



# Shabbat Yarok

A Guide to Greening Your Congregation



# Meal Ideas

All of your favorite dishes can easily be made plant-based!



- Bagel & Lox Platter
- Kugel
- Tuna Salad
- Soup
- Salad
- Fruit Salad
- Cheese Platter
- Dessert

# Recipes

## Ingredients

2 cups coarse sea salt,  
plus more if needed  
3 large carrots (do not peel)  
1 TB olive oil  
2 tsp liquid smoke  
½ tsp coconut vinegar

## LOX

Yield: 1 1/2 cups

Recipe from *Olives for Dinner*

Short on time?  
Try Miyoko's Lox!

## Serve With

- Vegan cream cheese--try Miyoko's, Kite Hill, Trader Joe's, or Follow Your Heart brand
- Capers
- Minced red onion
- Fresh dill

## Instructions

Preheat oven to 375

Slow roast the carrots: place one cup coarse sea salt into a glass dish that offers just enough room to accommodate the length and width of the carrots so you can keep them whole. Rinse the unpeeled carrots and place them wet into the salt, making sure the carrots are nestled in the salt and do not make contact with the bottom of the dish. Pour about another whole cup of salt evenly over the tops, adding a bit more as needed to ensure they are fully covered.

Place in the oven to roast, uncovered, for an hour and a half.

Once done, tip the dish over onto a baking sheet and allow the carrots to cool just enough that you can handle them. Crack away and brush off any salt, then peel away the skin. It's fine if there is still some skin left on the carrot. Then, using a mandolin or sharp knife, finely chop the carrots into jagged, thin strips. Place into a clean glass container.

To marinate the carrots, whisk together the olive oil, liquid smoke, and coconut vinegar.

Drizzle over the warm carrots and toss well to coat. At this point, the flavor will not taste very "lox like"--they will need to be placed in the refrigerator for at least two days to allow the flavor to deepen and mellow, and for the carrots to get really soft and silky.

If the carrots start to look dry during marinating time, add an additional tablespoon of olive oil and give it a good stir. The carrots should be soft and slightly shiny throughout the marinating time.

When ready to serve, remove from the refrigerator and allow the carrots to come to room temperature, then serve with bagels and other toppings of your choice (recommendations above).

# Recipes

## Kugel

Yield: 8 servings

### Ingredients

2 cups matzah farfel (from four sheets of matzah)  
6 teaspoons Ener-G vegan egg replacer (flaxmeal is an alternative )  
1/4 cup cold water  
2 onions (medium-size)  
2 zucchini  
1 red bell pepper  
1 yellow bell pepper  
2 cloves garlic (or equivalent in garlic powder )

### Instructions

Crush up sheets of matzah to make the farfel.  
Prepare the egg replacer, following the instructions on the box. Add cold water and mix into the farfel. Let stand until the liquid is absorbed.  
Slowly brown onions in oil, stirring when necessary. Add bite-sized pieces of zucchini and the garlic after onions have cooked for a while and mix. You can also use other vegetables, such as squash, eggplant, broccoli and/or mushrooms.  
Add salt and pepper and mix.  
Add chopped bell pepper just before you finish cooking the veggies. Then mix again.  
Blend cooked veggies into the farfel mixture.  
Preheat oven to 350F. Then put everything in shallow, greased pan for 30 minutes. Cover.  
Remove cover for final few minutes.

# Recipes

## Tuna Salad

### Ingredients

1 can (14 oz) chickpeas  
juice of 1/2 lemon + some  
zest if you like  
3 – 4 tablespoons hummus  
or vegan mayo  
1/2 cup celery (about 2  
small stalks), chopped

Yield: 3 servings

Recipe from Simple Veganista

### Ingredients

1/2 cup red onion (about  
1/2 small), chopped  
1/2 teaspoon garlic powder  
himalayan salt & cracked  
pepper to taste  
dash of cayenne, optional

Short on time?  
Try TUNO!

### Instructions

Drain and rinse chickpeas, place in medium size bowl and roughly mash the chickpeas, about 3/4, with the back of a fork or potato masher, until desired consistency.

Add the rest of the ingredients and mix well, adding any extra ingredients you like.

Alternately, you could use a food processor starting with the beans, pulse a few times... add remaining ingredients pulsing again a few times until desired consistency.

Serve chilled or at room temperature.

# Recipes

## Cheese Options for Your Platter

- Miyoko's Cheese
- Follow Your Heart
- Violife
- Treeline Treenut Cheeses
- Chao

# Recipes

## Raspberry Rugelach

Yield: 10 servings

### Ingredients

2 cups all-purpose pastry flour  
1 tablespoon baking powder  
1/2 cup oil  
1 raspberry jam  
1 cup raisins (soaked in warm water and drained)  
1/2 cup raisin juice (from soaked and drained raisins)  
1 cup crushed walnuts

### Instructions

Preheat the oven to 350 degrees. Oil two jelly roll pans or cookie sheets, set aside.

