

Commission for Jewish Education

Presents:



Traveling Curriculum Project 2012/13

Bim and Bom

Jewish Homes and Classrooms

BIM & BOM COOK BOOK



Successful Recipes
Kid-tested, Educator-approved!

Palm Beach, Florida

Contact: Amy Bergman, a.bergman@cjepb.org 561.209.2608

Bim and Bom Traveling Curriculum Project 2012-13

OVERVIEW:

The Commission for Jewish Education (CJE) is pleased to present the **CJE Bim and Bom Traveling Curriculum Project** based on the PJ Library® book, *Bim and Bom: A Shabbat Tale*, written by Daniel J. Swartz and illustrated by Melissa Iwai.

The CJE Bim & Bom Traveling Curriculum Project includes two child-size Bim and Bom dolls that travel in a rolling house. The project contains various curriculum enhancement materials designed specifically for Early Childhood, Religious School (K-2) and Family engagement programs. Each kit travelled the community to various school, temples and institutions. Preceding each stop was a required professional development session led by a CJE professional on how to use the kits and on how to incorporate the curriculum materials. A Resource Guide was also included which uses Project Based Learning or PBL for short, (also called, The Project Approach) to help jumpstart lesson planning at our local Jewish early Childhood Centers, Religious Schools and Family Engagement Programs when Bim and Bom visit each location.

CONTENTS:

Each of the traveling curriculum kits (there are **two traveling at the same time**) consists of:

- ❖ 2 dolls (Bim and Bom)
- ❖ Bim and Bom work clothes
- ❖ Bim and Bom Shabbat clothes
- ❖ Traveling case (house on wheels)
- ❖ 3 Curriculum Binders (Early Childhood, Religious School, Clergy & Family Programming)
- ❖ 1 Scrapbook Binder (for all documentation)
- ❖ Toy Challah for Bom
- ❖ *Shira La La* CD with Bim Bom song
- ❖ One copy of the following Books: *Bim and Bom: A Shabbat Tale*,
A Mezuzah on the Door, *This is the Challah*



PLANNING:



Interactive Pieces: The dolls were purchased on line and clothes, shoes; tools were also acquired from various websites and retail stores. The traveling House(s) were constructed around rolling cart bases from Office Depot by a PJ Library dad who happens to be a carpenter. The houses were painted to look like the houses in the book by our local Day School art teacher (and also a PJ Library

mom). A PJ Library grandmother seamstress helped us make all the alterations to the clothing, tools belts, etc.

Curriculum Material: Last summer, through the CJE Summer Institute, a team of Jewish educators in the greater Palm Beaches, was brought together to help learn and plan the curriculum enhancements for this traveling curriculum (both for Early Childhood and Religious School ages up to grade 2) using the Project Based Learning teaching approach. A result, a PBL guide for Bim and Bom was created in the spirit of Sanhedrin 17b as well as the philosophy of John Dewey, who said,

"...education, therefore, is a process of living and not a preparation for future living."

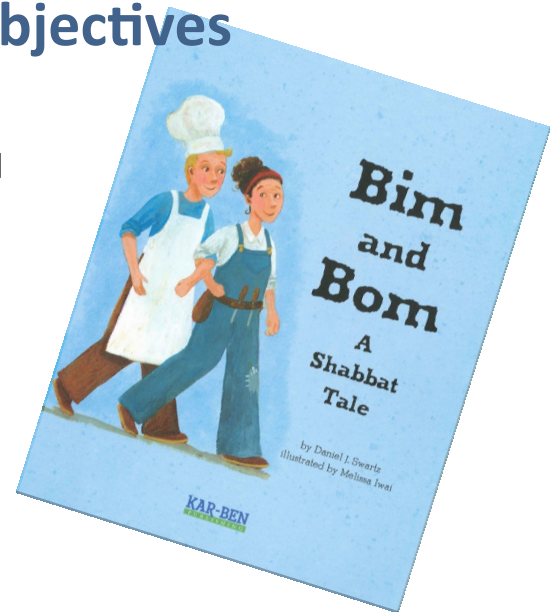
[My Pedagogic Creed)

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Goals and Objectives



1. To create and provide all temple ECC's and Religious Schools and the Meyer Academy with an interactive Traveling Curriculum Project which includes two life-sized dolls, Project Based Learning resources, interactive components, and a copy of the *Bim and Bom, A Shabbat Tale* book and other relevant books.
2. To help educators to use "Bim and Bom" and the book to enhance their current classroom curriculum by infusing them with the Jewish values expressed in the book.
3. To create two separate itineraries for the projects that will allow all participating schools to utilize one project for at least 3 weeks per visit.
4. To facilitate Summer Institute courses where local educators will learn and together create curriculum pieces for both early childhood and K-2nd grade classrooms, as well as develop associated family engagement ideas using this traveling curriculum.
5. To encourage Summer Institute participants to be teacher leaders in their schools, training and mentoring others on how to best use the traveling curriculum project.
6. To provide schools with teacher created Project Based learning materials, a PJ Library Teacher resource Guide and ideas for creating student-centered, project based learning projects which will then be recorded and returned to CJE for Matarot points.
7. To help students and their parents make a connection between the classroom and home Jewish experience with a Jewish story.
8. To create opportunities for clergy and family education professionals to enhance their family engagement programs, holiday celebrations, and events with Bim and Bom materials.
9. To evaluate the work of the educators, the project itself, and related professional development associated with the Bim and Bom Traveling Curriculum Project.

