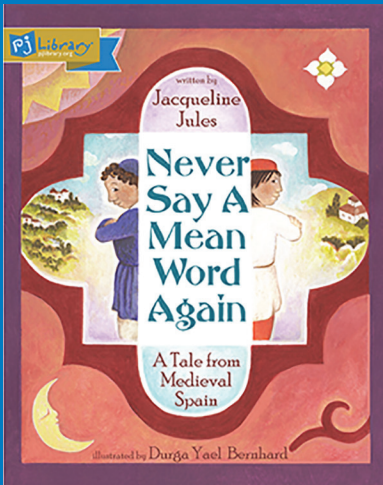


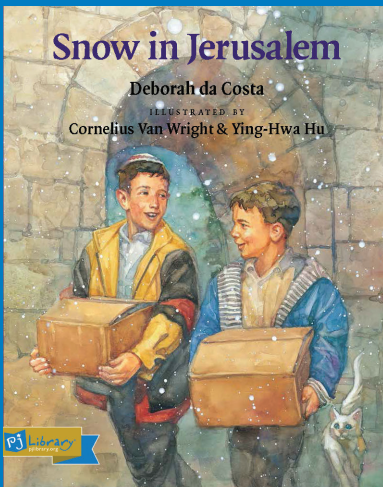
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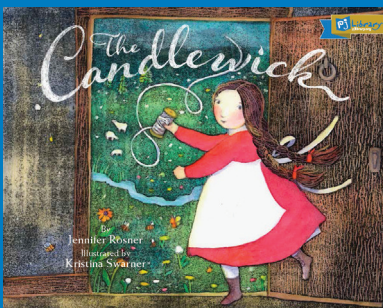
Loving
all of
creation



Bonding
with
friends



Judging
others
favorably



Learning
from
everyone

K-2

Pursuing
Peace

PJ Library®





PJ Goes to School Resource Booklet

K-2 Fall 2019

Inside this Resource Booklet

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Transliteration Key	
a	say a h
e	e h, so-so
i	sk i
o	h o me sweet h o me
u	st u dent
ai	Mt. Sin a i
ei	invite the ne i ghbors over
ch	yec ch h

Book	Value	How this book shows pursuing peace
 And There Was Evening And There Was Morning	Loving all of creation <i>Ahavat ha'briyot</i>	The world is a gift to everyone. One path to peace is to show respect and love for all of God's creations.
 Never Say a Mean Word Again	Bonding with friends <i>Dibuk chaveirim</i>	Meaningful connections to one another are part of building a peaceful world.
 Snow in Jerusalem	Judging others favorably <i>Dan lechaf zechut</i>	Open-mindedness is invaluable to the pursuit of peace.
 The Candlewick	Learning from everyone <i>Lomed mikol adam</i>	Recognizing we all have something to teach and learn leads to an open and peaceful sharing of ideas.

Why focus on pursuing peace?

Shalom is possibly the most recognized Hebrew word. *Shalom* is a traditional Hebrew greeting, meaning hello and goodbye, but its primary meaning is “peace.” When we greet each other or say farewell with the word *shalom*, we are wishing each other peace. The concept of *shalom* is central to Jewish culture. It is a common theme in liturgy, music, and art, as well as a popular name for boys. The word *shalom* comes from the Hebrew *shalem*, which means “wholeness.” We are not complete without peace.

Shalom is a difficult thing to achieve, yet at every age we can contribute to the peaceful existence of our families, communities, and the world at large. Gandhi famously said that “if we are to reach real peace in this world ... we shall have to begin with children.” Maria Montessori, Italian physician and education reformer, felt that children were naturally inclined to create order and self-control. She advocated, “Avoiding war is the work of politics; establishing peace is the work of education.”

The United Nations published its *Declaration and Programme of Action on a Culture of Peace* in September 1999. Former Secretary-General of the United Nations and global civil rights activist Ambassador Anwarul K. Chowdhury said: “A child’s tendency toward either violent aggressiveness or nonviolence begins to take shape as early as age four or five. That is why ‘The Culture of Peace’ movement is focusing increasingly on the transformative power of young children and families as agents of change for peace.”

It’s not surprising that more schools are focusing on teaching the social-emotional skills necessary for successfully creating peace. By actively exploring ways in which we can foster *shalom* (peace), we bring *shalom* (completeness) to the world that we share.



Find new ideas for exploring Jewish values and holidays and check out the PJ Library Educators’ Pinterest pages: [pinterest.com/pjgts/boards](https://www.pinterest.com/pjgts/boards)

How to use these books and resources

PJ Goes to School K-2 resources are designed to work side-by-side with your existing curriculum. The books and ideas can be used in any order and integrated throughout the school year.

