

Intentional

השנוד

Magazine

Issue #3



תומכי תמימים
ULY OCEAN
PARKWAY
תמיים PROUD TO BE A

Hands-on Learning

The Rebbe's View:

MAKING LEARNING TANGIBLE

AN EXCERPT FROM A LETTER OF THE REBBE:

It is well to bear in mind the general rule, especially in regard to children, that any idea or knowledge - if it is to be truly absorbed and of lasting benefit - must not remain in the realm of thought or pure knowledge, but must be immediately related to and connected with actual experience in some tangible expression in the child's life. In this way, it can be expected that the knowledge plus experience which the child attains in school will be lasting and effective also outside the walls of school...

From the book "Teachings Of The Rebbe On chinuch".



*Students'
Artwork
From
Kita א*



Intentional Chinuch Magazine

Published by the staff and students of
United Lubavitcher Yeshiva of Ocean parkway
841 Ocean Parkway, Brooklyn, NY 11230 (718) 859 - 7600
www.ULYOP.com



תומכי תמימים
ULY OCEAN
PARKWAY
PROUD TO BE A תמיים



@ULYOP, How Do You Make Learning Effective and Long Lasting?

By Rabbi Yaacov Sebbag, Principal, and Rabbi Aryeh Gurewitz, Curriculum Director

Our kids are not machines, and their brains don't have USB slots. We can't just drag-and-drop information into their heads, double-click an update a file and expect a child to become the best version of himself. But what *can* we do? How do we convey our values to our children, and in a way that will leave a real, long-lasting impact?

As parents and teachers, we are used to talking to our kids or students a lot. We hope our years of experience and wisdom will penetrate their minds, inspiring them to do the right thing. But, unfortunately, just talking does not constitute good teaching, and that's true even if you are exceptional at talking.

So, again, what do we do?

This is a challenge that affects us all. Here is how we try to look at it at ULYOP.

Our perspective is based on a two-fold recognition:

1. We are created with the potential to learn and grow. Neither we nor our *talmidim* are “stuck” where we are right now in our intellectual, emotional, and spiritual growth.
2. We only experience that growth in actuality if we put in real, usually intense, effort.

How do we know this? The *Rebbe* always emphasized that the *Torah* is *Toras Chaim*--a *Torah* that gives instructions for life. In this case, we find a clear lesson in the story of *Pesach*.

Chazal tell us that when our ancestors left *Mitzrayim*, there was a spiritual impurity they carried within them, and it only departed at the time of *Matan Torah*. They needed the time that we now know as *Sefiras Ha-Omer* in order to work on their *middos* and prepare to receive the *Torah* at *Har Sinai*, and only then would the impurity be removed.

This idea may be familiar, but if you think about it in detail, do you have any questions?

Consider the other experiences that the *Yidden* of

that generation had at that time. While in *Mitzrayim*, they witnessed the systematic, miraculous dismantling of the nation that oppressed them. That culminated in *Makas Bechoros*, which the *Haggadah* tells us was accompanied by some form of revelation of *Hashem* (“*gilui Shechinah*”). If that wasn't enough, at *Krias Yam Suf*, they witnessed the same thing again--miraculous destruction of the enemy and mass prophecy to the entire nation, the likes of which even *Yechezkel*--the *Navi* famous for seeing the *Mercava*--never saw.

Were *all* these miracles and revelations not enough to remove their impurity?! Don't you think you would have been transformed as a person if you had witnessed those incredible physical and spiritual events?

Of course, the answer is, it would inspire you. And it did inspire them. But the effects could not be long lasting because the events happened to them, not *by* them. These events came from Above, whereas the emotional work of *Sefiras HaOmer* came from within. That is why their impurity was removed only by *Matan Torah*, after they had time to work on *themselves*. This is how *Hashem* created us--such that lasting change cannot come from above, only from within.

Trying our best to follow *Hashem's* example, the teachers at ULYOP are always looking for ways to design experiences where *talmidim* are actively participating and exerting effort, not only listening to a lecture coming from “above”. The approach is that it's less about teachers teaching and more about kids learning. Active, experiential learning replaces passive, in-one-ear-and-out-the-other, teaching.

