wed., Sept. 5, 1:15 – 2:45 PM **Temple Emanuel of Woodcliff Lake**
5. **Multiple Intelligences, with Dr. Shoshana Silberman**
Wed., Sept. 5, 6:30 – 8 pm, **B'nai Israel, Rumson**
6. **Putting Israel in Your Curriculum, with Linda Ripps**
Thurs., Sept. 6, 4:30 – 6 pm., **Cong. Neve Shalom, Metuchen**
7. **From a Child's Perspective: How to "Work the Room,"**
With Dr. Shoshana Silberman
Thurs., Sept. 6, 6:30 – 8 PM **Temple Beth Sholom, Park Ridge**
8. **Talking to God and Really Meaning It, with Rabbi Ron Isaacs**
Wed., Sept. 6, 3 – 4:30 pm – 7:30 PM **Temple Beth El, Oakhurst**
9. **Your School Deserves to Be Within the USCJ Framework of Excellence in Education!**
with Wendy Light, National Consultant for USCJ Framework
Wed., November 7, 7 – 8:30 PM, **Regional Office, Raritan Center, Edison**

Start marking your calendars!!

SPECIAL EDUCATION NEWS

We are grateful to our friend Terry Kaye and her colleagues at Behrman House publishers for allowing us to pass along this article. You can find this article and other teaching ideas on their website at <http://www.behrmanhouse.com/forthead/>

Rabbi Arnold D. Samlan

Director

Nassau/Queens Services

Board of Jewish Education of Greater New York

In the Classroom: Creating an Inclusive Religious School Program

Eight ways to build an inclusive religious school program for students who learn differently.

By Rabbi Steven H. Rau and Stacey Levy

Five years ago the frustrated parents of a five-year-old child with mitochondrial disease (a chronic genetic cell disorder) came to my office at The Temple in Atlanta, where I am Director of Education, to share their history of being denied—almost every Jewish organization or educational institution they approached began by telling them what their child could not do. It seemed that their only option for their son's Jewish education was to send him to a community religious school for students with severe physical and/or mental disabilities. Unfortunately, the experience of these parents is common to many parents of children with learning differences—children with differences are often treated differently.

I informed the parents that their child would be treated like all other students in our religious school and that I would try to find the resources necessary to support all students regardless of their differences.

Over the next year, in partnership with Stacey Levy, a b'nei mitzvah tutor at our school and a local speech pathologist, I created a program at The Temple that now serves more than sixty students with learning differences each year (almost 13 percent of the congregation's total student population). Our program serves students from pre-kindergarten through seventh grade, in both Hebrew and Judaic studies.

Below Stacey and I present an outline of our program. We suggest that you use some or all of the following strategies to make your own congregation's educational program more inclusive.

1. Win the support of your education committee. Make sure board members fully understand the school's philosophy and need for funding.

"You shall not . . . place a stumbling block before the blind." Leviticus 19:14

In a meeting with the congregation's education committee, describe the goals and benefits of the program: to provide a fully inclusive religious school education so that every child can have a positive and meaningful experience as well as the ability to become a bar or bat mitzvah, and to give support to teachers who might otherwise feel frustrated and incapable. Provide anonymous real-life scenarios of families who would benefit from the program. Seek assurance that families with children enrolled in the program will not pay additional fees. Work with the committee members to find grants and other means of funding the program. For example, seek out grants from your local Federation or other granting agencies, and benefactors from the congregation, and promote giving to this program through b'nei mitzvah projects and donations and by creating a special fund at your congregation.

2. Provide teachers with the support they need.

"You will surely wear yourself out. . . . For the task is too heavy for you; you cannot do it alone." Jethro to Moses, Exodus 18:18

In order for a school to teach students with a broad range of learning abilities, its teachers need professional guidance and support. The following steps will help prepare teachers for the rigors of the task.

- Hire a consultant trained in learning differences. Obtain the funds that will allow the consultant to give students with learning differences and their parents a couple of hours of additional support each week outside the classroom, individually or in small-group settings. The number of hours will depend on the size of your school and the amount of the funds you receive.