Contact: Amy Bergman, Director, Jewish Family Life a.bergman@cjebp.org/561.209.2608

HERE'S HOW
WE ROLL



BOM

BIM



These dolls were ordered from Magic Cabin and customized with clothing and shoes found on ebay and from Target. Tool belt is from Ikea. Chef's hat and apron from Amazon.com .



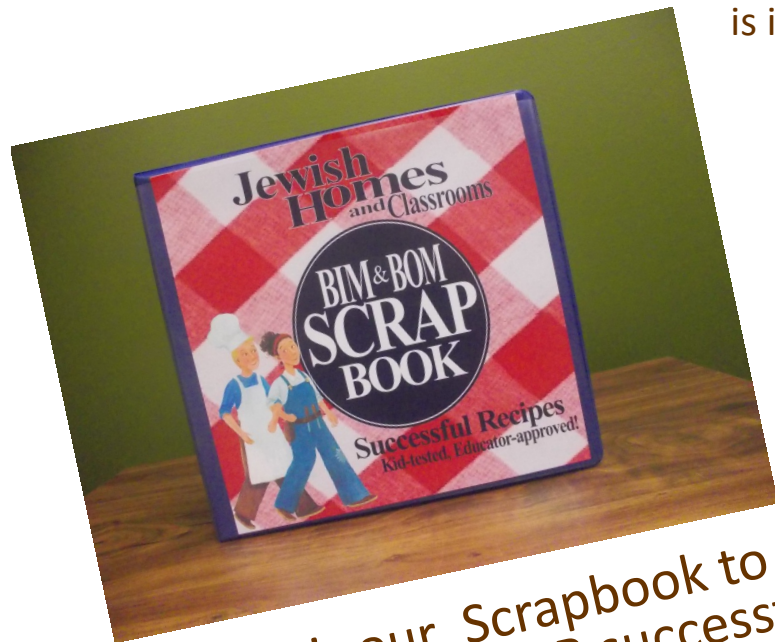
A copy of the book, *Bim and Bom: A Shabbat Tale* is included along with a copy of *A Mezuzah on the Door* and *This is the Challah*

We travel inside a **rolling** house similar to ones Bim builds in the story. This house was built onto a rolling file cart purchased at Office Depot by a PJ Library dad, who happens to be a carpenter! The houses were painted to like those in the book by the art teacher at our Jewish Community Day School



Look inside our house. On either side of us are the following binders:

1. A Curriculum Binder for Early Childhood
2. A Curriculum Binder for Religious School
3. A Curriculum Binder for Clergy & Family Programming
4. A Scrapbook Binder



Here's our Scrapbook to be filled with YOUR successful recipes in the classroom and beyond!



Everything fits into our house through the roof!



We arrive in our work clothes. Our Shabbat outfits are packed with us in plastic bags. Shabbat outfits purchased at Target.

Read the PJ Library Book

Bim and Bom (3's – 4's)

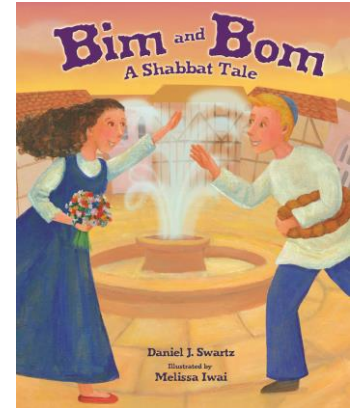
By Daniel J. Swartz

Illustrated by Melissa Iwai

Published by Kar-Ben Publishing

Synopsis

Siblings Bim and Bom are professionals in their small community. They work hard all week long and enjoy their jobs. On Fridays, Bim and Bom devote a significant part of their day to sharing their skills with community members who cannot afford to pay them. Then they eagerly rush off to prepare for Shabbat – a time they joyously celebrate with one another.



Discuss the Jewish values and vocabulary with one another

Shabbat - *Sha-bat* - שַׁבָּת

Work/Industriousness - *Me-lah-cha* - מְלָאכָה

Acts of loving kindness - *Ge-mi-lut cha-sa-dim* - גְּמִלוֹת חֶסֶדִים



Shabbat. “Call the Sabbath a delight.” [Isaiah 58:13] In the Jewish tradition Shabbat is a day of rest filled with joy, peace, and sanctity. While hard work is an important Jewish value (see *Melacha*) Shabbat is a reminder that we all need to find a balance between work and moments of celebration and rest. Shabbat is a time to recover and rejuvenate from the work week. Many Jewish families take advantage of this opportunity to reconnect with family and friends, and reflect on the blessings of life without the distractions of commerce or deadlines.

