

Intentional היכוד

Magazine

Issue #2:



תומכי תמימים
ULY OCEAN
PARKWAY
תמימים PROUD TO BE A

Behavior & Emotional Development Issue

The Rebbe's View:

A Little Rebuke, A Lot of Love.

An excerpt of a letter from the Rebbe:

It is necessary to protect a child from undesirable outside influences. This is done through rebuke and the like, but only in a manner of “the left hand pushes away”. The rebuffing is done with the less dominant hand, and not with the same force as the measure used for “the right hand draws near.”

When a child is educated (and a person is educating himself) in the said way, step after step, level after level, he satiates himself with Torah and Mitzvos.



Artwork by talmidim
of Kita Aleph ULYOP

בד בבד יש לשמור על הילד מהשפעות בלתי רצויות
מן החוץ, וזאת על-ידי הטפת מוסר וכיוצא בזה, אך
כל זה רק באופן של “שמאל דוחה”, היינו שהדחיה
תהיה ביד כהה, כמרומז במרור, ולא באותו תוקף
ובאותה מדה של “ימין מקרבת”, של התזונה היום-
יומית ב“לחם” וב“סעודה” של תורה ומצוות.


וכשמחנחים את הילד (והאדם את עצמו) באופן
האמור, צעד אחר צעד, מדרגה למדרגה, הרי הוא
משביע עצמו בתורה ומצוות...

Intentional Chinuch Magazine

Published by the staff and students of
United Lubavitcher Yeshiva of Ocean Parkway
841 Ocean Parkway, Brooklyn N.Y. 11225 718 859 7600
www.ULYOP.com



תומכי תמימים
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Letter From Rabbi Dechter

Dean, ULYOP

A Time For Rededication

By Rabbi Shmuel Dechter
Dean
United Lubavitcher Yeshiva Ocean Parkway

Dear Parents, friends, and members of our community עמנו,

Greetings, I hope you and your families are enjoying only good health.

The month of Kislev is filled with many special and meaningful days. As an educator, the Yom Tov of Chanukah clearly resonates most strongly for me. We are all aware of its story and in particular the miracle of finding one jug of pure oil amongst the many defiled jugs.

The Rebbe taught us that the Torah teaches us a lesson to be applied in our daily lives. We can learn from the fact that the Yidden wouldn't think of using any of the defiled oil for the menorah and similarly apply this idea to our outlook in education.

We as educators must make every effort not to allow even the slightest bit of impurity into our classrooms. How a Rebbe speaks to his talmidim and the way in which the talmidim speak to one another is very important. We need to watch what the talmidim are reading, listening to, and certainly what they are watching. A Rebbe is responsible for not only the learning in the classroom but also for the overall atmosphere in his classroom.

Obviously, the same holds true for what goes on in our homes. We must be just as vigilant to keep the atmosphere pure. As much as a yeshiva can accomplish with our children there must be a partnership with the

home to ensure success. When we are on the same page we will be successful in helping our children reach their full potential.

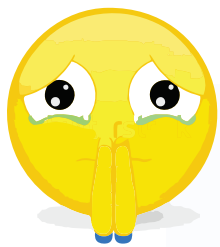
The Lubavitcher Yeshiva of Ocean Parkway prides itself on this type of education, and this is what makes the yeshiva unique. The Rebbes who share the same class throughout the day spend the last part of the day discussing any problems or difficulties in learning a student may have encountered. Together they look for an answer. As if that weren't enough, they are then in constant contact with the parents as well, to make sure there is a follow through.

As Chanukah itself expresses, it's the time of "rededication," so let us all rededicate our efforts to ensure the success and future of all of our children and that will certainly bring about the revelation of Moshiach tzedkainu speedily NOW.

Wishing you and your families continued hatzlochoh and nachas.

Rabbi Shmuel Dechter

Understand My Development



I may not have the skills (yet) to do what you're asking of me. Even simple tasks like being on time or understanding how my actions affect others are developmental skills. This is part of how my brain is developing.

בלבוש שצריך להיות לפי מדת האדם... כן החינוך וההדרכה
אם אינם מתאימים הנה לא זו בלבד שלא יביאו תועלת אלא עוד יקלקל
- כללי החינוך וההדרכה

Please Keep Me Productive Before I Get Out Of Hand

It will take you longer to stop me once I'm already making trouble. Instead, set me up with an independent game or activity while I am still calm. This is especially helpful when I am in a bad mood or if I generally have trouble regulating my emotions.

"I want people to refrain from wrongdoing, not because they fear sin, but because they don't have the time." - Rebbe of Kotzke



I Am Not Bad Or Crazy

I never misbehave for no reason.