Our educators use these books in many ways, including:

- Comparing the plots and characters to Torah and holiday stories
- Using the books and activities to fill transition times in the classroom
- Building on curricular themes, such as Israel, Shabbat, and Jewish values
- Sparking conversations with families about Jewish values
- Using quotes to introduce text study experiences to young children
- Studying illustrations and creating artwork to explore deeper elements of the story
- Developing family programming and service projects centered around books
- Incorporating books and activities into Shabbat experiences and holiday celebrations
- Creating class book clubs in which one book is sent home in a rotation to families, along with a journal and writing/discussion prompts

**“Hillel says: Be among the disciples of Aaron,
loving peace and pursuing peace...”**

הִלֵּל אוֹמֵר: הָיִי מִתְלַמְדָיו שֶׁל אַהֲרֹן, אוֹהֵב שְׁלוֹם וְרוֹדֵף שְׁלוֹם...

**Hillel omer: Hevei mi'talmidav shel Aharon,
ohev shalom v'rodef shalom...
(Pirkei Avot 1:12)**



Jewish perspectives on pursuing peace

Hillel was a beloved scholar at the turn of the first century whose sayings and teachings still impact modern Jewish life. In this teaching from *Pirkei Avot* (*Ethics of Our Ancestors*), Hillel suggests that we all emulate Moses' brother Aaron with regard to *rodef shalom*, pursuing peace. Aaron is described as a great peacemaker in the Torah, often stepping in to resolve conflicts between people. Rabbeinu Yonah, a 13th century rabbi from Spain, comments on this teaching by adding that “there are people that love [peace] in their hearts that don't trouble themselves to bring peace to the world and don't walk in the paths of peace. But [there are] those that do actions and bring peace between a man and his friend and love to do this work.” The pursuit of peace is active and ongoing, and, as Rabbeinu Yonah notes, takes work. No matter how much one may desire peace, peace won't come about without thought, effort, and dedication.

Your perspective

As you begin to explore the big idea of pursuing peace with your students, take some time to think about the impact of this theme in your life.

Questions to consider:

- We often think of peace as a goal to be achieved between countries or groups of people, but peace is also a deeply personal goal. We strive to find inner peace, peace in our homes, and spiritual peace. What are some of the ways that you pursue peace in your daily life? In what areas do you feel you would like to achieve peace but have not yet actively pursued it?
- Whom do you regard as someone who excels at *rodef shalom* – pursuing peace? How does he or she do this?
- What do you feel is the connection between loving and pursuing peace and teaching children about Torah and mitzvot?
- What aspects of peace would you like to explore with your students this year?
- What can you do to help families think more deeply about pursuing peace?

Using the book guides

Each book guide is organized into the following sections:



Read

the book for Jewish values

We highlight the Jewish value at the core of the lesson and provide background information through the lens of Jewish texts. There are interactive storytelling techniques to help the books come alive.



Discuss

Jewish values with one another

There are suggested questions for children in each guide. Use them to start conversations or develop your own.



Imagine

how values will come to life

You will find activities and resources for your classroom that support learning values in a fun and experiential way.



Engage

families in conversations about values

Each guide suggests one school-based program for families, and there is a corresponding Family Fun page for each book (see booklet pages 12-16) that can go home with students.



Join our PJ Library Educators
Facebook group: bit.ly/pjgts-facebook



Did you know our Educators' Center has one-page information pages on most Jewish holidays?
Look for holiday resources at pjlibrary.org/educators

Interested in an opportunity for ongoing school and family connections?

Here are ways to get the whole school community involved for the duration of the year:

MESSENGERS OF PEACE

Shalom Aleichem is a lyrical poem sung in many homes on Friday nights. This traditional song welcomes *malachei ha'shalom*, messengers of peace, into one's home at the beginning of Shabbat.

How can we be messengers of peace in our daily lives? Here are three ways to physically represent this idea:

1. Build a "peace mobile" in your classroom. Hang a hula hoop from the ceiling or mount it on a wall. As you explore the topic of pursuing peace throughout the year, provide opportunities for students and families to write on or decorate long scraps of fabric or ribbon to tie to the hoop. Encourage families to add quotations about peace to the ribbons; attach photos or objects they feel represent ways that they pursue peace.
2. The selected PJ Library books in this unit emphasize the important role that words play in pursuing peace. Create a large mailbox with your students to display in the classroom or school hallway. Provide paper and pens on a table with instructions for families to write messages of peace and "mail" them. Messages can be praise for people they know, or words of support to people or groups around the world. Find a place to post appropriate messages throughout the year.
3. Paint "kindness rocks" with images, quotations, or other thoughts related to peace. Create a kindness rock garden in an area of your school, or place individual rocks in places throughout your community to spread messages of peace.

BIG QUESTION

How does loving all creation lead to peace?