Rabbi Steven Rau
and Stacey Levy

- Request that the consultant create a learning plan for each student who learns differently. These learning plans should provide teachers with an understanding of each child's learning difference (for example, a student with dyslexia), or learning style (for example, an auditory learner), as well as learning strategies (for example, writing directions on the board for students with auditory processing problems), and classroom modifications (for example, placing a student in close proximity to the teacher) in order to help the child succeed in the classroom. A learning plan is a simplified version of a traditional IEP (individualized educational plan). Have the consultant train your teachers in implementing the learning plans, for example, by conducting an in-service training for your teachers.

3. Avoid terminology that isolates.

"Do not separate yourself from the community." Pirkei Avot 2.5

Terms such as special needs, remedial instruction, and behavioral problems teach children who learn differently that they are in some way, less, and may isolate them and their parents. Remember, all students—all people—are unique, and all have strengths and weaknesses. Therefore, all children should be treated with respect, and that treatment should include the language used to refer to their educational needs.

For example, incorporate the following terminology into your vocabulary:

- learning plan instead of individualized educational plan
- learning differences instead of special needs
- learning consultant instead of special-needs teacher
- reinforcement instead of remedial tutoring

4. Learn the appropriate terms and definitions.

"Look not at the container but at what it contains." Pirkei Avot 4:27

Understand the terminology of learning differences. Click [here](#) to read "[Learning Differences 101.](#)" Be prepared to describe to parents of students already in your school and parents who are interested in enrolling their children how your program works to include children with learning differences.

5. Adapt traditional curricular materials and teaching methods.

"Turn it over and over again..." Pirke Avot 5:22

Many traditional curricular materials and teaching methods can be applied with only minor variations to students with learning differences. For example, at The Temple we have successfully adapted the Behrman House Hineni series for use in inclusive classes.

Students with a reading-based learning disability, such as dyslexia, have difficulty with both visual perception and phonological awareness and often have difficulty breaking Hebrew words into syllables. By highlighting alternating syllables in two different colors we help students concentrate on one syllable at a time. This approach keeps students with reading-based learning disabilities from feeling overwhelmed by long Hebrew words. In addition, the colors help them maintain their place as they read. This allows students with reading-based learning disabilities to participate in regular Hebrew phonics lessons. Click [here](#) to see an example of a page from [Hineni with highlighted syllables.](#)

Below are some other techniques for including students who are learning Hebrew :



The Temple in Atlanta

- Enlarge the type size of blocks of text; for example, enlarge an 8-1/2 X 11 page to 11x17 on a copier.
- Shorten assignments; for example, assign students with learning differences selected items in an activity—five simple items out of ten, say—or allow them to choose the items they want to complete.
- Have students point to the word they are reading to assist with visual tracking.
- Limit distractions on the page; for example, have students use a blank sheet of paper to cover the part of a page they are not working on.
- Call on students to read aloud or answer a question only if they volunteer.
- Teach in small increments and present one instruction at a time; for example, introduce one new Hebrew letter and practice its sound before moving on to teach the vowel sound in the same chapter.
- Limit the amount of writing, drawing, and cutting that is required of students with learning differences.
- Allow students with learning differences to complete assignments in ways that are compatible with their learning style; for example, allow students to answer questions orally instead of in writing.

6. Provide alternatives and options for b'nei mitzvah programs.

"For my house shall be called a house of prayer for all peoples." Isaiah 56:7

Present options for the celebration of becoming b'nei mitzvah so that all students can mark this important event according to their and their families' needs.

- Offer a nontraditional time for marking the occasion, such as a Havdalah or Minhah service, or schedule a private ceremony.
- Avoid shared b'nei mitzvah ceremonies unless the students involved have similar skills and abilities.
- Allow students to lead as much or as little of the service as they are comfortable with.
- Reduce the length of Torah and haftarah portions, and allow students, in consultation with their parents, the choice of reading rather than chanting and reading or chanting in English rather than in Hebrew.
- Provide additional one-on-one tutoring in school or in the child's home.