As parents and teachers, let our role be to counsel, guide, and inspire, while creating the opportunity for kids to learn and grow through their own effort.

(Based on מעיינותיך - שלוש מצות וארבע כוסות)

For Example...

Hands-On Learning @ ULYOP

BY RABBI YAACOV SEBBAG, PRINCIPAL,
AND RABBI ARYEH GUREWITZ,
CURRICULUM DIRECTOR

Here's an example of the interactive learning that goes on at ULYOP--together with a glimpse "behind the scenes" at a few key elements of the theory behind it.

A teacher needs to anticipate that at least some *talmidim* will learn to read and translate a *Mishnah* or *Gemara* but lack full, vivid comprehension of the various cases being discussed. A high-quality hands-on activity can help make sure that doesn't happen.

The first *sugya* of *Gemara* that every *talmid* learns is that of *kav b'arba amos*. If someone drops barley on the ground and you find it, is *Hashem* expecting you to return it to him? The answer depends on whether the owner still hopes to return and collect it or not, which in turn depends on how much barley was dropped and in how large of an area it is spread out.

One way to teach the different cases in this *sugya* is by explaining them verbally. Another way is to show pictures on a PowerPoint. At ULYOP, our *Gemara* teacher actually brought barley into the classroom and spread it out in the different configurations discussed in the *Gemara*. Students were asked to stand up, walk around, analyze the various cases, and compare their wonderings and determinations with the text of the *Gemara*.

Here are five elements that made this a project we're proud of.

1

Having Learning Goals in Mind

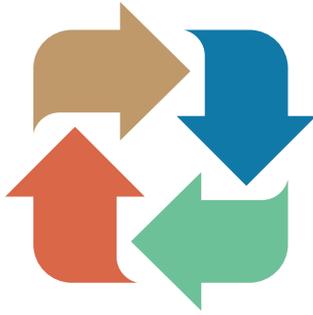
Kids usually enjoy any class activity that gives them a chance to get out of their seat. However, that doesn't mean that those activities are always bringing them closer to a specific, pre-planned goal.

In this project, the goal was for the *talmidim* to have a vivid picture of the cases discussed in the *Gemara*, so they could experience for themselves how the *Gemara's* questions came up naturally. Letting them walk around the room to see the various displays of barley was only a means to that end.



2

Making It Rigorous



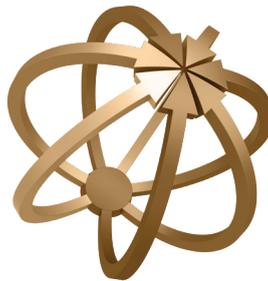
One might think that an activity where kids are out of their desks is an activity where no “real learning” is happening. Not necessarily true. With a good plan, a teacher can both get kids on their feet and make sure they’re using their heads.

In this activity, *talmidim* could be required to match each display of barley to the correct words in the *sugya*, write their questions about each display, and then see if they can find their questions in the words of the *Gemara*.

3

Differentiation

In our *yeshiva*, we do all we can to differentiate instruction to cater to each boy’s learning needs. A hands-on activity can reach *talmidim* who are on many different levels while being tweaked just slightly to increase or decrease the difficulty as needed.



In this activity, every *talmid* engaged deeply with the cases the *Gemara* discusses. Some boys predicted the *Gemara’s* questions more successfully than others, but everyone was thinking and learning on his level.

4

Keeping It Under Control

Planning is everything. Despite all its advantages, hands-on learning comes with a risk of the class getting out of control quickly. A teacher has to ask himself what can go wrong and plan how he will respond if that happens. A key element of this project’s success was to put the correct time limit on how long the *talmidim* had to stand and analyze the spread out barley. Too short of a time would not give them a chance to be engaged. Too long of a time would allow their interest to wane.



5

Making It Fun For Everyone



A project like this is effective because it is memorable and enjoyable. As great as it all may sound, though, there’s no guarantee that every boy in the class will have a good time. A teacher should think about which of his *talmidim* may not enjoy hands-on activities and make sure to have a plan to help those boys get involved and enjoy it.