Add warm water to raisins and soak for about 15 minutes. Drain and place raisin water in a small pot and bring almost to a boil.

In the meantime, combine flour, salt and baking powder.

Add oil a little at a time and mix with a fork until pebbles form.

Add heated raisin juice from drained soaked raisins, and combine well until a ball forms.

Divide the dough into three balls. Roll out each ball onto a floured surface.

With a rolling pin, roll out into a circle, the size of a small pizza. Next, spoon on some jam to about one inch from outer edge. Add some raisins and chopped nuts, about one tablespoon of each.

Don't use too much, because you don't want the contents oozing out.

Cut the dough into wedges, the way you would a pizza, and roll each one up carefully. Place on lightly oiled cookie sheet(s) and bake until the top is slightly brown. (You can brush some extra oil on the tops for a glaze before baking.)

# Education

Introducing Green Monday to your synagogue or temple doesn't have to stop with food! Including educational materials or groups for adults and youth will help further explain the purpose, provide more insight and compassion, and reach every member of the congregation.

## Films & Videos

- Green Monday US Documentaries & Short Videos
- A Sacred Duty
- Dominion

## Source Sheets & General Resources

- Jewish Veg
- Shamayim V'Aretz Institute Weekly Torah Portion & Source Sheets

## Book List

Animal Life in Jewish Tradition, Rabbi Elijah Shochet  
Compassion for Animals in the Jewish Tradition, Rabbi Dovid Sears  
Compassion for Humanity in the Jewish Tradition, Rabbi David Sears  
Down to Earth Judaism, Waskow  
Ecology and the Jewish Spirit - Where Nature and the Spirit Meet, Ellen Bernstein, editor.  
Haggadah for the Vegetarian Family  
Horeb, Rabbi Samson Raphael. Hirsch, translated by Dayan I. Grunfeld  
Humanitarianism of the Laws of Israel: Kindness to Animals, Jacob Raisin  
Judaism and Animal Issues, Richard Schwartz  
Judaism and Animals Rights  
Judaism and Global Survival, Richard Schwartz  
Judaism and Vegetarianism, Richard Schwartz  
Rabbi Abraham Isaac Kook: A Vision of Vegetarianism and Peace (Hebrew), English translation by Rabbi Jonathan Rubenstein  
Rabbis and Vegetarianism, An Evolving Tradition  
Rabbis & Vegetarianism: An Evolving Tradition, Roberta Kalechofsky, Ph.D.  
The Jewish Dietary Laws, Their Meaning for Our Time, Rabbi Samuel H. Dresner  
The Jewish Vegetarian Tradition, Joe Green  
The Tree of Life: An Anthology of Articles Appearing in The Jewish Vegetarian, Philip Pick  
The Universal Jew: Letters to My Progressive Father, Yosef Ben Shlomo Hakohen  
The Vision of Eden, Rabbi Dovid Sears  
Thy Most Precious Gift: Peace in the Jewish Tradition, Richard G. Hirsch  
Tsa'ar Ba'alei Chayim - The Prevention of Cruelty to Animals, Its Bases, Development, and Legislation in Hebrew Literature, Noah Cohen  
Vegetarianism and Judaism, Rabbi David Bleich  
Vegetarianism and the Jewish Holidays  
Vegetarianism and the Jewish Tradition, Louis Berman  
Vegetarianism From a Jewish Perspective, Rabbi Alfred Cohen  
Vegetarian Judaism: A Guide for Everyone, Roberta Kalechofsky, Ph.D.  
Who Stole My Religion? Revitalizing Judaism and Applying Jewish Values to Help Heal Our Imperiled Planet, Richard Schwartz

# Youth Education

## Lesson Idea #1:

### Treating Animals Compassionately

#### Readings

**Genesis 9:4** “But flesh with its life, which is its blood, you shall not eat” /

**Proverbs 12:10** “A righteous person knows the needs of his beast, but the compassion of the wicked is cruelty.”

**Deuteronomy 5:14** “but the seventh day is a Sabbath to the Lord your God; you shall perform no labor, neither you, your son, your daughter, your manservant, your maidservant, your ox, your donkey, any of your livestock, nor the stranger who is within your cities, in order that your manservant and your maidservant may rest like you.”

#### Discussion

What does it mean to treat animals with compassion?

What can we do to prevent or minimize the suffering of animals?



#### Activity 1

A video reading of Click Clack Moo: <https://www.youtube.com/watch?v=MC3zIXfi98Y>

#### Discussion

##### Questions After the Reading:

Why were the cows and hens unhappy?

