

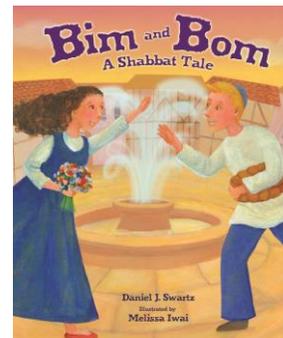
# Read the PJ Library Book

## Bim and Bom (3s)

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.

For more on Shabbat see our [one-page Shabbat guide](#).

# Discuss the Jewish values and vocabulary with one another

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

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

### Introducing the value of work/industriousness *Melacha*

#### From Jewish teachings

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.

#### For the teacher

- What aspects of your work as an educator give you the greatest sense of satisfaction?
- How do you navigate the parts of your work that you don’t always enjoy?
- The work done by early childhood educators is critically important but not always valued as much as we would hope. What would make you feel more appreciated in your work?

#### Questions for children

- How do you feel after you work hard on a project?
- Why might a snack taste better when you prepare it yourself?
- Which activities do you like to spend time doing in the classroom?
- What are some things you’ve thought about doing for a job when you grow up? What excites you about that job?

## Introducing the value of acts of loving kindness *Gemilut chasidim*

From Jewish teachings	For the teacher	Questions for children
<p>The second teaching from <i>Pirkei Avot</i>, often translated as Ethics of our Ancestors, says: “The world stands on three things: on Torah, on <i>avodah</i> (literally work, often translated as Divine service or prayer), and on acts of loving kindness” (<i>Pirkei Avot</i> 1:2). Twelfth century scholar Maimonides says that loving kindness means we go beyond monetary help and use our entire being. Irving Bunim, 20<sup>th</sup> c. philanthropist and scholar, adds that loving-kindness is reciprocal – though you are helping others, you are benefitting from the mitzvah you do.</p>	<ul style="list-style-type: none"> <li>• How does the adjective “loving” affect the idea of <i>chesed</i> (kindness)?</li> <li>• Acts of kindness can have a domino effect. What evidence do you see that the children in your class pick up on your acts of <i>chesed</i>?</li> <li>• Where, outside of your school, do you have the opportunity to participate in acts of <i>chesed</i>? How does that impact you and enrich your approach to <i>chesed</i> at school?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some ways that we can show loving kindness to the people in our school?</li> <li>• How does it make you feel when someone does/doesn’t treat you with kindness?</li> <li>• How can we make things better when we recognize that we haven’t been kind to someone?</li> </ul> <div style="text-align: right;">  </div>

# Imagine your community living these Jewish values.

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

### In the Classroom / Centers

☆ **Melacha/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.



☆ **Melacha/industriousness:** Encourage your students to take note of what others do around your school to make sure that things runs smoothly. While touring the building, encourage your students to **dictate** what they notice to you, and suggest acting out these duties through **dramatic play**.

☆ **Gemilut chasidim/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.

☆ **Gemilut chasidim/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.

### Loving kindness: anytime, anywhere

As families bring children in for morning drop off, help them integrate words of loving kindness into their good-bye routine. Set an example by wishing parents a kind and loving day. Post suggestions that encourage kind behavior, such as “Help clean up a mess” or “Serve snack to a friend.”

<p>Date:</p> <p><b>Kindness of the Week</b></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. Consider sending 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://www.myjewishlearning.com/article/shabbat-for-families/>

Teaching kindness: [https://www.eurekaalert.org/pub\\_releases/2015-01/uow-c012615.php#.VMdU-tDhQBI](https://www.eurekaalert.org/pub_releases/2015-01/uow-c012615.php#.VMdU-tDhQBI)

Fostering Industriousness: <https://www.mentalhelp.net/blogs/how-to-encourage-an-industrious-attitude-in-your-child/>