And There Was Evening And There Was Morning

Written by Harriet Cohen Helfand
and Ellen Kahan Zager
Illustrated by Ellen Kahan Zager
Published by Kar-Ben Publishing



Love of all creation - *A-ha-vat ha-bri-yot*

אַהַבַּת הַבְּרִיּוֹת



Read

the book for Jewish values

How does this book reflect the theme of pursuing peace?

And There Was Evening And There Was Morning uses beautiful poetry and glorious illustrations to help the reader explore God's work of Creation. This story sets the tone for understanding that the world and its contents are a gift for everyone to share, and that peace can be brought about in part through the **respect and love of all of God's creations.**

Three aspects of this value to consider:

- God gave us a beautiful and peaceful world to maintain.
- There is a difference between things created by God and things created by people.
- We have a responsibility to take care of one another, as we are all God's creations.

The term *ahavat habriyot* refers to respecting and loving all of creation. The biblical account of Creation describes God as carefully planning every element, announcing "it was good" at the end of each day. A young Adam is told to "work and guard" the Earth (Genesis 2:15). The Ba'al Shem Tov, the founder of the 18th century Hasidic movement, adds, "Human beings must cherish the world... all of creation, was pervaded with dignity and purpose." The rabbis interpret these instructions as viewing the world with wonder and appreciation, safeguarding the world's resources, and attempting each day to maintain the beauty and sense of peace that permeated the first days of Creation.

Storytelling techniques

1. Encourage students to try body sculpture to represent each day's creations. How can they use their arms, legs, and facial expressions, individually or in groups, to create celestial bodies, water, or animals?
2. Direct attention to the illustrations - all of God's creations come from the manipulation of the letters in the object's or animal's name. Play a game of "Where's the Letter?" For example, how many of the Hebrew letter mem [מ] can they find on the page describing *mayim*, water? Students with more advanced reading skills might search for whole words.

Many of the objects and animals in this book are drawn using Hebrew letters. Use the glossary in the back for reference.



Discuss

Jewish values with one another

After you read

- What does peace mean to you? What other words mean something similar to peace? What words are the opposite of peace?
- What makes you feel peaceful? What can we do to make our classroom feel peaceful?
- God created an awe-inspiring world. What are some of the creations in this book you feel strongly about? How does loving God's creations lead to peace?
- What keeps us from having peace in the world or peace with God's creations? What can we do to overcome obstacles to peace?



Imagine

how values will come to life

Alphabet beasts

The unusual art in this book features God's creations formed from the letters that spell their names. Challenge your students to create creatures of their own using a letter from either the word shalom (ש ל ו מ) or olam (ע ו ל מ). Ask your students to note the similar letters found in both words and discuss the connections between shalom (peace) and olam (the world).

Provide clay or dough plus materials such as pipe cleaners, beads, items from nature, buttons, and anything else you might have on hand. Encourage students to stretch and shape their dough letters to achieve the right look for their creatures.

Prayer for peace

In this book, the fourth day is described as a "peaceful day." Reread the book and discuss the descriptive words used (watery, noisy, holy, etc.). Divide students into small groups, one for each day of Creation, including Shabbat. Have them write a sentence using that one descriptive word in a statement or wish for peace. Add the sentences together to create a classroom prayer for peace to use on Shabbat and every day.



Engage

families in conversations about values



Work with your students to host a Creation celebration. Brainstorm appropriate snacks for each day, such as star fruit for Day 4 or broccoli for Day 3. (Ask students how a bracha, or blessing for food, relates to the value of *ahavat habriyot*.)

During your event divide the families into seven groups as in the prayer activity. (This is the perfect occasion to share your class prayer.) Families can design a poster of their day which includes ways to protect and preserve its creations and creatures. Hopefully families will be motivated to act on their ideas.



More on this topic

PJ Library books

Light by Jane Breskin Zalben

Just a Dream by Chris Van Allsburg

BIG QUESTION

How necessary is friendship?



Never Say a Mean Word Again

Written by Jacqueline Jules

Illustrated by Durga Yael Bernhard

Published by Wisdom Tales



Bonding with friends – *Di-buk cha-ve-rim* – דבוק חברים



Read

the book for Jewish values

How does this book reflect the theme of pursuing peace?

Meaningful friendships require the work of compromise, empathy, patience, and understanding. In *Never Say a Mean Word Again*, two young boys forge a friendship after an initial conflict between them. As misunderstanding gives way to finding common ground, the boys develop a lasting friendship. They remind us that **meaningful connections to one another** are part of building a more peaceful world.

Three aspects of this value to consider:

- Deep friendships require commitment.
- Seeing a situation from another person's perspective is central to friendship.
- Lasting friendships involve resolving conflicts.

The literal translation of *dibuk chaverim* is “cleaving to friends.” Rabbinic sages felt we should hold onto friendships dearly because they are essential. The spiritual nature of friendship is exemplified in the biblical friendship of Jonathan and David: “And it came to pass that the soul of Jonathan was knit with the soul of David, and Jonathan loved him as his own soul” (1 Samuel 18:1). The description of souls being knitted together hints at the depth of their close bond. Jonathan and David in fact make a *brit*, a holy covenant, in which they promise to serve and protect one another; Jonathan ultimately saves David's life.

