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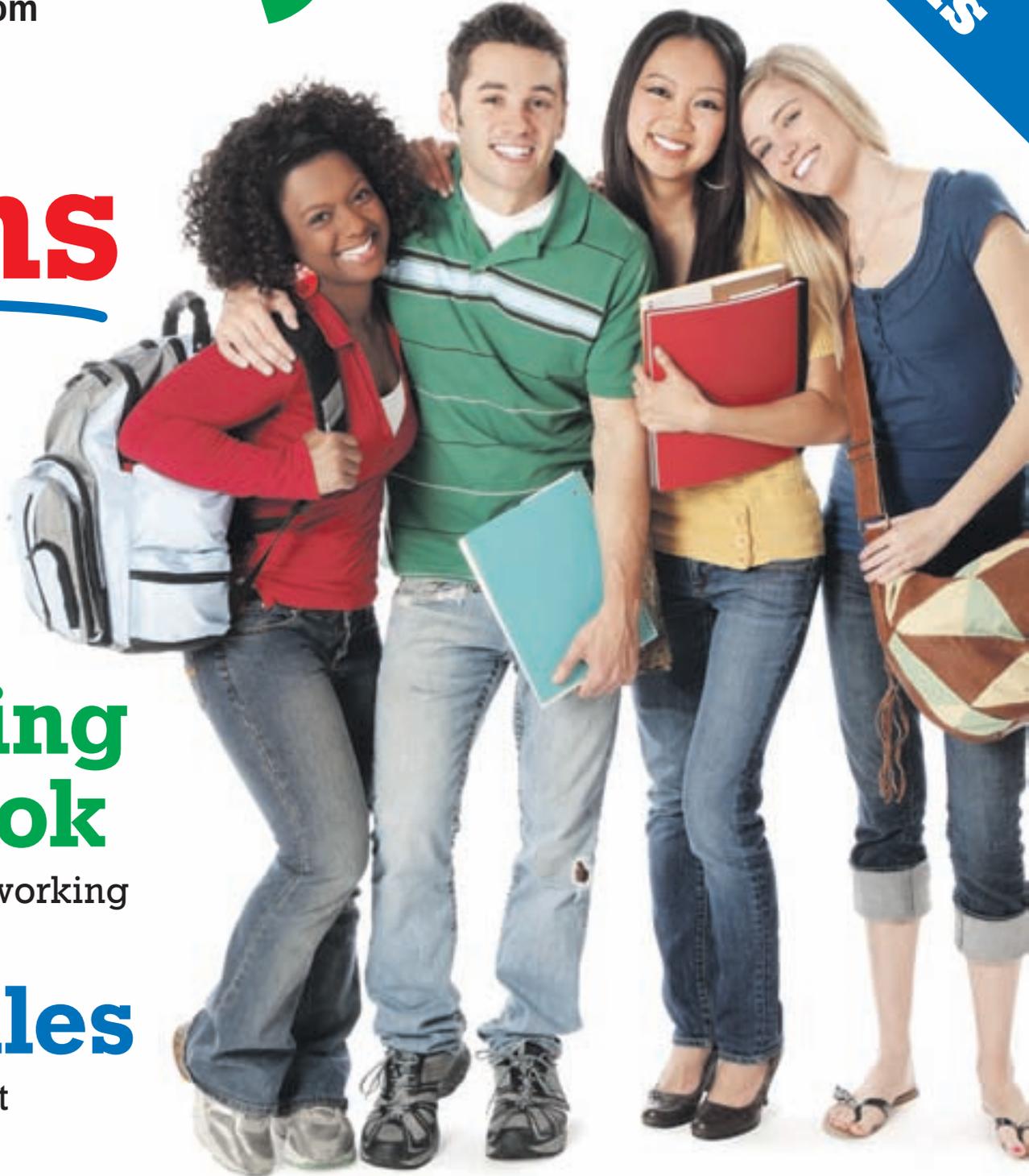
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BROOKLYN

Family

October 2010

Letter from the publisher

We approach this October issue as our "Teen Issue," and although we know that many of the readers who pick up these parent magazines are looking for them because they have small children,



I know there are many others whose children are older who also are confronting complicated parenting issues. These issues seem to escalate when your child turns 12 or 13, and the teen years are, at the very least, an extremely challenging time — challenging for parents and challenging for your teens.