Our Preschool

Hands-On Learning

OUR PRESCHOOL CLASSROOMS ARE STRUCTURED TO SUPPORT HANDS-ON LEARNING, AROUSING CURIOSITY, CRITICAL THINKING AND AN ENTHUSIASM FOR LEARNING.



Students use multiple modalities to learn effectively, such as visual, auditory, kinesthetic, and tactile.



Our learning environment is set up keeping in mind that children learn best when their individual learning styles are recognized and supported.

Student-centered learning, reaching each student through their unique learning styles.





Children learn by engaging all 5 of their senses.

AT ULYOP, STUDENTS ARE EMPOWERED TO LEARN IN NEW WAYS THAT ARE THE MOST ACCESSIBLE AND EASIEST FOR THEM, GIVING THEM THE BEST CHANCE OF SUCCESS IN THE CLASSROOM!



Preschool REGISTRATION OPEN



OCEAN PARKWAY
PRESCHOOL

AGES 3 & 4

WWW.ULYOP.COM

718 859 7600

Welcome to the era of Intentional Chinuch.



Classroom
Spotlight

Debate

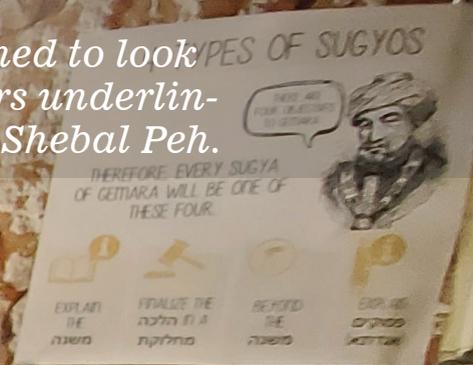
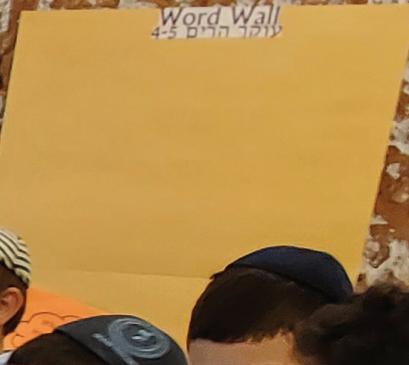
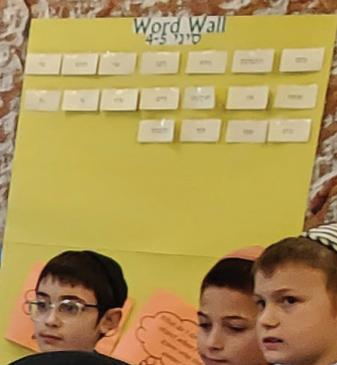
The teacher facilitates debate and critical thinking to engage the students and foster a deeper level of understanding of the sugya.

Movement

Unlike a typical lesson, hands-on projects give students a chance to move about and refocus.

Wall Paper and Posters

The gemara classroom is designed to look like Bavel, with reference posters underlining the framework of the Torah Shebal Peh.



Props

Barley is used to reenact the scene from the sugya. Allowing students to predict the questions and possible answers the gemara will present.



Student Lens

Students Interviewing Students

BY ELIMELECH BUKIET

INTERVIEWER:
ELIMELECH BUKIET

INTERVIEWEES:
ELI LIEBLICH
LEIBEL KAHAN
ELCHONON KOROLITZKY

You three are the editors of the ULYOP Digest. How and who came up with the idea of having a student magazine?

E.K.: Well, we try this every year in class and it doesn't usually work, but this year we have an awesome English Teacher Rabbi Greenspan. One day, we were talking about it in theory and the next day, Rabbi Greenspan announced that we are making a magazine.



E.L.: That is because my mother spoke with Rabbi Greenspan the day before ;)

What is unique about your magazine, and why?

E.L.: The students made the entire magazine from scratch. From designing the graphics to writing the content, we did it all!