Storytelling techniques

1. (*Materials needed: green yarn*) Vines and plants weave throughout the pages of this book. Sit together and ask the students to pass a ball of green yarn to their neighbor each time they see a plant growing on a page. By the time you reach the end of the book, there should be a green vine connecting them as a physical representation of *dibuk chaverim*, holding onto our friends. (You can reuse the yarn in the friendship web in the IMAGINE section.)

2. (*Materials needed: construction paper*) Take note of the many windows and doors in the illustrations. What might they symbolize about friendship? Have each student create a door by folding a piece of construction paper in half. While reading the book, students should open or close their doors when they notice Samuel and Hamza open or closed to each other. Can students think of times when they felt shut off or welcomed in by a friend?



Discuss

Jewish values with one another

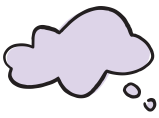


Engage

families in conversations about values

After you read

- How does Samuel try to keep Hamza from saying a mean word? How does Hamza interpret those efforts differently than Samuel intended?
- Do you think these two boys should remain friends? Why or why not?
- Why is it important to have friends? How do you solve disagreements?
- One of the beauties of friendship is that while we have things in common, we can learn from our differences. Think about some of your friends and the ways in which they are similar to and different from you.



Imagine

how values will come to life

Building blocks of friendship

Part of building a friendship is discovering what you have in common. Divide students into pairs and give them old Legos or blocks and markers. As they talk to one another about their families and interests, such as sports, food, or favorite movies, have them write commonalities on a block and use the blocks to build a tower or other structure. What did they learn about each other that surprised them?



Friendship web

Form a circle and hold the end of a ball of yarn. Toss the ball to someone, keeping hold of the string, and say, "(Name), you're a great classmate because (reason)." Continue the activity until every student has received and tossed the yarn to a friend. What does it feel like to share and receive kind words with friends? How does this friendship web make us stronger as a class?

The illustrations in this book include lots of budding flowers and vines. Host a family planting or gardening activity and discuss the ways in which friendships grow and need nurturing, just as plants do.



Families love to see their children making new friends. How will you photograph or document these activities to share with families?

More on this topic

PJ Library books

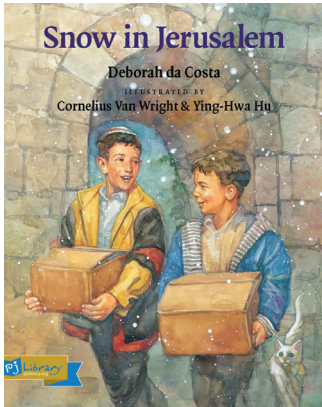
Bitter and Sweet by Sandra V. Feder

Mitzvah Pizza by Sarah Lynn Scheerger



BIG QUESTION

What does it mean to walk a mile in someone's shoes?



Snow in Jerusalem

Written by Deborah da Costa
Illustrated by Cornelius Van Wright
& Ying-Hwa Hu
Published by
Albert Whitman & Company



Judging everyone favorably - *Dan le-chaf ze-chut*
דן לכף זכות



Read

the book for Jewish values

How does this book reflect the theme of pursuing peace?

Avi and Hamudi, one boy Jewish and the other Muslim, live in the Old City of Jerusalem. A cat wanders between both homes. The boys must overcome biases they hold about one another in order to solve their shared problem – and share the cat. Appropriately, the book is illustrated by a husband and wife team who say that collaborating through art has heightened their awareness and interest in different cultures. **Being open-minded and accepting of people of different backgrounds** is invaluable to the pursuit of peace.

Three aspects of this value to consider:

- Be open to getting to know people who are different from you.
- Don't jump to conclusions – investigate first.
- Try to put yourself in someone's shoes – develop empathy.

The Hebrew term *dan lechaf zechut* is frequently interpreted as giving the benefit of the doubt but literally means “judge on the positive scales of merit.” In *Pirkei Avot*, a book of ethical teachings, Yehoshua ben Perachya states that we should “judge the whole person favorably” (*Pirkei Avot* 1:6). His teachings tell us: Look for the best in others, don't assume you know the whole story, and consider the most positive explanations for someone's behavior.

Storytelling techniques

1. (*Materials needed: Israeli music, spices, and/or Israeli snacks*) Try to create an atmosphere of Jerusalem by engaging the senses. Play Israeli music in the background and fill the room with the scent of spices common in Israeli cooking, such as za'atar, cardamom, cloves, and cinnamon. You might also enjoy an Israeli snack, like falafel or hummus and pita, while reading.