Do you think the cows and the hens had a good reason to write to Farmer Brown demanding changes in the way they were treated? Do you think the ducks' demands were reasonable?

Discuss the difference between “needs and “wants.”

In the story, the ducks were neutral. What does this mean? When is it OK to be neutral?

When isn't it a good idea to be neutral?

# Youth Education

## Lesson Idea #1:

### Treating Animals Compassionately

#### Activity 2

A commonly cited mitzvah mandates relieving an animal that is suffering from carrying too heavy a load. "If one encounters one's friend on the road and sees that that person's animal is suffering from its burden, whether the burden is appropriate for the animal or is excessive, it is a mitzvah to remove this burden" (Maimonides, Mishneh Torah). The basis for the mitzvah is the prohibition of tza'ar ba'alei chayim and that one must relieve an animal belonging even to an enemy (Kesef Mishneh).

#### Discussion

##### Questions After the Reading:

Does the way someone treats animals indicate how he or she treats people?

What can you do to improve the quality of life of the animals that live outside your home or school?

What can you do to better take care of your pet (if you have one) and other animals?

How can you incorporate the value of tza'ar ba'alei chayim (The suffering of living beings) in the classroom?

Video at end of lesson: <https://www.youtube.com/watch?v=jVrWCvgVafM>



#### Long Term Activity Idea

Collect money to adopt a class animal from a local farm sanctuary.

Discuss with students what the animal needs in order to be safe and healthy. Determine hypothetical responsibilities for the students so they can help with the care of the animal. If time and funding permits, you could take the children to visit their animal or help at the sanctuary during a volunteer day! '

# Youth Education

## Lesson Idea #2:

### The Story of Noah & Caring for Animals

#### Reading

##### Genesis 6:14-22

“Make for yourself an ark of gopher wood; you shall make the ark with compartments,... And I, behold I am bringing the flood, water upon the earth, to destroy all flesh in which there is the spirit of life, from beneath the heavens; all that is upon the earth will perish. And I will set up My covenant with you, and you shall come into the ark, you and your sons, and your wife and your sons' wives with you. And of all living things of all flesh, two of each you shall bring into the ark to preserve alive with you; they shall be male and female. Of the fowl after its kind and of the animals after their kind, of every creeping thing upon the ground after its kind; two of each shall come to you to preserve alive. And you, take for yourself of every food that is eaten and gather it in to you, and it shall be for you and for them to eat.” And Noah did; according to all that God had commanded him, so he did

Noah did just as God commanded. He built the ark and carefully brought on the animals—from the tiny ants to the great elephants, from the roaring lions to the quiet swans. Seven days after God spoke to Noah, the rain started to pour down on the earth. God closed the door of Noah's ark, and the animals and Noah's family were safe and dry inside.

For forty days it rained and rained, and the ark floated upon the waters. Even the highest mountains were covered with water. In the ark, Noah and his family took care of the animals and waited for the great flood to end. At the end of 150 days, God remembered Noah and all the creatures on the ark, and blew a great wind across the earth to start drying the land. Each day after the rains had stopped, Noah sent out ravens and doves, to see if they could find dry land.

Finally, a dove returned to the ark with a branch in its mouth. “You found land!” called Noah. “The earth is drying!” God spoke to Noah, “Come out of the ark, your entire family and all of the animals that you have saved.” God spread a beautiful rainbow in the sky and said to Noah, “I promise I will never destroy the earth again. This rainbow will be the symbol of all times that the rains will always stop and that the earth will never flood again.”

#### Discussion

Explain to the students that just like the animals on the ark needed special things to make them happy, so do people. For example, if milk gave you a stomachache, and the only drink you had in your kitchen was milk, that wouldn't be good would it? Or, if you love to read, but there were never any books around, you wouldn't feel happy or well taken care of, would you? Ask students to imagine that they live on the ark. What things would they need to be happy and feel well taken care of? (Possible answers: their favorite foods, books, or toys; their friends and family; clothes; a jungle gym to play on).

What do they think animals need to be happy?

Do they have any of those things in common?