Work/Industriousness – melacha. A traditional explanation of *melacha* is work with a positive purpose, implying a set of goals. It is written in Psalms that if you “eat the fruit of the labor of your hands; you shall be blessed, and it shall be well with you.” (Psalms 128:2) Dr. Robert Eisenberger, renowned psychologist and motivation expert, agrees that accomplishing our tasks gives us a sense of dignity as well as enjoyment of the sensation of effort. Classic examples are the *chalutzim* – the early pioneers of the State of Israel – who drained the swamps and irrigated the deserts to make Israel a thriving agricultural land.



Acts of loving kindness – Gemilut chasadim. *Pirkei Avot*, often translated as Ethics of our Ancestors, is an ancient text that focuses on relationships – to oneself, with fellow humans, and with God. “The world stands on three things: on Torah, on *avodah* (literally work, usually translated as Divine service or prayer), and on acts of loving kindness.” [Pirkei Avot 1:2] How does the adjective “loving” affect the idea of kindness? Twelfth century scholar Rabbi Moshe ben Maimon, also known as Maimonides or RaMBaM, says that loving kindness means we go beyond monetary help and use our entire being. Irving Bunim, 20th c. philanthropist and scholar, adds that loving-kindness is reciprocal – though you are helping others, you are benefitting from the mitzvah you do.

Imagine your community living these Jewish values.

**How would your classroom change?
How will families be involved?**

In the Classroom / Centers

☆ **Shabbat:** Allow children to prepare for Shabbat any time by placing ritual objects into your **dramatic play** area. In addition to candlesticks and Kiddush cups, provide a white tablecloth and fancy dishes. The children may want to use sponges and buckets to clean up beforehand.

☆ **Shabbat:** Welcoming Shabbat, or *Kabbalat Shabbat*, has a particular order or *seder*. (This is the same word we use for the Passover meal or Seder.) You might create Shabbat sequencing cards for your **manipulatives area**, that take you through the Shabbat preparations, giving *tzedakah*, and making each of the *berakhot* or blessings leading up to the Shabbat meal. Use this guide for more ideas. www.haggadahrus.com/Word/ShabbatGuide-Gartenberg.doc



☆ **Industriousness:** What are the tasks on your **job chart**? Consider choosing jobs that truly contribute to the operation of the classroom, such as watering plants, wiping down the tables, and shutting off lights as you exit the room.

☆ **Acts of loving kindness:** Brainstorm with your students at **morning meeting** how you will spread some kindness throughout your school community. You might make a special snack for another classroom, plant flowers for a nearby senior center, or give Shabbat Shalom cards to the office and maintenance staff.

☆ **Acts of loving kindness:** Help children recognize acts of kindness throughout the day. When you notice one child helping another, use this as a **teachable moment** and label their action as an act of kindness or *chesed*. [Note: *chesed* is singular for kindness; *chasadim* is plural.]



Bridging Home and School

Family Melacha/Work Day

Ask families to participate in a one-day spruce-up of your play-ground or community garden. Make it a day of hard work and delicious refreshments. Prepare the snacks ahead of time with your industrious students.

Shabbat Dinner at School

What a treat it would be for the families of your class to enjoy a joyous Shabbat dinner together! This can be a delightful evening of Shabbat songs, books, and multi-family bonding. Create a Shabbat Seder booklet with your students in preparation for this event. Perhaps you can gather a group of parent volunteers to do the cooking.

<p>Date:</p> <p>Kindness of the Week</p> <p>The kindness (or kindnesses) our family noticed this week:</p> <p>Next week we hope to...</p>

Family Engagement at Home

Kindness of the Week

Invite families to think about a kindness they observed during the week. This could be the topic of conversation at a Shabbat – or any – meal. Families might also set a goal for a kindness they would like to accomplish in the coming week. You could even send home a template to make this easier for families to discuss.

Share your stories and experiences with everyone.

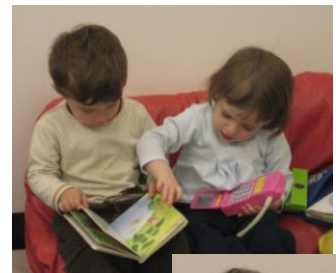
What happened?

How can the learning go deeper?

Tell us a story... about children's developing understanding of kindness to others

Keep a journal in your classroom of children showing kindness to one another. Each time you witness an act of kindness in the classroom, mention it aloud to your students and write it down as well. If you are fortunate enough to capture the moment on film, add the picture to the classroom kindness or *chesed* journal. Read it to the children occasionally, perhaps right before your classroom Shabbat celebration.

For example: *Ruthie noticed Sam was sitting by himself on the sofa. Maybe Ruthie thought Sam was lonely. She brought over her toy, and soon they were deep in conversation about Sam's book and Ruthie's phone. Neither one looks lonely anymore!*



More resources and websites for inspiration

Shabbat at home <http://tinyurl.com/shabbat-at-home>

Teaching kindness <http://tinyurl.com/teaching-kindness>

More kindness <http://www.sproutonline.com/kindnesscounts>