Being a teen means you've gotten taller, you're not really a "child" anymore, but you're not yet an adult. It's often like being between a rock and a hard place. I remember it was for me. I hated being told what to do and I resented being given orders when I considered myself fully grown. I don't think it's gotten any easier, in fact, I think it's become even more complicated now with social networking, mass media, cell phones and texting. Our teens have more independence than ever, and with the present day fashions and cosmetics, they are years ahead of my generation in their look and their awareness.

This independence presents a host of issues and concerns that often baffle both parents and teens alike. In this issue we try to address some of the concerns and offer positive information to help your teens mature in safe and secure ways that both parent and youth can feel comfortable with.

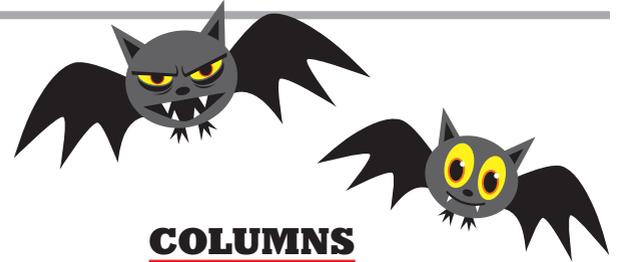
We will continue to focus on the pre-teen and teen years in coming issues. We know there are many families who have children of varying ages and "second families" are not at all uncommon. These new style families present their own issues and we will continue to pursue helpful information that can aid all of us to raise healthy and hopefully mature kids.

Have a safe and happy Halloween! Enjoy the wonderful Indian summer and early fall weather and have a great month!

Susan Weiss-Voskidis, Publisher

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NEWBIE DAD

BRIAN KANTZ

My Jekyll and Hydes

At home and at school, two sides of my boys

Quick question: Do your kids act differently in school than they do at home? Mine certainly do. Now that summer has faded into fall and my two boys' days are spent in the classroom instead of the living room, the distinction has become glaringly obvious: they are a couple of reserved, polite, demure Dr. Jekylls at school and a couple of raucous, wild-eyed, frothing-at-the-

spare her the indignity of being named in such a sordid story. She was a sweet lady.

My mom dropped me off in the morning and, as the story goes, I turned into a complete maniac. I cried, I screamed, I flopped on the floor to scream and cry some more. The worst part, though — the part that lives on in family lore forever — is that I kicked the teacher in the shins!

would break loose and my three brothers and I would spend the rest of the day roughhousing and, generally, just causing mischief. I would be the best Mr. Hyde that I could be.

That Jekyll-at-school and Hyde-at-home act would become my trademark. In high school, one of my teachers nicknamed me the “Master of the One Word Sentence” for my ability to answer any query with “yes,” “no,” or “maybe.” I even loved this old story of our 13th president, Calvin “Silent Cal” Coolidge: at a White House party, a woman told him that she made a bet that she could get more than two words out of him. Cal coolly replied, “You lose.” He was a “Master of the Two Word Sentence.”

And now, here I am, a few years later, watching my two boys act the same way. At home, you can hardly get them to shut up or stop squabbling. At school, their teachers report quite sincerely, they are soft-spoken, model citizens.

At home, it's like a scene straight out of Dr. Seuss's “How the Grinch Who Stole Christmas.” Just like those wild Who kids, my boys love to shriek, squeak, and squeal racing round on their wheels, dancing with jing-tingers tied to their heels, blowing their flu-flubbers, banging their tar-tinkers, blowing their hoo-hoovers, banging their gar-dinkers, beating their trum-tookers, slamming their sloo-slunkers, beating their blum-blookers, whamming their hoo-whunkers, and making earsplitting noises deluxe on their great big Electro-Who-Cardio-Flux. I know exactly how the Grinch felt. I, too, can't always take all that NOISE, NOISE, NOISE, NOISE!

I suppose I should count my blessings, though. I should be glad that it isn't the other way around. Dr. Jekyll is much better suited for school.