If I am doing something wrong, there must be something really bothering me. Usually, it's not what you hear me complaining about. I'm saying those words and doing those actions only because I don't know how to tell you what is really on my mind.

Can We Please Fix This Later?



You can find a way to stop me from doing something I shouldn't be doing without issuing the punishment at the same time. For example, if I am hurting my sister while you are cooking supper, have me help you in the kitchen now, and later, before bed, talk to me about what I did wrong. We will both be calmer and make fewer mistakes.

In other words, you can divide correcting my behavior into two steps.

Now: Stopping the negative behavior (maybe with a distraction or calming activity).

Later: Finding a time when we're all calm to talk to me about how to act better.

אל תרצה את חברך בשעת כעסו
- פרקי אבות



Intentional Discipline

What our children would tell us if they knew how.

*By Rabbi Yaacov Sebbag
Principal @ULYOP*

Train Me



If I don't know how to do something, train me! I can learn new skills if you help me practice them.

Training me is not the same as telling me what to do.

For example, if I am fighting with my siblings because I want something from them, model for me how to talk to them and express my feelings. You can do it with me a few times while explaining what you are doing as you do it. Gradually, let me do more of the talking. I will learn from watching and doing.

By the way, all the prizes and punishments in the world won't help me if I don't know how to do what you are asking.

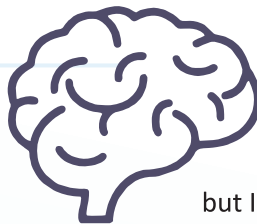
ע"ד שנתבאר הענין של שתהא שלהבת עולה מאליה בשיחות ש"פ בהעלותך, תנש"א



Let Me Explain What I Did Wrong

Sometimes, after I do something I shouldn't, you give me a long speech. You should know, the more you speak, the less I hear. I learn the most when you ask me to explain what I did wrong and how I am going to fix it. My mistakes are my best teacher when I am a partner in designing the solution.

אין להתרשם אם... מכשלה בא לפעמים, וכידוע דברי רז"ל אין אדם עומד על דברי תורה אלא אם כן נכשל בהן - אגרות קודש כרך טו



Get My Brain Working

I know I am stomping around the house and not listening to anything you are saying, but I really need you to find an activity I can do with my brain to help me calm down. You see, Hashem created my brain so it cannot be both logical and (overly) emotional at the same time. To get me to calm down, try distracting me with Torah, a brain puzzle, riddle, imaginary story, book, or any activity where I need to use my brain. Once I am calm, I'll be more ready to think about what I did wrong.

דבאשר השכל עסוק אז יש להמחשבה מה לשרת ואין מקום למחשבות של שטות והבל שאין בהם ממש. - היום יום ט"ז חשוון

Relationships... Relationships... Relationships...

None of the tips on this page will work if you and I don't have a positive relationship.

You will know how I currently feel about our relationship if, when I am not listening or in a mood, you say, "Come my dear, do it for me. Do it because I asked you to." If I respond positively and do what you say, you know I value our relationship. If I don't respond, I am telling you we need to connect more, maybe with some quality one-on-one time.



אין אדם עושה דבר בשביל חבריו למלאת רצונו, אלא אם כן אוהבו או ירא ממנו - תניא פרק לט

Continued on page 13

*Targeted use of
technology improves
engagement and enables
differentiated learning →*