7. Create a tzadikim (righteous assistants) program.

"The world rests on a single pillar—righteousness." Eleazar ben Shamua, Hagigah 12b

In our school, a tzadik or tzadikah is a teenager assigned to shadow or work with a student with a learning difference. Tzadikim are guided and trained by a learning consultant beginning with an initial in-service day for all tzadikim before the start of the school year. Tzadikim learn about various learning differences, how to work with students with learning differences, and specific information about the child with whom they are paired. Quarterly or monthly meetings with the learning consultant provide continued education, as well as the opportunity to discuss students' progress. Use some tzadikim as shadows and others as assistants in your Hebrew reinforcement class. Offer madrichim the opportunity to work as tzadikim. Promote the tzadikim program as the next step for madrichim who might like to work directly with an individual student with learning differences.

8. Advertise your program well.

"All your children shall be students of Adonai." Isaiah 54:13

To spread the word about your program, consider the following steps:

- Create a catchy name; for example, Yad B'yad (Hand in Hand) for Students Who Learn Differently.
- Make sure your teachers know they should consult with the learning coordinator if they identify a learning issue in their class, and that they are prepared to speak positively about the role of the learning coordinator and the program to parents and potential members of the congregation.
- When talking about the program to inquiring parents, be sure to describe the role played by the learning consultant.
- Send your local Jewish newspaper a press release describing the program.



Megan Adams, shown with her "tzadik" Taylor Amsler, participates in *HaKolof*, The Temple's Youth Performers' Hanukkah play

Every child deserves the opportunity to shine as a Jewish learner. Breaking down the learning barriers in your congregation, in partnership with the clergy, is the first step toward creating an environment that includes all children. Families need to know that our congregations are safe havens for all students no matter what their needs or learning differences. The true pride of The Temple's school is that its teachers are no longer frustrated, parents are happy, and students feel welcome.

Rabbi Steven H. Rau, RJE is the Director of Education at The Temple in Atlanta. He may be contacted at srau@the-temple.org.

Stacey Levy holds an MS and a certificate of clinical competence in speech-language pathology. She is the learning consultant at The Temple in Atlanta and may be reached at curve@yahoo.com.

===== **CHECK OUT THIS WEBSITE FOR SPECIAL NEEDS STUDENTS** =====

DorLDor.com

See wonderful and creative ways of enhancing learning – Deborah Brodie & Jay Brill)

The Project Access listserv is a joint program of the Board of Jewish Education of Greater New York Nassau-Queens Center and FEGS Long Island Division. Project Access is funded through the generosity of the Jack and Zella Butler Endowment Fund of UJA-Federation.

* * * * *

Pinat yisrael



Your Road to Israel
A Publication for High School Students

In This Week's News · Activists · Peace Process · Trips to Israel
Entertainment and Sports · Opinion · About Us · Contact Us

Highlights of the week:

History of the Reunification of Jerusalem
Nicolas Sarkozy: New French President, has Jewish ancestry
Hamas used Mickey Mouse to teach Hate & Islamic Supremacy

To view the entire issue, or to subscribe, contact them at info@IsraelHighway.org

Baraganewz.com

**TEACHERS'
E-LETTER**

Celebrate Yom Yerushalayim

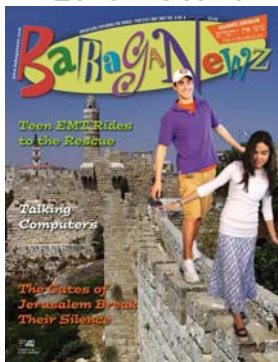
In This Issue

[Quick Start](#)

[Call for Student Writing](#)

[Renew Today!](#)

Quick Start



Click [here](#) to link directly to the printable pdf of the Quick Start lesson plans for the Iyar issue.

Step into the value



Our Iyar issue of **BABAGANEWZ** was created to help your students *Sisu et Yerushalayim*, Celebrate Jerusalem. Click [here](#) to connect to this month's web table of contents. We hope [this month's lessons](#) will bring a little taste of **Jerusalem** into your classroom.

How far away is Jerusalem?

[Check out the Jerusalem Distance Calculator](#)

Quick Links

[Home Page](#)

[Teachers' Site](#)

[Iyar Lesson Plans](#)

Shavuot

Click [here](#) to find lots of creative ideas for preparing your students for Shavuot.

[Shavuot Thank You Cards](#)

and a [Shavuot Jewish Wedding Simulation](#)

Our Talmud Torah issue from this year has many creative [lesson plans](#) that teach and encourage the value of Talmud Torah which is so central to Shavuot.