# Youth Education

## Lesson Idea #2:

### The Story of Noah & Caring for Animals

#### Activity 1

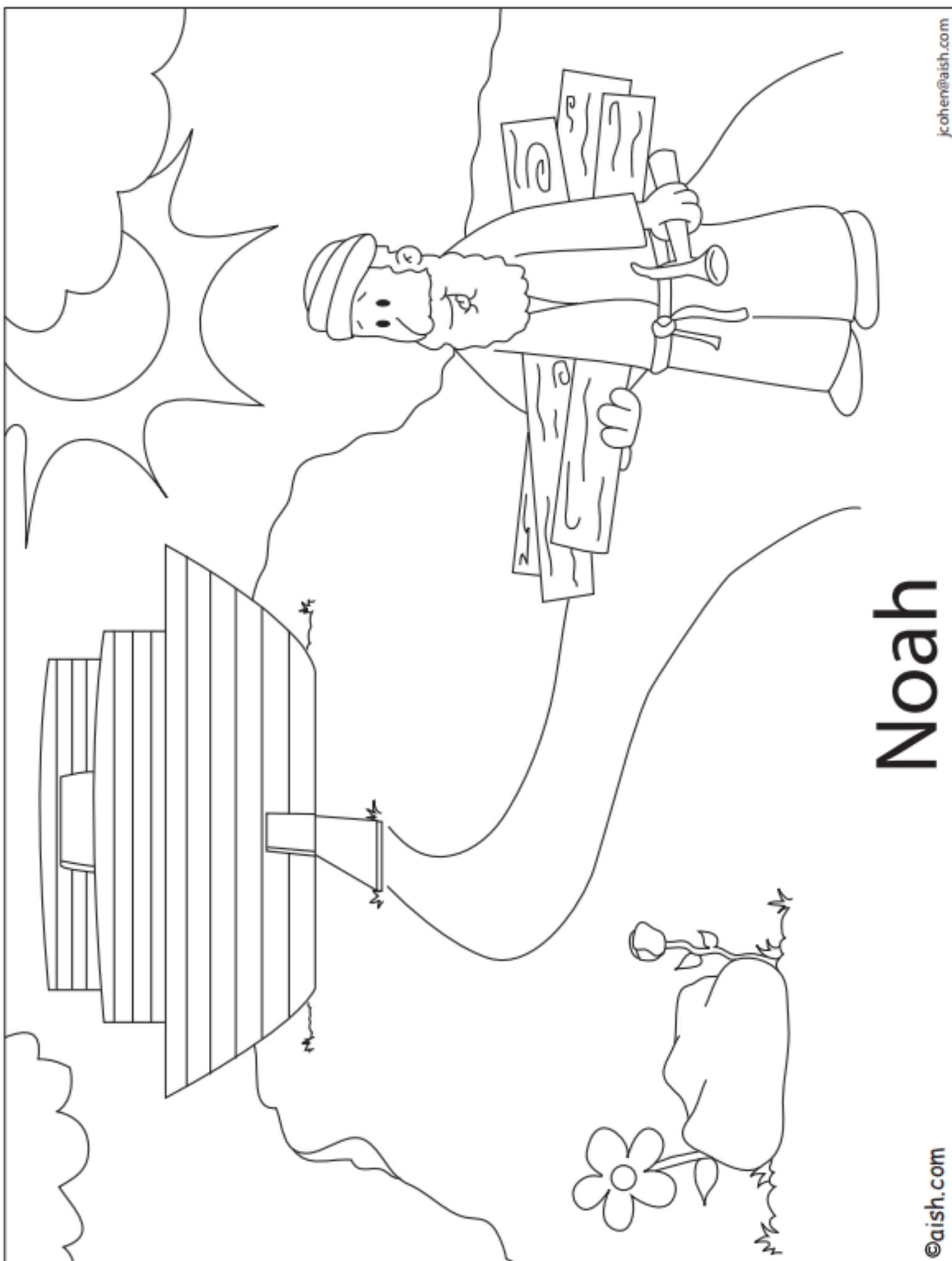
Get a sheet of paper and write down various animals. Split up the paper so that one animal is on its own little sheet. Put the papers in a bag or a hat and have each child pick one paper from the bag. This is the animal they will try to act out for their classmates to guess!