Out of curiosity, Brian Kantz searched eBay for a used great big Electro-Who-Cardio-Flux. No dice. Apparently, not everything is available on eBay. Visit Brian online at www.briankantz.com or drop him a note at thenewbiedad@yahoo.com.



mouth Mr. Hydes at home. It's quite interesting, really.

Of course, I know exactly from whom they get this trait — me. Yes, their dear old dad. It all started with my first day of school. The year was 1978 (wow, I'm getting old). The place was the kindergarten room at St. Ann's School in suburban Cleveland. The teacher was... ah, let's

I was so off my little rocker that they had to remove me from the classroom and calm me down in the hall.

After that, I was silent in class — unless I was directly answering a question — for nearly four years! But, eventually, I slipped up.

My next run-in with the law occurred when my third-grade teacher sent a note home to my mother to tell her that I was giggling in class. Me — giggling in class! My best friend's mother received a similar note about her son. He was a quiet kid, too, and we had been giggling together, presumably to avoid speaking. Other than that, I didn't cause any trouble at school at all.

Now, on the other hand, at home, I was completely transformed. Every day when I arrived home, all heck

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Today's iTeens

Internet safety for modern teenagers

BY CANDI SPARKS

Twenty-first century teens face a threat that older generations never had to deal with — the Internet.

Teens know that freedom of speech is a constitutional right, and they often can't help their outbursts. However, free speech on the Internet can be used against a teen by peers, in background searches, job interviews and school admissions.

Teens need to understand that content posted online can become part of their "permanent digital record." Information and photos that appear on Facebook, MySpace, Friendster, Xanga, LiveJournal, Twitter, and in other photo, chat, and video postings can remain online in perpetuity, and getting items removed can be difficult. Here are some ways you can help your teen stay safe:

Monitoring

Teens like their privacy and using the computer can all but eliminate family face time. Your teen may make online friends that she knows you would find unsavory as she tries to assert her independence.

"Technology should not be the excuse for a lack of communications between parent and child, but unfor-

tunately it is," says Ronald Hartridge, a city elementary school Parent Coordinator. "We as parents are losing this battle of staying in tune and connected with our young people and as a result we are losing them in more ways than one."

Hartridge is the father of two daughters, ages 24 and 11, and is tuned in to their online chats.

The girls keep their online conversations accessible to their father so that he can keep a watchful eye on things.

Becoming your teen's online friend, or having a relative become a friend, can serve as a guide to help the teen through sticky situations. It's like having a chaperone for your teen in cyberspace. If you wouldn't let your kid have company when you're not home, then you might not let her roam around the Internet alone, either.

Nothing is sacred online

Make sure your teen understands that the Internet is not a place to where secrets are kept.

Manhattan teen Amy learned the hard way during a highly competitive college application process. She was accepted to two top-tier schools, and wanted to go to school "A," while her mom wanted her to go

to school "B."

Amy posted her hatred for school "B" and her mom's preference of it on Facebook. A Facebook friend took that information and sent it to school "B," which promptly rescinded the offer.

Teens should know that whatever is typed in a chat room or on a virtual wall can come back to hurt them, and people with access to their information know this. They should not put anything that they do not want everyone — and I mean everyone — to know on their wall.

Queens mom Janet is Facebook friends with her daughter, Jennifer. She saw the whole chat about 420 — code for marijuana — between all of Jennifer's Facebook friends just before a holiday break.

"You have to be cool," said Amy's mother. "You can't overreact about what some kids are doing. They are going to do it anyway, but now I know who is doing what."

Is Janet worried about her daughter doing drugs because her friends are?

"Not yet," she said. "But I'm watching."

Keep your 'privates' private

Once something is posted online, it can become accessible to literally everyone, with just one click. When a drinking photo, body part or sexy pose appears online, it can become an irrevocable part of a teen's digital record. Friends — and even strangers — can copy, download and circulate embarrassing stuff. Even a squeaky-clean school record can become besmirched by a poor choice of what photo was uploaded. Potential employers conducting background checks on web profiles to evaluate candidates can find something a candidate never wanted them to see.