::

Dear NITA POLAY,

On Yom Yerushalayim, this Wednesday, May 16th, we celebrate the 40th anniversary of the reunification of Jerusalem. If you are looking for materials for a school assembly or classroom ceremony in honor of Yom Yerushalayim turn to the **BABAGANEWZ** [Gateways ceremony](#) for a script, PowerPoint presentation, and a scavenger hunt to encourage attentive participation.

If your students will not be in school that day, suggest that they view the [Gateways Slideshow](#) at home to honor Jerusalem on that day.

This ceremony will transport your students into the world of Jerusalem and tell them some of the stories that echo from her gates. Turn to this month's magazine with your students to meet the people who call Jerusalem home and to discover why this golden city is central to Jewish life.

The **BABAGANEWZ** Staff



Call for Student Writing-Deadline Extended!

BABAGANEWZ is looking for short book reviews written by students in grades 4 through 7 describing Jewish books that students have really enjoyed. Book reviews should be 50-75 words long and answer the



questions: What was the book about? Why did you like it? Why would you recommend it? The submission deadline has been extended to **June 15, 2007**. Send your students' book reviews to aviva@babaganewz.com.

Renew Today!

If you have not already done so, renew now to lock in preferred pricing at \$9.99 per student per year. Kindly commit **before May 15th** so we can estimate our production volumes. This rate reflects a generous 75% subsidy by The AVI CHAI Foundation. We *do* require a minimum of 10 classroom subscriptions for next year, but you can adjust your numbers at any time.

No payment is due now.

You will be invoiced in the summer.

CALL 1-800-434-3934, ext. 18

FAX 301-962-9635

e-mail: subscriptions@babaganewz.com

or renew online at babaganewz.com/orders

We look forward to bringing you BabagaNewz at its best!

Book Study Guides

Find some great summer reads and plan ahead at the same time by browsing our book study guides on our [archive page](#). As companions to select pieces of Jewish children's literature, these study guides can help you enrich and deepen your teaching of Jewish values and provide you with engaging discussion questions, project possibilities, and lesson ideas to use in your classroom or in a book club discussion with your students. The list of books that we will feature with study guides in 5768 will be posted in June.

Subscribe Today

Three *free* BABAGANEWZ supplements will help you celebrate Israel's 60th Birthday as well as teach Jewish values during the 2007/8 school year. BabagaNewz is pleased to announce expanded editorial content in honor of Israel's sixty years of independence.

Material will be organized into three historic periods: 1900-1948, 1948-1967, and 1967-present. Communities and individuals will be profiled in each supplement to help your students connect with Israel's past, and timelines will be included so they can get the facts.

Renew by **May 15th** to lock in the **\$9.99** pricing.

Judaism and the Environment: Its Not Only for Tu B'Shvat!

The Seminar on Jewish Environmental Education, June 4th-7th, 2007, at Surprise Lake Camp is an innovative professional development opportunity for those interested in Jewish education, environmental sustainability, camping, gardening, or just plain having fun.

Through studying Torah, hiking, singing, and gardening, educators and lay-leaders engage in a three thousand year old dialogue about the connection between God, earth, and humanity.

Participants will gain the skills to bring excitement and vibrance to formal and informal educational settings through workshops with leading Torah scholars, scientists, and educators. Check out our four diverse tracks to see what is right for you.

<http://r.vresp.com/?SurpriseLakeCamp/71dda40cdb/898513/TEST/TEST>>Register Now

Four Great Tracks

Ethics and Texts:

Study biblical, rabbinic and contemporary texts that address the relationship between humanity and creation.

Congregational Education:

Bring lively and effective Jewish environmental programming to your classroom or congregation.

Camp and Wilderness:

Create transformative nature experiences and teach Jewish values through camping, hiking, and backpacking.