#### Activity 2

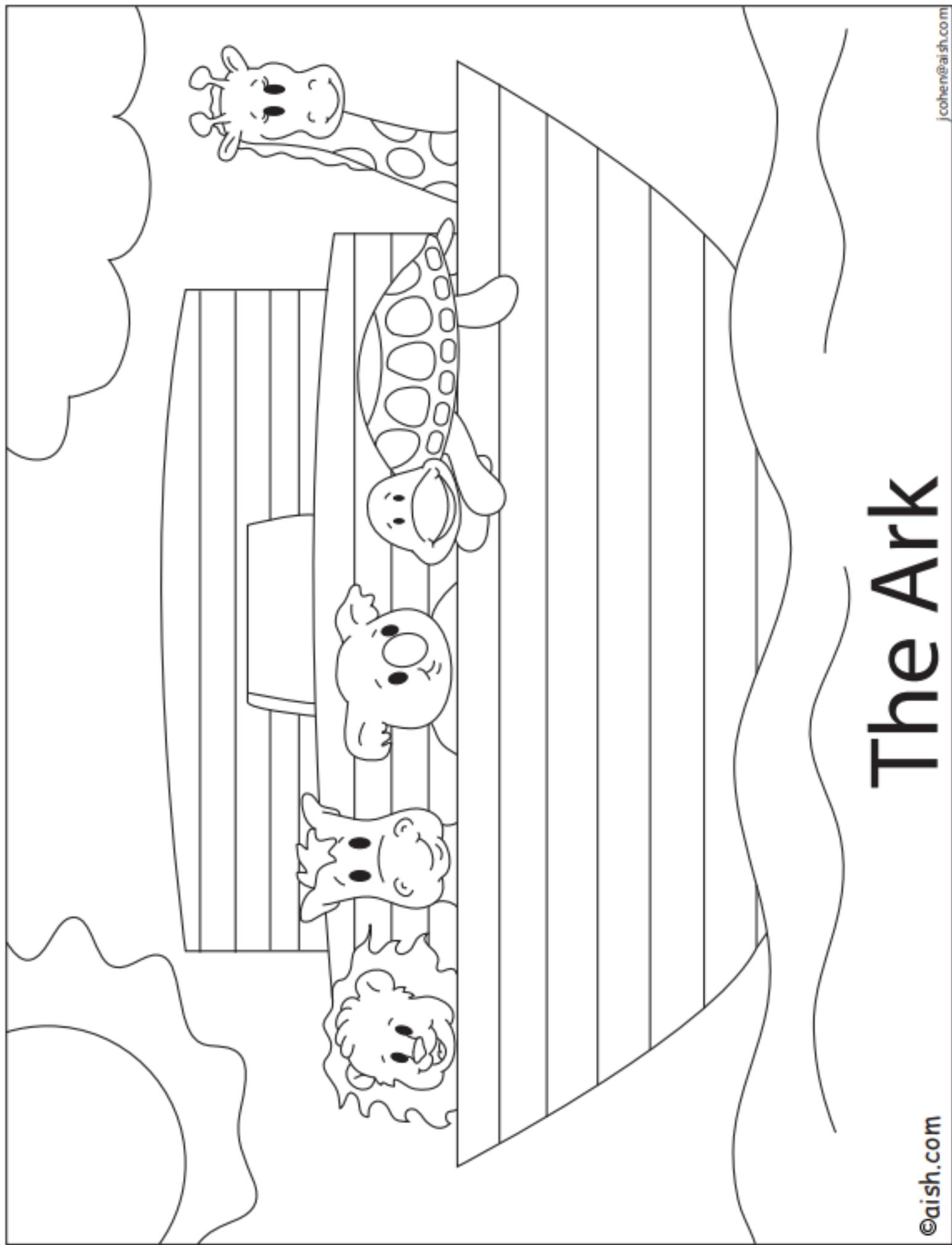
Ask students to form groups of 4 or 5. One group at a time, have group members form a circle, elbow to elbow, and the rest of the students stand in the middle (it should be crowded). Turn down the lights and ask the kids in the middle (the "chickens") how it would feel to stay there for a whole minute, five minutes, an hour, a day, the rest of your life." Each group can have a chance to be the "cage" and the rest can be the "chickens." Discuss with them how it would feel to only have that much room for their entire lives. Is this fair to animals? How can the choices we make affect the lives of others, including animals?