2. (*Materials needed: Jewish and Arab skullcaps*) This story has two strong main characters from different cultures. You might show the two types of headwear they wear in the book – a *kippah* (Jewish skullcap) and a *taqiyeh* (Arab skullcap). Ask the children to put on their imaginary hats as you read about one boy or the other. Encourage your students to imagine what the characters are feeling.



Discuss

Jewish values with one another

After you read

- Why do you think the boys immediately distrust and dislike one another?
- What makes them change their minds?
- You may have heard the phrase “giving the benefit of the doubt.” What does that mean?
- If you could change the story so the boys give each other the benefit of the doubt when they first meet, what would they say?



Imagine

how values will come to life

Different perspectives

The Israeli artist Yaacov Agam specializes in artwork that looks different depending upon the angle from which you look at the picture. Create some Agam-style artwork. Look on the PJGtS Israel Pinterest board for ideas:

www.pinterest.com/pjgts/israel-books-and-activities/

Guess the picture

When you only see a small piece of something, your understanding of the big picture is limited. Try guessing these objects: <http://floorsix.blogspot.com>. You can also try making your own versions.

Scales of merit

“Judge your fellow on the positive scales of merit” (*Pirkei Avot 1:6*). Small changes of attitude or perception can tip the scales in one direction or another. Make a scale and then find the smallest thing that will tip your scale. Here is a simple scale made from a hanger:

www.wikihow.com/Make-a-Balance-Scale-for-Kids.



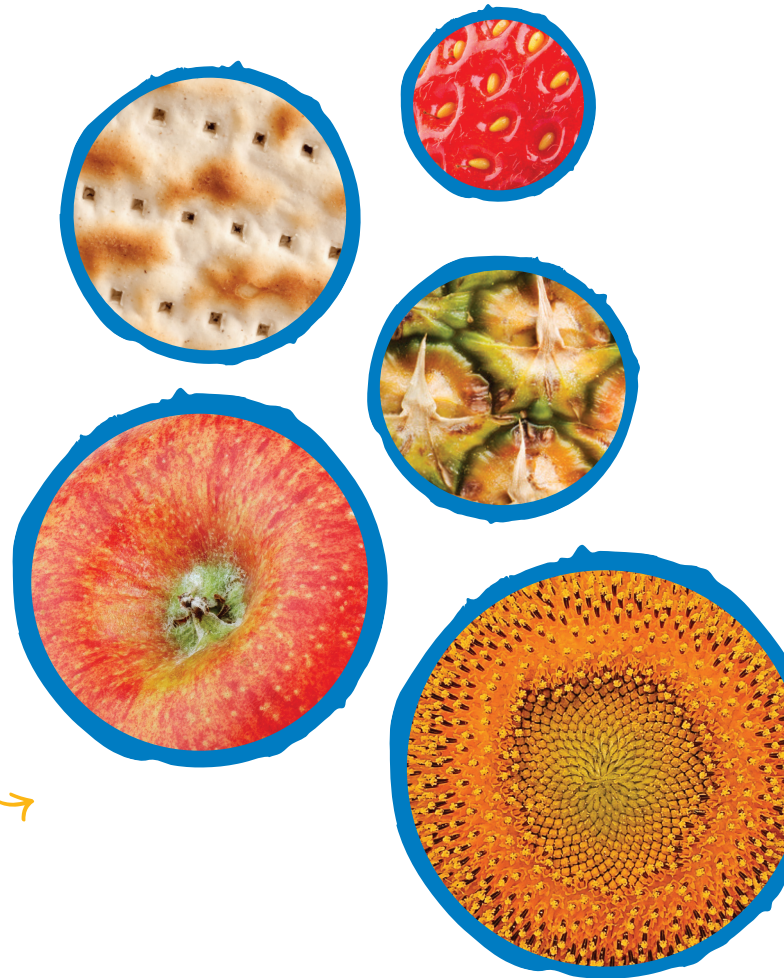
Engage

families in conversations about values

Suggest your families look at a series of optical illusions and talk about what each person sees. Here is an example of a downloadable poster:

bit.ly/kiddush-cup-or-faces.

Families can also try their hand at creating their own optical illusions.



More on this topic

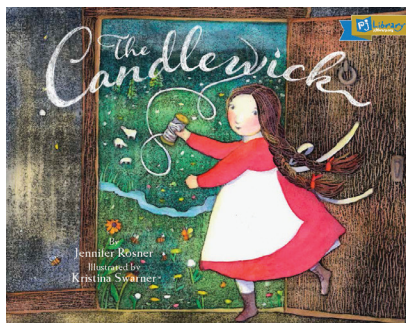
PJ Library books

The Knish War on Rivington Street by Joanne Oppenheim

Beautiful Yetta: The Yiddish Chicken by Daniel Pinkwater

BIG QUESTION

What do we do with what we learn?