Organic Agriculture and Educational Gardening:

Study traditional and contemporary texts that explore Jewish agricultural principles while participating in a variety of hands-on gardening and permaculture workshops for both the novice and veteran gardener. *This Track is facilitated by the

<http://r.vresp.com/?SurpriseLakeCamp/2405e438c7/898513/TEST/TEST>>Jewish

Farm School

For More Information

website: <http://www.tevacenter.org/seminar>>www.tevacenter.org/seminar

email: <mailto:seminar@tevacenter.org>>seminar@tevacenter.org

Phone: (646) 278-1187, (212) 807-6376

Site:

<http://r.vresp.com/?SurpriseLakeCamp/e73d41c8bc/898513/TEST/TEST>>Surprise

Lake Camp, Cold Spring NY. Register by April 3rd for early bird

registration discount

Co-sponsored by The Teva Learning Center

Moshe Kornfeld

052.609.2363

646.278.1187

+++++

CAJE 32 and the
Early Childhood Conference
@CAJE 32

Online information
and registration

There's still time to apply for the **Schusterman College Program** and the **Teen Leadership Kallah!**

If you are a teen or college student, or you know a teen or college student who is interested in a meaningful and enriching week at the [CAJE conference](#), just read on.

And remember that CAJE makes available [limited partial scholarships](#) to members unable to meet Conference costs. See below for details.

Schusterman College Program

Schusterman College Program @ CAJE 32 August 2 - 9

Open to undergraduates who have completed at least one year of college, the Schusterman College Program helps students explore the field of Jewish education. There are limited spaces for college students to attend the [full Conference](#) on a full scholarship, including all expenses except transportation and membership. For further details or to apply, go to www.caje.org/college.

Teen Leadership Kallah

Teen Leadership Kallah @ CAJE 32 August 2 - 9

The Kallah is designed for teens entering 10th grade through those entering 1st year in college who hold leadership positions and/or are working as tutors, teachers and teacher's aides in a Jewish educational setting. Due to a generous grant from the Myra Reinhard Family Foundation, we are able to offer a limited number of spaces in the Teen Leadership Kallah at a **special rate of \$515**. For further details or to apply, click [here](#).

Questions about TLK or SCP?

If you have any questions about the **college program**, please e-mail Marc Blatt at caje32scp@gmail.com.

If you have any questions about the **Teen Leadership Kallah**, please e-mail Daniel Held at danielmheld@gmail.com.

Conference Scholarships

Don't let the last few hundred dollars keep you from attending either [CAJE 32](#) or the [Early Childhood Conference @CAJE 32](#) this summer!

For CAJE members unable to meet Conference costs, CAJE makes available **limited partial scholarships**.

And since many local communities and schools provide grants and funding to attend the CAJE Conference, we urge you first check for funding in your local community.

Note: You must have a completed Conference application on file and be a

CAJE 32 and the Early Childhood Conference @CAJE 32



[CAJE 32](#)

[The Early Childhood Conference](#)

Washington University

St. Louis, MO

August 5- 9

[Pre-Conference:](#)
August 2 - 5

[Shabbat:](#) August 4



Quick Links

[Register Now](#)

[Keynote Speakers](#)

[Collaborative Programs](#)

[Grant Writing Seminar](#)

[Conference Scholarships](#)

current CAJE member prior to applying for a scholarship.

To register for [CAJE 32](#) or the [Early Childhood Conference@CAJE 32](#), click [here](#).

To apply for a scholarship, click [here](#).

To forward this information to a friend, use the "forward" button at the bottom of this message.



Join Our Mailing List!

Folks,

I urge all of you to consider attending this Sunday/Monday conference at JTS on November 11-12. You will have the opportunity to meet and learn from the leading scholars and teachers in the field of Jewish education. I've been assured that the cost of this event will be minimal ... perhaps to pay for a meal ... so please mark your calendars, make a hotel reservation now, and arrange your school calendars accordingly. The program starts at 4:00 p.m. on Sunday, so you will not have to miss school on that Sunday.

In addition to learning from these illuminaries, we will have the chance to network with each other. In fact, let me know your intention and I'll keep a list of those of you who are going, and make sure we have an opportunity to gather. Don't let shyness prevent you from attending!

If you will need to travel, and your budget is tight, this is the kind of low cost event that your rabbi's discretionary fund, or women's league and men's club, might help fund.

Kol tuv,
Serene

Hold the Date!!

The William Davidson Graduate School of Jewish Education of the Jewish Theological Seminary is pleased to announce an academic conference to honor the memory of our teacher and friend Professor Seymour Fox z"l.