#### Activity 3

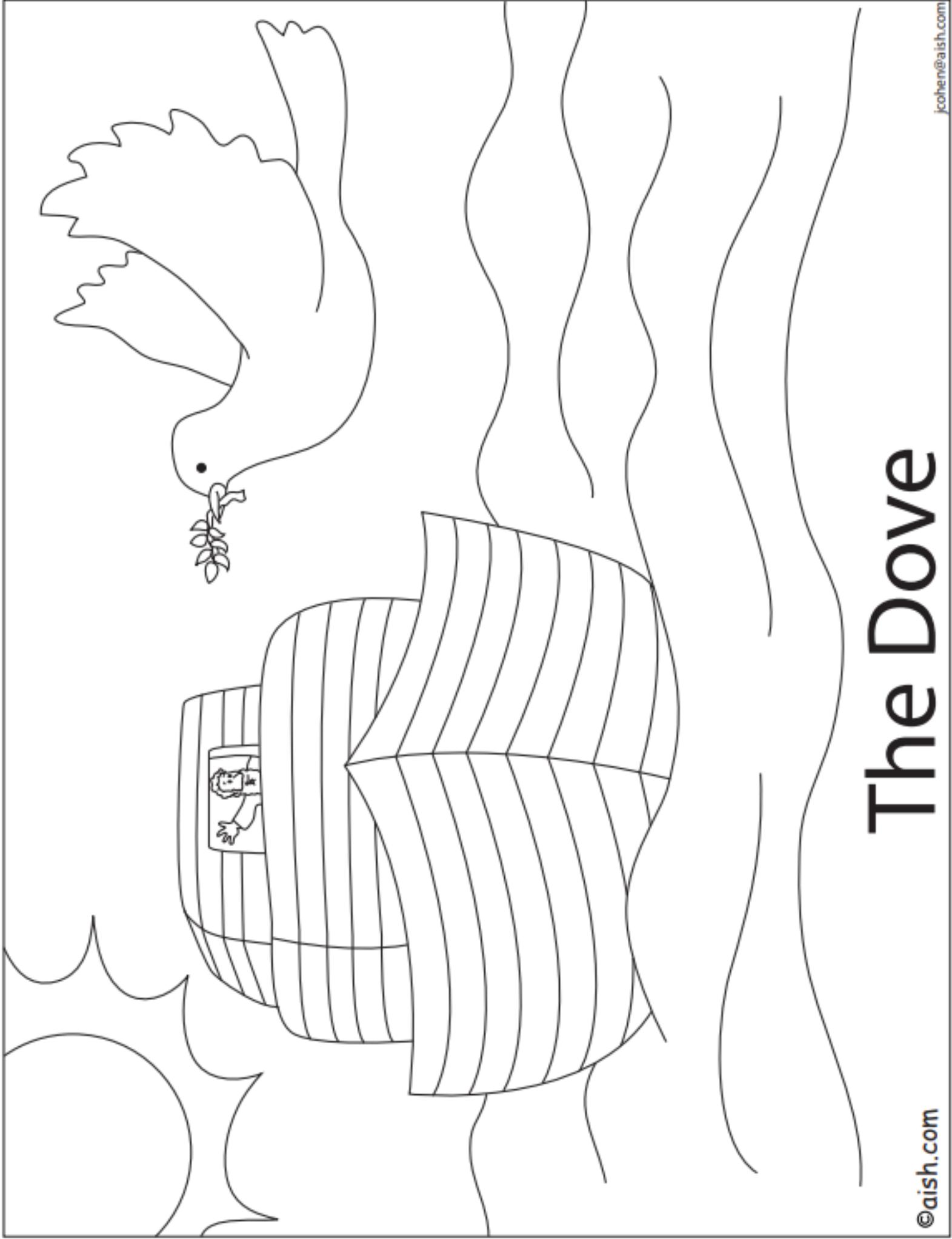
Provide coloring pages for students to work on (ideas below). You can have students watch this video as they color: <https://www.youtube.com/watch?v=ucEIPOxR-bs>