*Going back to Bavel
in Gemara class ↓*

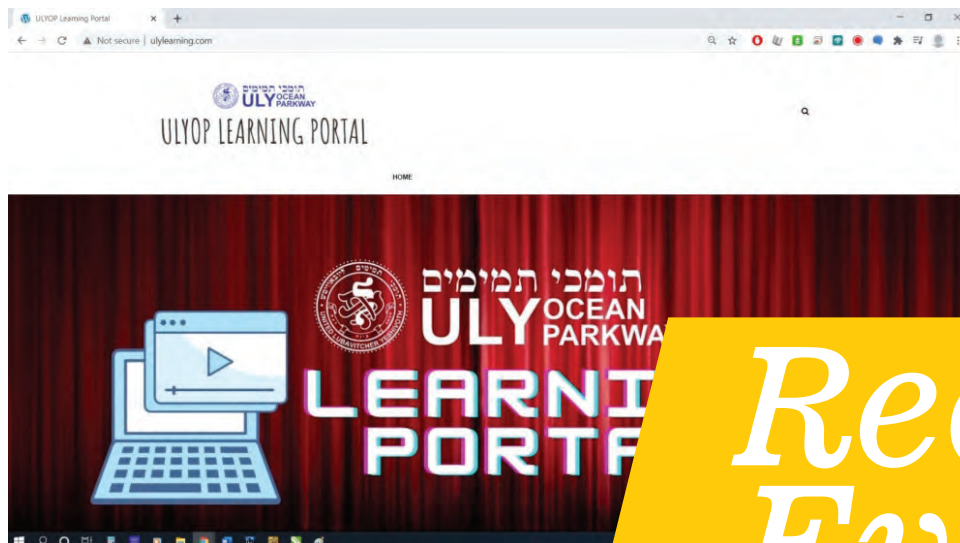




↑ *Students working on Chanukah Writing Contest* →



← *Yud Daled Kislev Wedding Celebration at yeshiva. The day that connected the Rebbe with us!*



Our custom learning portal enables independent learning↓

Recent Events

Classroom Spotlight

Modular Seating

Classrooms are equipped with modular desks and chairs to improve teaching options.

Student Engagement

Teacher prompts students to respond and interact with the lesson, using vocal and facial expressions to practice and show an understanding of each concept.

Direct Instruction

Teachers do not expect students to know what middos are without learning about them first. Teachers teach middos / social / emotional skills as a dedicated subject and treat it like a learnable skill.



Bringing Emotions To Life

Teachers teach middos / social / emotional skills using role play, puppets, and other fun props.



Our Preschool mission

When educators understand child development and connect to children, that's when learning and growth can begin to occur.

This is the foundation of our program at ULYOP preschool!

Getting to the heart of each and every child.

By creating a warm, positive and trusting relationship with our children we show them that they are understood, valued and respected and we can then open their hearts and minds to learning.

We achieve this through routines, peer engagement activities and structures throughout the year. Ahavas yisroel, Derech Eretz, and Middos are developed as we build on a compassionate school culture.



PEER ASSESSMENTS

Throughout the year children assess their friends. They're taught to compliment their peers on a job well done or to correct them with a gentle and encouraging "try again!"



CONNECTIONS

Partners and good morning rituals incorporating eye contact, touch and presence in a playful way helps us connect.



RELATIONSHIPS

Teachers establish positive, trusting and respectful relationships, impacting children's receptiveness to learning.



AHAVAS YISROEL

Making space and being respectful for everyone in our school family. We show love, help and take care of each other.



Student Lens

Students Interviewing Students

Chaim Yitzchak Klein from Kita Hey

Interview conducted by:

Yosef Shusterman - Kita Vov

Tell us about yourself:

I'm a fellow student in Tomchei Temimim. It is a very interesting program. Before I came to this school, I didn't learn as much. Since coming here, I learned many new things and made lots of new friends. I'm the oldest in my family and feel a responsibility to protect and teach my siblings.

How did you hear about ULYOP?

Some of my friends joined this school and that was how I heard about it.

How did you make the decision to join the school?

My parents told me about this great new school and I already heard from my cousin, Shimon Slavin, how much he loves his teachers, and how much he learns so I was very excited to join.

What makes this school unique?

First of all, I learn how to act by watching how my *rabbeim* act. My *rebbes* act like true *chasidim*. Second, this school has a different way to teach. Each day they (the teachers) explore new

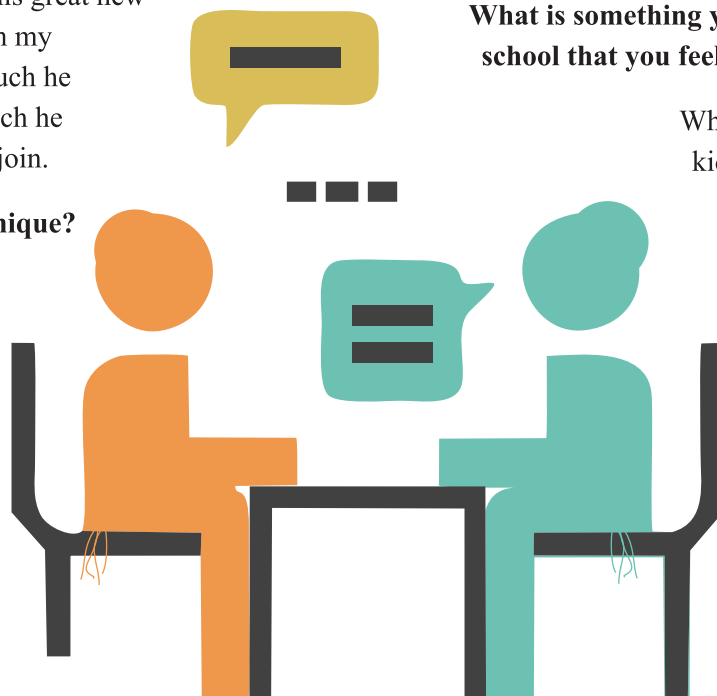
ways of teaching better. I thought all schools had one way, they do the same thing, and the students have to make it work (for themselves). They teach and move on no matter who is in the class, and they have the exact same program every year. In this school they think of new ideas all the time.