L.K. & E.K.: It is made by kids, and it took a lot of production work and effort on the part of students. In addition, it took a lot of support from our principals, parents and teachers.

Did you think people enjoyed reading your magazine?

E.K.: I think it's a very nice magazine, but there were a lot of spelling mistakes. Overall, the content was great, but we definitely needed to work on the way it was written so people can enjoy it more.

E.L.: People seemed to really like it, and we got some great feedback!

How was your emotional support throughout this process?

L.K.: My parents encouraged and supported me

throughout the whole process.

E.L.: My parents were really excited about the idea, which made me more confident!

E.K.: My mother encouraged me and gave me a lot of support.

Did you have doubts that you would be able to pull it off?

E.L.: Not really, but we were pleasantly surprised that it actually worked out.

E.K.: Yes. We try this every year, and this year we finally pulled through for the first time!

How hard did you work on this project?

E.L.: We worked on it every day, during school and after school, for hours.

L.K.: There were days I spent a lot of time working on it.

E.K.: Loyalty and hard work is what made the magazine possible.

What are your steps of writing an essay?

E.K.: First I brainstorm for a plot, then I try to figure out how to make a good and captivating story, so people would want to read it. Next, I have to figure out how to express it in words. After that I figure out characters that I need to put in the story. Finally, I have to edit it, and edit again, and again, and a few more times.

Do you think writing and editing will help you in the future?

E.K.: Definitely, because writing is an essential



skill in almost any job.

What happens if you go on shluchos or become a rav?

E.K.: Then I will have to write a *dvar Torah*.

And what happens if you become a waiter?

E.K.: I don't think I am looking to become a waiter, but if I did, I would have to write the menu. However, I don't want to become a waiter when I grow up, since it is not a very appealing (to me) job to me.

Final comments:

E.K.: We hope this will be a successful magazine for the future!

L.K.: We hopefully can get this going even through next year when we are in eighth grade and *Mesivta*, because we will ask kids from younger grades to take over.

E.L.: If you have a good idea for the magazine, please let us know! We didn't know if we could actually pull this off, but we had faith in ourselves and pulled through with *Hashem's* help!

Eli Lieblich, Leibel Kahan, and Elchonon Korolitzky were interviewed by Elimelech Bukiet as part of a writing project at ULYOP.

Elimelech worked to design and ask open-ended questions. He also recorded the interview on a voice recorder to help transcribe the words verbatim. He then worked on editing before publishing.