MSNBC reported the story of a woman applying for a hospital position. When the recruiter did an online check he found some unsettling pictures of her.

Safety guidelines for teens

- When online, have an adult or relative in the room who you can turn to for advice. It could save you a lot of problems in the long run.

- Keep your profile limited and never make friends with anyone you don't know.

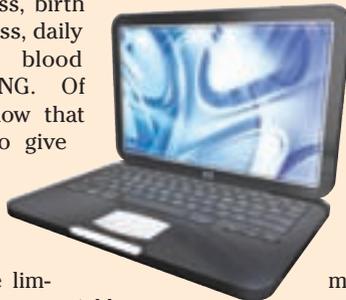
- Keep photos G-rated. If you don't want your grandmother or your boss to see it, don't post it! If a friend posts a less-than-flattering photo, ask him to remove it, and never use your real name in photos.

- Do not give out personal information! No social security, phone number, address, birth date, job address, daily schedule, or blood type. NOTHING. Of course, we know that we all have to give out some information at some point.

This information should be limited. A stalker can quickly put these pieces of information

together and find you offline, if he wants to.

- Anything you say can and will be used against you — think of it as your online Miranda rights. Keep it light and positive. Use the Internet to circulate positive words and thoughts and nothing more. Anything you say should only make people think how wonderful, smart and great you are.





“Pictures of her taking off her shirt at parties,” recalled Van Allen. “Not just on one occasion, but on another occasion, then another occasion.”

The woman was asked to explain, but could not and did not get the job. No one can predict how long these pictures will continue to haunt this woman. Poor choices in posting pictures can literally result in the loss of income.

Positive uses for the Internet

Alexander joined an online community for his Brooklyn high school’s graduating class as a way to make

friends when he entered as a freshman.

He used the Internet as a social hub and educational tool by hosting a tutoring session with online video chat when a face-to-face session was not possible.

“It was good because I could see from the camera that the other person was alone and there were no distractions,” he said.

Using the Internet as a tutoring session or other specific educational purpose could pay off — colleges are using social media to evaluate a candidate’s suitability for admissions and financial awards.

Alexander’s advice about online

communities?

“Do not make friends with anyone you don’t know,” says the 15 year old.

• • •

While contemplating using the word “iTeens” as the name of this article I did a Google search and, ironically, a porn site popped up — I think. (I didn’t actually get past the “you must be 18 or over” homepage because I was so turned off). The title cuts right to the chase. Let’s keep our teens safe.

Candi Sparks is the author of the “Can I Have Some Money?” book series. You can follow her on Twitter and Facebook as Candi Sparks (writer).

Teens should know that whatever is typed in a chat room or on a virtual wall can come back to hurt them, and people with access to their information know this.

Pumpkin carving

Follow our safety tips and save the bandages for the mummies!



People who used pumpkin-carving tools have fewer — and less-severe — injuries than people who carved pumpkins using knives.

BY KATHY SENA

When my son, Matt, was younger, my husband and I seemed to have the same conversation every year: “How much of the pumpkin carving can Matt safely do?” A kid’s dexterity gets better with each passing Halloween — but that doesn’t always seem to come with an increase in common sense, as any ER doc will confirm.

What are the best ways to include younger kids in the pumpkin-carving festivities while keeping everyone safe? Here are tips from some doctors who have seen it all to help keep your little ones — and maybe mom

and dad, too — safe around the pumpkin-carving table.

- Carve your pumpkin in a clean, dry, well-lit area. Wash and thoroughly dry all of the tools that you will use to carve the pumpkin: carving tools, knife, cutting surface and your hands. Any moisture on your tools, hands or table can cause slipping that can lead to injuries.

- Very young children should never carve pumpkins — but they can still help. Leave the sharp stuff to older kids or parents. Little ones can draw on pumpkins with markers. Some families carve a big pumpkin and have younger kids create their own designs on mini pumpkins. Kids can also help

clean out the “goop” and seeds from inside the pumpkin. Messy fun!