The Candlewick

Written by Jennifer Rosner
Illustrated by Kristina Swarner
Published by PJ Publishing



Learning from everyone – *Lo-med mi-kol a-dam*

לומד מכל אדם



Read

the book for Jewish values

How does this book reflect the theme of pursuing peace?

Children are learning every day. They are surrounded by family members, friends, and others in their environment who, intentionally and unintentionally, model and teach behaviors and skills. In *The Candlewick*, two friends solve a problem together, with an awareness that no one person has all the answers. Recognizing that **everyone has something to teach and everyone has something to learn** leads to a peaceful and open sharing of ideas.

Three aspects of this value to consider:

- Learning requires open-mindedness in understanding what others can teach you.
- Learning is a lifelong pursuit.
- Everyone has special abilities and skills from which others can learn.

Judaism values wisdom. It is a great honor to be called a *talmid chacham*, a wise student. We usually think of a wise person as someone who has acquired a great deal of knowledge. The Jewish sage Ben Zoma challenges the definition of wisdom. Ben Zoma asks and answers: “Who is wise? The one who learns from everyone” (*Pirkei Avot 4:1*). According to Ben Zoma, wisdom is an openness to learning. Sometimes wisdom is acknowledging what we don’t know.

Storytelling techniques

1. Light plays an important role in *The Candlewick*. The Lichten family sells candles; *licht* is the Yiddish word for light or candle. The illustrations feature many types of light sources. As you read, look at the illustrations together and find all the lights.

2. One way that deaf people communicate is by using sign language. As a class, learn the signs for important words in the book, such as candle, Shabbat, Hanukkah, window, sun, and family. Sign these words together as you read the book. (Learn the song “Thanks a Lot” with sign: bit.ly/signing-thanks-a-lot.)

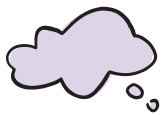


Discuss

Jewish values with one another

After you read

- The title page of the book quotes the Talmud, a source of Jewish law and custom: “One man’s candle is a light for many.” What do you think that means? How does it relate to the idea of learning from everyone?
- What problem does Ruthie help Bayla solve? Why do you think Bayla and her family didn’t solve this problem before? How does it make their lives better?
- We can learn from all of our family and friends. What is something you’ve learned from another person?
- How does learning from everyone help us to pursue peace?



Imagine

how values will come to life

Candle comparisons

Provide various types and styles of candles for students to explore, such as Shabbat, Havdalah, Hanukkah, and birthday candles. Create a chart or Venn diagram for students to complete together, noting similarities and differences. How do these represent similarities and differences among people?



Learn something new together

What Jewish skill might the children in your class want to learn how to do? Brainstorm ideas and find someone in your community to teach these skills, ideally a parent or staff member. Suggestions are tying tzitzit, writing with a quill, or making a kippah. Take pictures of each step along the way to create a display for the classroom. Add your students’ narration of the pictures and share with your community.



Engage

families in conversations about values

Ask your classroom families to make two-minute videos highlighting something they do well, such as repotting a seedling or playing “Chopsticks” on the piano. Include step-by-step instructions. Compile and share the videos with the rest of the families via an online sharing site.



More on this topic

PJ Library books

Clever Rachel by Debby Waldman

Across the Alley by Richard Michelson



BIG QUESTION:

How does loving all creation lead to peace?



*And There Was Evening
And There Was Morning*

Love of all creation
Ahavat habriyot

אַהַבַּת הַבְּרִיּוֹת

**TALK ABOUT JEWISH
VALUES WITH YOUR CHILD**

The Torah teaches that God created a beautiful and peaceful world and gave humans the responsibility to care for its resources and living things. Caring for God’s creations is one way we can try to achieve peace in the world.

- What can you do to take care of the Earth and God’s creations, such as the sky, the ocean, and animals?
- How might that lead to peace?

DO FUN THINGS AT HOME

Design a special “peace zone” in your home that members of your family can use for some quiet reflection. You might try muted lighting, an oil diffuser, pillows, or a sound machine or fountain.



Who is the fastest runner in the Torah?



Adam. He was the first in the human race.

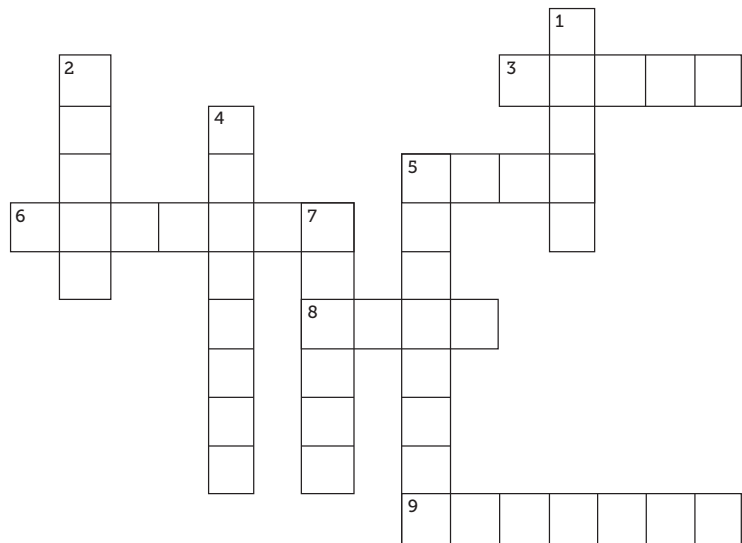


What did God say after he created light and darkness?