How do you feel about coming to yeshiva every day?

I feel that every day I will learn something new I can share with my family. Because over here the teachers teach in such a way that when you learn, you can understand with such interest. I find, right away when you come home you just want to share. And when everyone (at home) is interested about what we learned, it makes you want to go back to school and learn more and share again. You do that if you know you will tell your family about what happened that day.

What is something you did not like about school that you feel is different at ULYOP?

When kids bother or hurt other kids, schools don't tell you what to do about it, they just say stop doing it and apologize. In this school, when something like that happens, they actually take care of it in a very good way. They teach you what to do. I like that.



Tell us one thing that happened in your home in connection with ULYOP?

On Shabbos when I bring the parsha paper home, it is as if I am sitting and reading it to my class. I love the way the papers I bring home are set and have a lesson for me to learn and share. It's really interesting.

What would you like to see happen in the world of chinuch?

I would like to see more teachers explaining things in more ways and for more teachers to find easier ways to help kids learn. It would also be great to have more father-and-son events.

Anything else you want to share?

Sure. Here in yeshiva, there are different activities they make. On Sundays for example there are a bunch of activities you can choose from. On every yoma depagra they decorate the school in a fun and exciting

way. These are some of the reasons I love ULYOP.

Thank you for sharing with us today.

Chaim Yitzchak was interviewed by Yosef Shusterman as part of a writing project at ULYOP.

Yosef worked to design and ask open-ended questions. He also recorded the interview on a voice recorder to help transcribe the words verbatim.

Another writing projects at ULYOP this year is our Chanukah Writing Contest. Students are asked to plan, draft, and edit their stories before publishing.

Intentional Discipline

What our children would tell us if they knew how.

*By Rabbi Yaacov Sebbag
Principal @ULYOP*

Continued from page 4 -5

I Like When You Pause Before Reacting

When I do something wrong and you snap at me, I get hurt. Instead of thinking about what I did wrong, I only think about how unfair your reaction was. If you pause to think before reacting, your resulting calmness helps me learn from my mistakes.

If you are very upset and cannot calm down right away, there is nothing wrong with addressing my behavior at a later time (see Fix It Later tip).



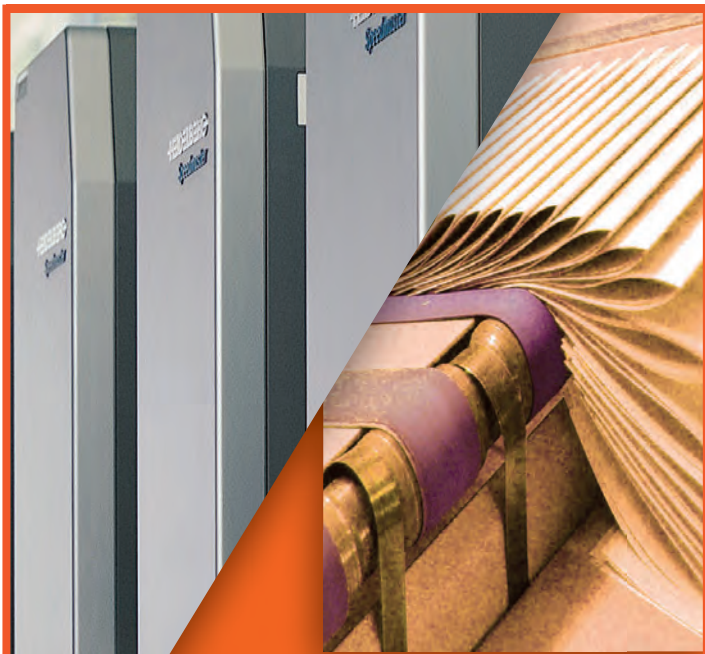
ולא הקפדן מלמד - פרקי אבות

Choosing Is Fun For Me

I like making decisions of my own. When you give me choices, you share control with me, and I'll be less likely to get into a power struggle with you. For example, you can say, "It's time to go to bed. Would you like to go now or in five minutes, after the timer rings?" Be careful, though! Only give me two choices you like equally. If you say, "Would you like to go to bed now or whenever you are in the mood?" You can probably guess which one I'll choose.



By the way, if you let me make small choices often, you can say to me when you really need to, "Usually I love to let you choose, but this time it's my turn to choose."



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