The Conference, "Pedagogy and Curriculum in Contemporary Jewish Education," will take place at the Seminary in New York from 4 PM on Sunday November 11th to 6 PM Monday, November 12th. Please hold the date and plan to attend!

The speakers will be scholars whose work was closely to related to Seymour Fox's own concerns. Many of the speakers are people who were his students and/or colleagues. Prof. Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching, will be the opening day speaker. The program will also include reflections on Seymour Fox's life and career by friends and colleagues.

Professor Fox, who died this past summer at the age of 77, was one of the most influential figures in Jewish education during the past 50 years. As both an academic and an institution builder Fox's impact on Jewish education was wide-ranging and profound. He shaped the thinking of scores of students, many of whom went out to important roles in contemporary Jewish education and educational scholarship. As a visionary with a practical focus, Fox worked closely with lay leaders such as Morton Mandel and Sam and Florence Melton. Fox created the Melton Research Center at JTS,

the Melton Centre for Jewish Education in the Diaspora at the Hebrew University, the Mandel Jerusalem Fellows program, and the Mandel School for Educational Leadership in Israel. He directed the Hebrew University's School of Education for many years and served as an adviser to a number of Ministers of Education of the State of Israel. He conceived and organized the Commission on Jewish Education in North America, the Council for Initiatives in Jewish Education (CIJE) and the varied educational programs of the Mandel Foundation in Israel, North America, and throughout the world.

=====
Thanks to Serene Victor, national USCJ Consultant for Synagogue Education, for passing on new research by Jack Wertheimer: Recent Trends in Supplementary Education. If you would like a hard copy version mailed to you, or an email copy, contact me at (732) 738 – 4301 or email me at Levin@USCJ.org.

Nita Polay Levin,
Education Field Worker

Dear Compact Subscribers; Hadash Subscribers;

We are pleased to share with you this supplemental mailing dedicated to stories, legends and rabbinic insights about Jerusalem. The 40th Anniversary, *Yom Yerushalayim*, will be observed beginning this evening and through tomorrow.

Enjoy studying these texts in the days ahead. Feel free to save this for some study time next week on Shavuot.

As always, we encourage you to expand our reach by sharing this material with family, friends and congregants.

Rabbi Moshe Edelman

*** **

Hi Everyone,

Thanks to Robin Kahn who sent me these cute gems that she found on the internet. You might them use to express appreciation at the end of the year.

Shabbat Shalom,

Serene Victor
USCJ National Consultant for Synagogue Education

Fun Pun Gifts!!!!!!

Candy bar.

Replace the paper wrapper with fun, funky paper on which the following is printed:

Front: THANK YOU!!! You have been so sweet!

Back: Thank you for...(use different fonts for each vertical column!)

C H O C O L A T E

o u p a p a c a m

u m e n t u c l p

n o n d i g e e a

s r e o m h p n t

e r s r i t t t h

l s s e a s y

m r n

c e

“Volunteer Essentials” Bag

Each individual receives small colorful bag, with “Volunteer Essentials” printed on one side and the following printed information on the other side (of course, all these items are in the bag!):

- *A lollipop to help you lick your problems
- *A rubber band to help you be flexible
- *A Snicker to remind you to laugh
- *A paperclip to help you hold things together
- *A caramel to help you “chew the fat” with friends
- *A stick of gum to give you a stick-to-it attitude
- *A pin to help you pin-point problems
- *A piece of string to help you tie up loose ends
- *A Lifesaver to keep you from drowning in everyday problems
- *A lemon drop to remind you “when life gives you lemons, make lemonade)
- *A penny to give you the extra “cents” everyone needs
- *Kisses to remind you that you are loved!!!