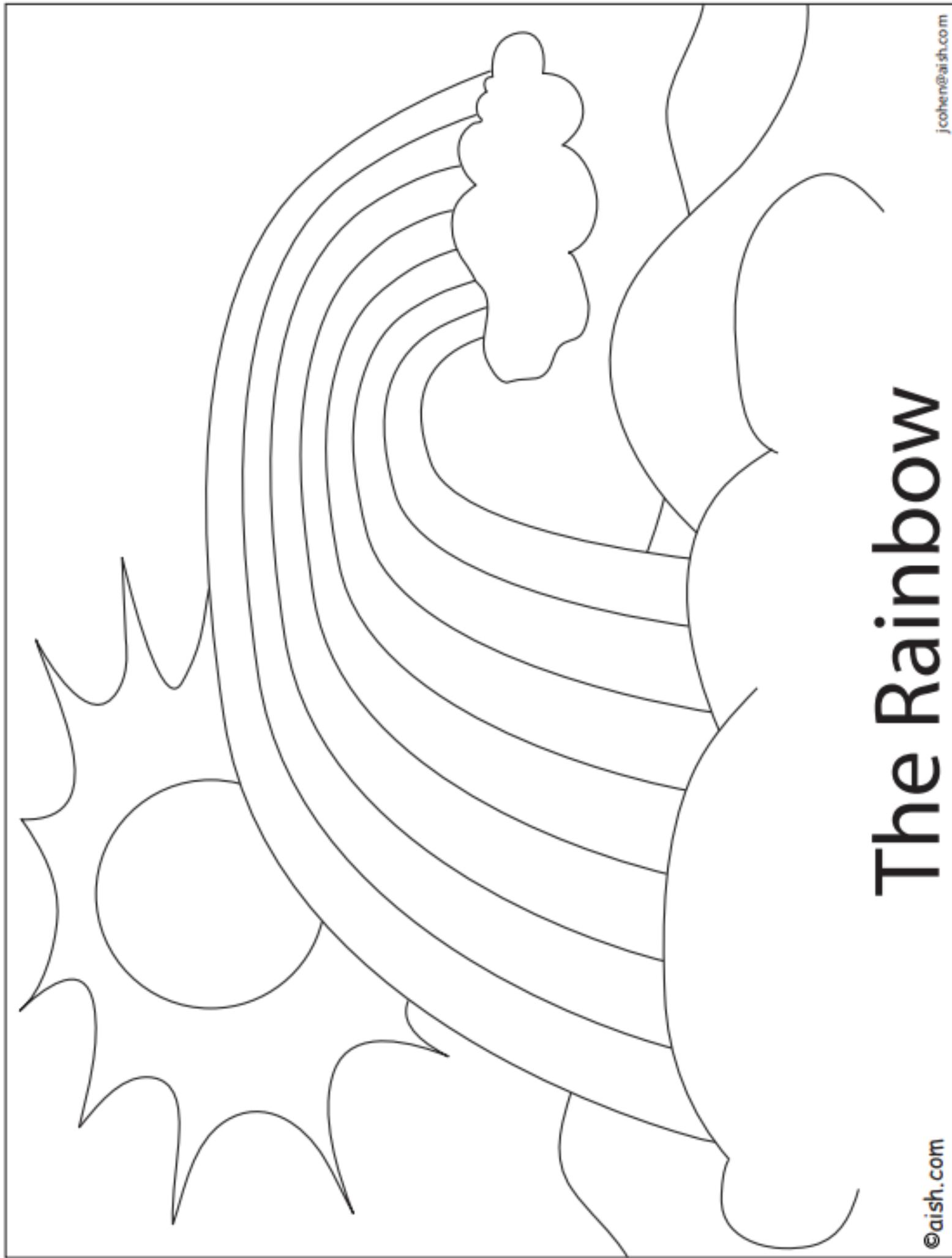
# Noah



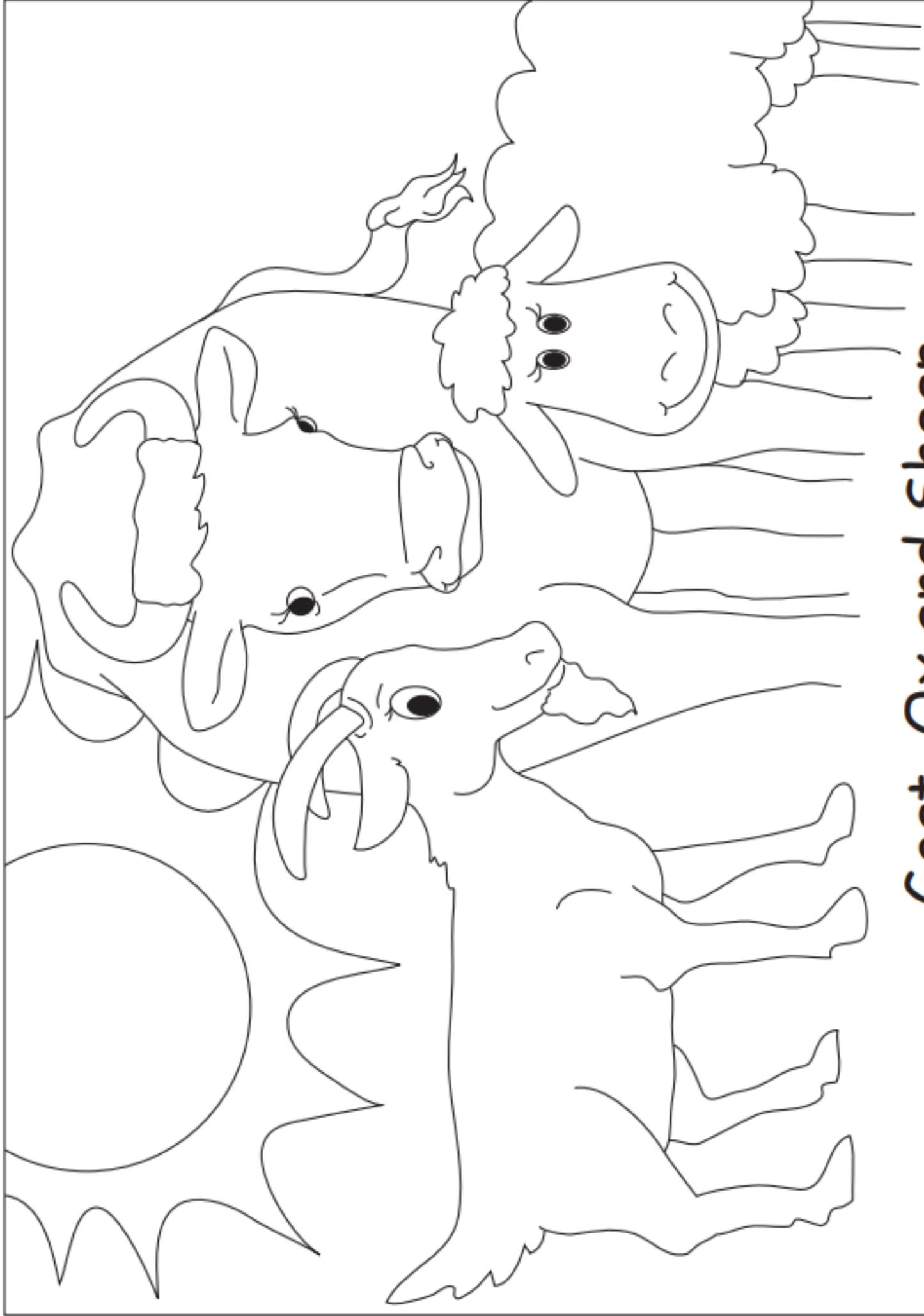