“I think I’ll call it a day.”

Crossword



ACROSS:

- This and darkness were created on the first day of Creation.
- God looked at what was created and said it was very _____.
- On the third day God created these colorful, fragrant things.
- The name of the first human
- The Hebrew word for the day of rest

DOWN:

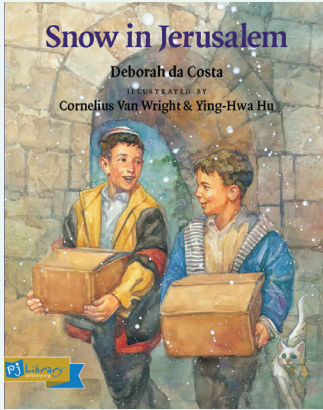
- These winged creatures were created on the fifth day.
- God created this in six days.
- Ahavat habriyot means love of all of _____.
- These animals with very long necks were created on the sixth day.
- The Hebrew word meaning peace

MORE PJ LIBRARY RESOURCES: bit.ly/PJ-Blog-Creation

Answer Key Across: 3. light; 5. good; 6. flowers; 8. Adam; 9. Shabbat
Down: 1. birds; 2. world; 4. creation; 5. giraffes; 7. shalom

BIG QUESTION:

What does it mean to walk a mile in someone's shoes?



Snow in Jerusalem

Judging everyone favorably
Dan lechaf zechut

דן לְכַף זְכוּת

TALK ABOUT JEWISH VALUES WITH YOUR CHILD

Jewish sages of the first century taught that we should judge others favorably; the modern counterpart is to give the benefit of the doubt. Both statements encourage us to look for the best in others and to not assume we know the whole story. This is particularly helpful when cultivating diverse friendships.

- What do you want people to know about your culture and beliefs?
- Why is it important to learn about and meet people with different ideas than you?

DO FUN THINGS AT HOME

Food is a wonderful way to introduce new cultures to children. Visit a grocery store and buy snack foods from different countries. Try a new snack each day as a family, and then learn a little bit about the country where that snack originated.



What travels the world but stays in one spot?



A stamp



Moses' brother Aaron seemed to easily help people work out their differences. What was his favorite dessert?



A peace of cake

I like fried chickpeas, but they don't always agree with me.

Every time I eat them I falafel.

Word search

Directions: Help Avi and Hamudi solve their problems by finding friendship words.

- PEACE
- SHALOM
- SALAAM
(Arabic for peace)
- SHARE
- COMPROMISE
- FRIEND
- HELP
- CAT
- JERUSALEM
- LOVE

K	J	E	R	U	S	A	L	E	M
T	P	E	A	C	E	Y	L	I	V
S	H	A	L	O	M	E	M	D	E
N	F	R	I	E	N	D	C	A	T
C	O	M	P	R	O	M	I	S	E
X	Y	E	F	G	K	D	L	I	I
P	S	V	N	P	G	L	O	V	E
N	Q	E	N	H	E	L	P	R	W
T	X	O	I	S	H	A	R	E	A
T	I	D	R	S	A	L	A	A	M



Maze

Help the cat find her way through the marketplace and taste new foods.

MORE PJ LIBRARY RESOURCES

bit.ly/PJBlog-tolerance-and-RBG

Family Fun Page

Q Where can you learn to make ice cream?

A Sundae school.

Q I am in your eye and I go to school. What am I?

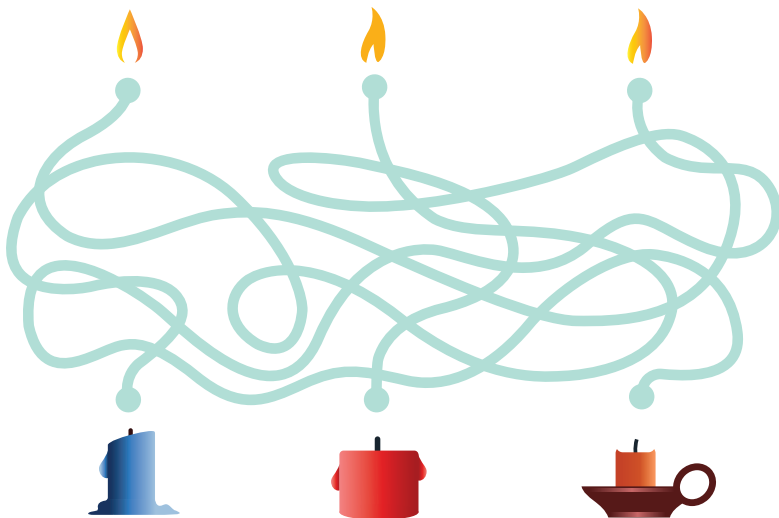
A A pupil.