Bundle of Seed Packets

Each individual receives a bundle of seed packets --- small envelopes containing real vegetable seeds, with the following information printed (in color) on the front of each respective envelope (be sure to use some fun graphics to illustrate each of these veggies, too!). At the top of the bundle is a small piece of paper, with the following information printed in color (use those special scissors to trim the edges of the paper in fun shapes!):

The Leadership Garden

Plant 5 rows of peas --- (Print this info on the Pea seed packet)

Preparedness

Politeness

Promptness

Patience

Perseverance

No garden is complete with turnips — (print this info on the Turnip seed packet)

Turn up for teamwork

Turn up with a smile

Turn up with new ideas

Turn up with real determination

Plant 5 rows of lettuce— (print this info on the Lettuce seed packet)

Let us be faithful

Let us be loyal

Let us be unselfish

Let us be thoughtful

Let us be loving toward others

Plant 3 rows of squash— (print this info on the Squash seed packet)

Squash Gossip

Squash Criticism

Squash Indifference

TAKE GOOD CARE OF THE GARDEN!

Stress Management Kit

Each individual receives a colorful bag (use appropriate graphics....illustration of someone holding the whole world on their shoulders, etc.) with “Stress Management Kit” printed on one side and the following information printed on the opposite side (of course, all of these items are in the bag!):

- * RUBBER BANDS to remind you to stretch your ideas and your mind to new limits so you will continue to grow
- * TISSUE to remind you to see the tears and needs of yourself as well as others.
- * CANDY KISSES to remind you that everyone needs a hug, kiss, or a word of encouragement everyday.
- * LIFESAVERS to remind you to think of your friends as “lifesavers.” They care about you and want to help you through the stressful times that occur in your life.

- * PENNEY to remind you the value of your thoughts...big and little! Share them with others.
- * ERASER to remind you that we all make mistakes and they don't have to be permanent.
- * TOOTHPICK to remind you to "pick" out the good qualities of others and yourself and to be tolerate and accepting of the differences of people.
- * STARS to acknowledge your many accomplishments!

Medicine Bottles!

Each person receives a small bottle, filled with small colored candies, and plugged with a cork top. The colorful label includes the following (use different colored ink and appropriate graphics for each respective remedy!):

Top line: RX ---- Take yourself or share with others when needed

Green Teamwork

White Speckle Smiles and Laughter

Yellow Strength

Orange Leadership

Pink Communication

Blue Sharing

Red Service

Purple Fearlessness

Other Neato Ideas....

Attach a strip of magnetic tape to the back of a small box of raisins and attach a small note "Thanks for raisin' all those funds"!

Attach a note to a bag of mixed nuts, stating "We would go nuts without your support"!

Wrap votive candles in cellophane and tie them with ribbon, attaching a note stating "You light up the lives of so many!" and "You lighten our load by volunteering". Involve young children in creating "Thank You Posters", using posterboard and crayons/markers. These hand-drawn posters can be given to donors, businesses, and others partners to hang in the lobby or entrances of their offices or buildings. Involve youth in painting terra-cotta pots to give to volunteers. On the rim of the pot, paint "Thank you for helping us grow". Inside, place packets of flower seeds and a certificate. Tie a few strings of raffia around the top and have them present the pots to the volunteers!

Take a yellow work glove and stuff it full (to the finger tips!) with fiberfill, then tie it closed with ribbon around the wristband. On the palm side of the glove, paint (crafts paint) a variety of shapes on each finger and thumb (heart, star, 4-leaf clover, along with small dobs of paint (in a variety of colors). In the palm, paint in big letters "Thank you!" and surround it with more small dobs of paint. Then, attach a note to the ribbon that says "Give Yourself A Hand!".

To a small container of Play-Doh, attach a label that says "Thank you for making a commitment to shape the future of our youth/program/organization!" Put a 4-H sticker on the top of the lid! Tape/staple or somehow attach a small plastic toy dinosaur to a round circle of colored construction paper, on which is printed "Dinomite job! Thank you for all you do!"

Tie a note to a pair of sunglasses with colorful ribbon – on the note, print a special message to include the person's first name, followed by "Thank you for all your work as Committee Chair/Leader. Your leadership and energy have helped to make our organization/program 'so bright we gotta wear shades!'"

For someone who has been involved in the strategic planning or long-range planning process for your program, present them with a state map (or city or county map) that has a four-leaf clover taped on the front on it.

Personalize the clover by printing the name of the individual on one leaflet and printing "Thanks for helping 4-H/our program/organization map out tomorrow"

(beginning in the leaflet on the left and going across to the leaf on the right side). Then have a child or a representative of the program sign their first name on the bottom or remaining leaflet.