Sponsors on page 18

Recent Events

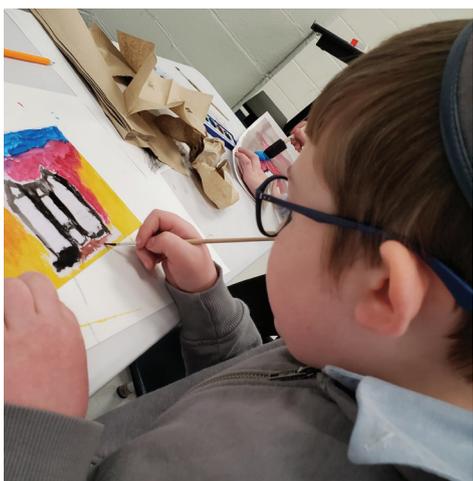
at ULYOP



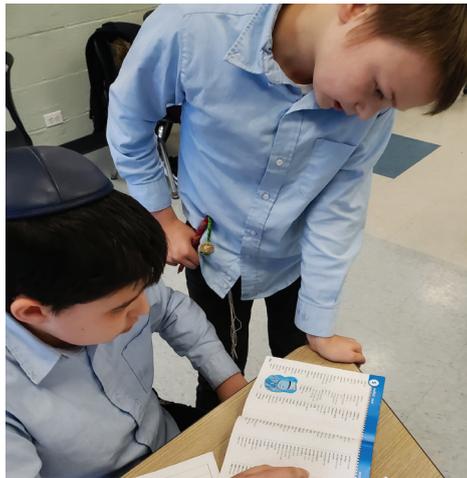
Model Matzoh Bakery



Chidon



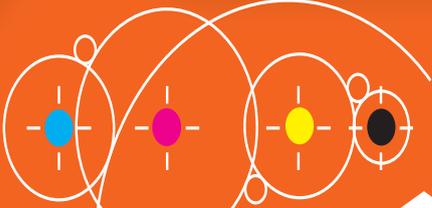
Safrus and Art Class



Spelling Bee



Purim



THE PRINTHOUSE

Brochures, Fliers, Books, Envelopes,
Mailings, Design, CD/DVD Production,
Large Format Printing, Packaging,
Complete Bindery, Embossing,
Foil Stamping, Die Cutting,
Laminating,
AND MUCH
MORE...

538 Johnson Ave.
Brooklyn, NY 11237
t 718.628.6700
f 718.628.6900
e jobs@tphny.com
www.tphny.com

Engineering

A group of highly
been taking the ad
grade. These eager
eager for this new
class sponsored by
Tichon Meir, Mosk
Principal, Mrs. Adi
Yaakov High School,
very own Mrs. Michele B
from Columbia University
in BBY and TMM, including
for 12th graders and the ac
Mrs. Bistricher attended the
to most effectively impart th
class. Support and training
to TMM once a week through
monitor the students' pro
By synthesizing the b
and physics, the t
of their own t
construction
This is a
stude
cre



סופר סת"ם
 אורייתא

ORAITA
718 613-1111
www.mysofer.com



311 Kingston Avenue
 Brooklyn, NY 11213
 718 - 756 - 0361
 Eye Exams Sunday - Thursday
 by appointment
 @seeview.optical



**CROWN
 FUNDING
 GROUP**

In loving memory of our dear father and Zaidy, Rabbi Shmuel Fogelman A"H.
 A True Mechanech, Teacher and Principal par excellence. His love and warmth were felt by countless students in Lubavitcher Yeshiva where he taught and mentored with deep devotion for the majority of his 60 years in Chinuch.
 Known for his faith in the potential of each child he nurtured his students with positive encouragement empowering them with the confidence to succeed.
 "Lift Them Up!"
YECHESKEL AND MALKY FREUND AND FAMILY.



MORGANCASH

REACH US AT: MORGANCASH.COM 

Sponsors of the kids magazine

The interview on page 12-13 is an excerpt of the ULYOP student magazine. A magazine written, edited, designed, and published by the students of ULYOP.

The Pesach edition of that magazine was sponsored by:

The Greenspan Family
Keren Capital Group
Kahan's Superette
L&L Lead Services

718-245-1500
YANKEL KOROLITZKY
AND YIGAL NIASOFF





**SEE THE
DIFFERENCE.**

REGISTER TODAY

WWW.ULYOP.COM

718 859 7600

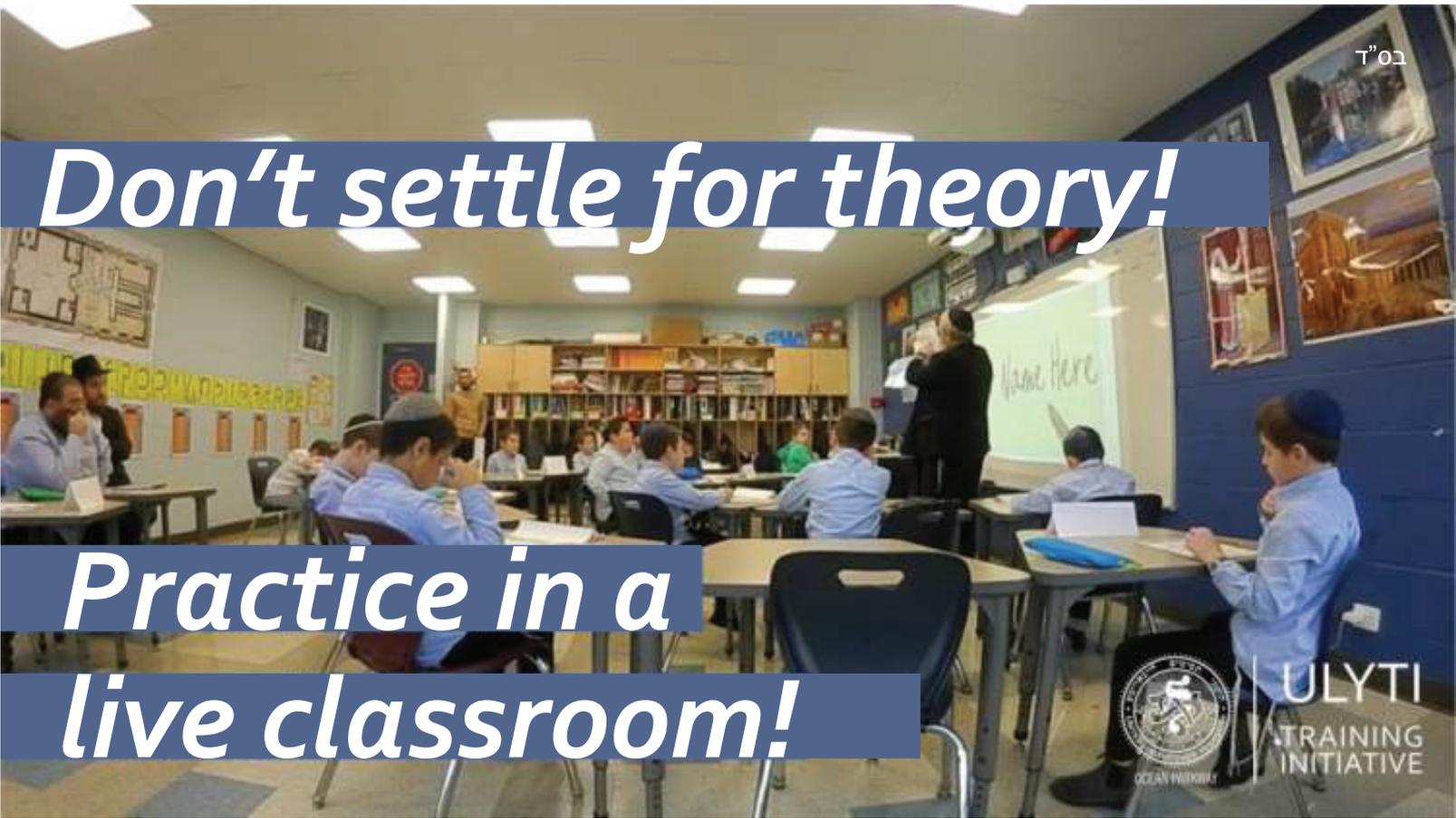
Grades: Pre1A & א



תומכי תמימים
ULY OCEAN
PARKWAY

תמימים
PROUD TO BE A

Welcome to the era of Intentional Chinuch.



Paid teacher intern program.



Program Faculty

Veteran Mechanech to be announced soon.

Curriculum:
 כללי החינוך וההדרכה
 הלכות תלמוד תורה
 דוגמא חיה

*Planning & Preparation
 Classroom Behavior & Environment
 Master Instruction
 Teacher Responsibilities*

Live Practice
*Observe & Teach Classes
 Run Programs
 Live workshops*



Rabbi Shmuli Turk has served as Program Director, Assistant Principal, and classroom teacher in Crown Street for 11 years, in addition to his extensive experience as coordinator of various summer camps. He brings with him an excitement for education and a passion for extracurricular programming, and imbues his work with Chassidische Varemkeit. Rabbi Turk oversees the school's extra-curricular programs and activities, as well as assist the teaching staff in monitoring student's academic growth and classroom behavior.



Rabbi Yaacov Sebbag brings with him an impressively broad educational background, having previously served as teacher, principal and curriculum developer at Darchai Menachem for many years. Rabbi Sebbag has undergone extensive training and has received certification in areas of special education, curriculum development and classroom behavior management. As principal at ULYOP, Rabbi Sebbag is responsible for leading the academic staff and setting the tone of the school's educational vision.

Guaranteed Job Offer on Successful Completion

[***ulyop.com/training***](http://ulyop.com/training)