Q Where can you learn to make coffee?

A He-brew school.

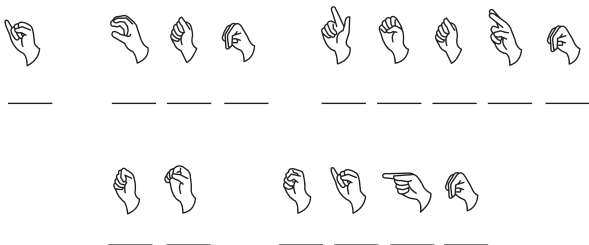
Tangled lines

Follow the tangle of wicks to match the candles to their flames.



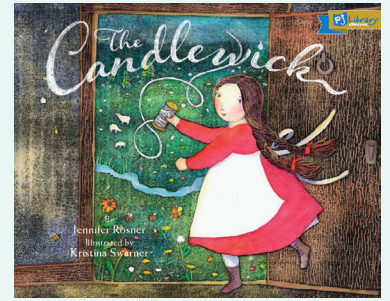
Secret message

Use the American Sign Language chart to solve the secret message.



Answer key: I can learn to sign.

BIG QUESTION: What do we do with what we learn?



The Candlewick

Learning from everyone
Lomed mikol adam

לומד מכל אדם

TALK ABOUT JEWISH VALUES WITH YOUR CHILD

Ancient sage Ben Zoma asks and answers: "Who is wise? The one who learns from everyone (Pirkei Avot, Ethics of Our Ancestors 4:1). Ben Zoma suggests we should be open minded about what others have to offer.

- Other than your teachers and parents, who are some people who can teach you?
- What do you think you could teach someone else?

DO FUN THINGS AT HOME

Choose a new skill that you can learn together as a family, like candle-making, knitting, roller-skating, or counting in Hebrew. Who can teach you this new skill? Your teacher could be someone who teaches you in-person, online, or via website.

MORE PJ LIBRARY RESOURCES: bit.ly/PJ-blog-respecting-differences

Why do people say "Shabbat Shalom"?

Shabbat Shalom means "a peaceful sabbath." Shabbat is a day to stop and rest; a day to replenish your energy, reconnect with your family and friends, and appreciate the beauty of the world. Jewish mystics of the 1600s taught that Shabbat bridges the physical needs of the work week with the spiritual needs of the soul to foster inner peace and spread peace throughout the world.

The Talmud, a code of Jewish laws and customs, teaches even our speech should be different on Shabbat. Shabbat Shalom – wishing one another peace – became a traditional greeting.

Follow this maze through the six days of Creation to enjoy Shabbat and a day of rest.



Many Jewish families start Shabbat by blessing their children. The traditional blessing enables parents to express their hopes for, and appreciation of, their children. Use the traditional blessing or make up your own.

For more information, watch this animated video:
bit.ly/blessing-children

Days of Creation

- Day 1 – Light from darkness
- Day 2 – Sky and clouds above, waters below
- Day 3 – Dry land and things that grow
- Day 4 – Sun, moon, and stars
- Day 5 – Fish and birds
- Day 6 – Land animals and humans
- Day 7 – God rested / Shabbat

Steps Toward Peace

- 1** **Treat the natural world with respect.** Care for animals, plants, people, and the Earth.
- 2** **Be open to new experiences and people.** Everyone has something to teach you, and you have something to teach everyone. The world is full of all sorts of differences. Learn to appreciate diversity.
- 3** **Be a good friend.** Listen. Share. Hold hands and hug. Laugh a lot. Make connections.
- 4** **Instead of judging other people** when they say or do something that you disagree with, try to understand why they made that decision. Ask them questions and hear their answers.
- 5** **Learn to love and respect yourself.** You were created in God's image.
- 6** **Consider other people's feelings.** Always be kind.
- 7** **Don't make decisions when you are mad or sad.** Wait until you are calm and you can think clearly.
- 8** **People make mistakes. Forgive them.** Apologize when you make a mistake or hurt someone.
- 9** **Help and give to people who are in need.**
- 10** **Ask yourself** with every action you take if you are making things better in some way by doing it.

In the classroom or when working with families, you might:

- Create posters or other visual representations of these acts of rodef shalom
- Film commercials, act out skits, or write songs about the importance of these ideas
- Make "how-to" guides to help others learn about pursuing peace
- Help organizations in your community that address these ideas

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