# The Ark



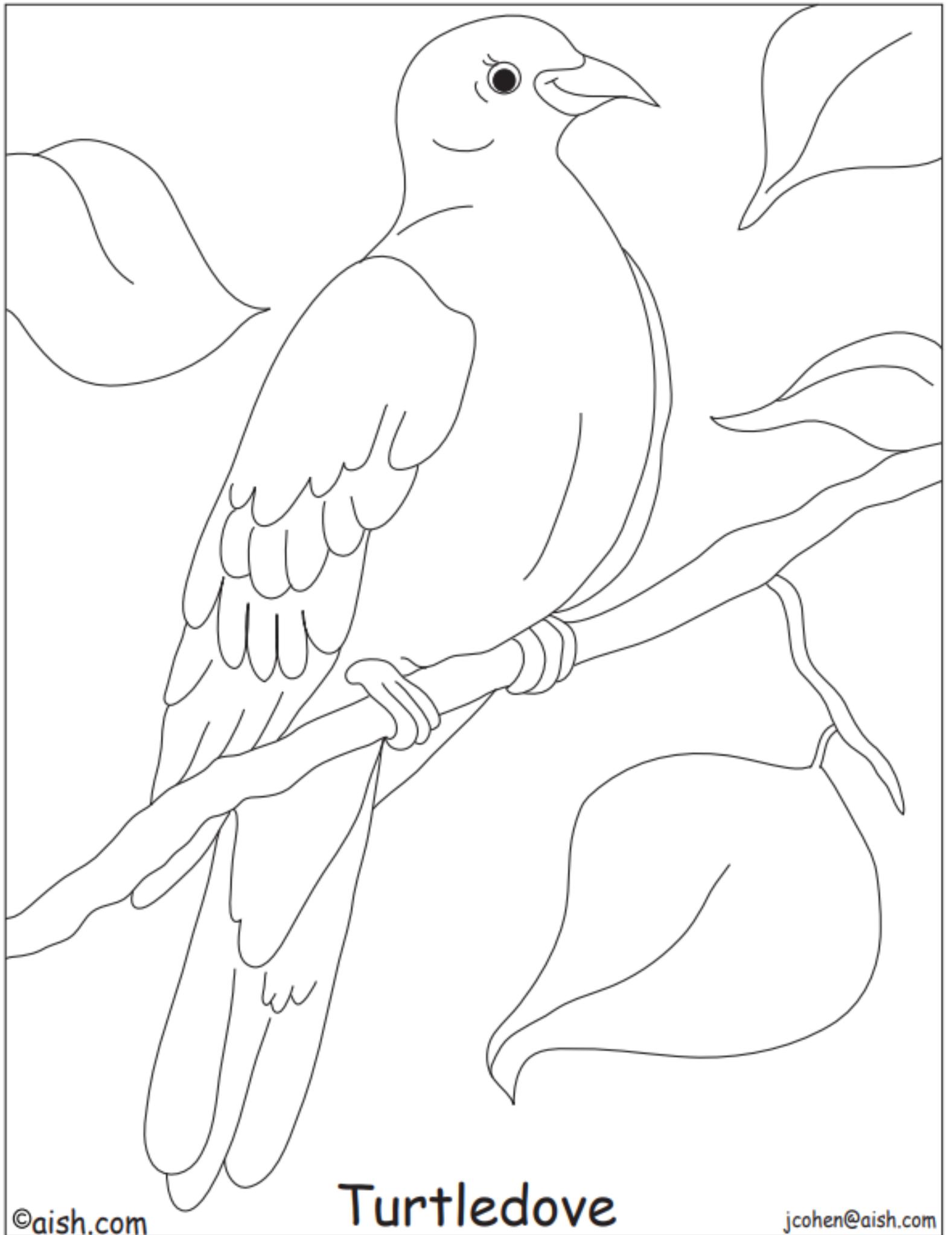
# The Dove



# The Rainbow



# Goat, Ox and Sheep



Turtledove