- Always have adult supervision during carving — even with teens. Doctors often report seeing adolescent patients with injuries from pumpkin carving. Adults feel that the kids are responsible enough to be left on their own, but accidents happen (and teen judgment isn’t always that of adults — no Halloween surprise there). Remember, it only takes a second for an injury to occur.

- Teach knife safety to older kids: Always point knives away from you. Keep your free hand away from the direction of the knife. Use slicing motions and never force the knife.

- Consider buying pumpkin tools instead of using a knife. Special pumpkin-carving kits are available in stores and include small, serrated pumpkin saws that work better because they are less likely to get stuck in the thick pumpkin tissue. According to a study by the Department of Orthopedic Surgery at State University of New York Upstate Medical University, people who used pumpkin-carving tools specifically designed for this purpose had fewer — and less-severe — injuries, compared with people who carved pumpkins using knives.

- Light your pumpkin safely. Small, votive candles (as opposed to tall, skinny candles) are safest for candlelit pumpkins. Candlelit pumpkins should be placed on a sturdy table, away from curtains and other flammable objects, and should never be left unattended. Even better: use battery-operated candles.

- Know when to seek emergency help for a cut. Bleeding from minor cuts will often stop on its own when you apply direct pressure to the wound with a clean cloth. If continuous pressure does not slow or stop the bleeding after 15 minutes, an emergency room visit may be required.

Kathy Sena is a freelance journalist who frequently covers parenting and health issues. Visit her blog at www.parenttalktoday.com.

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GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD

A fun Halloween, even with diabetes

The sugar frenzy that accompanies the entire Halloween season is enough for any parent to sigh. But for parents with a diabetic child, Halloween can be worrisome. Treats abound the entire month of October culminating in the big day of trick-or-treating.

Inez Lane remembers her daughter, Jordan's, Halloween just weeks after being diagnosed with type 1 diabetes in 2005. At the time, Jordan was in the third grade.

"We were very careful the first Halloween. We paid her 25 cents for each piece of candy," said Lane. They allowed her to have a just a few pieces that year.

"Now we are more comfortable with the situation. We still pay her, but let her keep a small bagful. She's allowed one piece a day or every other day."

Diabetes experts generally agree that diabetic children can enjoy some of their loot as long as they balance it with the proper dose of insulin.

"As long as it is worked into a meal plan and covered by the child's insulin, sugar is allowed," explains Lela Iliopoulos, a registered dietitian and certified diabetes educator.

She says this is where carbohydrate counting skills are used.

"After eating treats, you can check blood glucose levels and make any

insulin adjustments, if needed." Iliopoulos, who is the diabetes program coordinator at Palos Community Hospital in suburban Chicago, recommends looking up the candy's carbohydrate content ahead of time, if possible.

Other kids

It can be a challenge when there are siblings without diabetes.

"Instead of focusing on diabetes, shift it to overall health by setting the same guidelines for all the kids and the entire family," suggests Iliopoulos. "Do not single out the diabetic child or treat him or her any differently than the other children — because then he or she will feel different."

For example, each member of the family can select two pieces of candy as a treat.

Try to avoid putting a negative emphasis on eating candy. Instead, focus on moderation and teaching your kids how to fit treats into a healthy balanced diet for special occasions.

Parties

If you are the one hosting the party, you will definitely have more control over the situation. Incorporate fun games to take the emphasis off candy consumption. Costume contests, pumpkin carving, crafts, face painting and spooky storytelling are classic party fare.

Offer healthier alternatives, such as homemade popcorn balls, apple

slices with just a bit of caramel, nuts, sandwiches shaped into Halloween shapes with a cookie cutter, or homemade cookies that are made with a little less sugar. Toys and other non-candy prizes such as colorful pencils, stickers, erasers or coins are also a hit.

Other candy tips

- Set a few rules like "no candy eating during the hunt" to minimize the amount of sugary foods eaten.

- Limit the number of houses at which your children can trick-or-treat.

- Agree on a candy allowance ahead of time with your children. Have him pick out a few candies at a time and put the rest away.

- Swap the candy for money to purchase books or toys. Or have them trade you their candy for cash to buy something they have been saving up for. This will last longer than a piece of candy.

- If your child is diabetic, after the holiday, save the haul and allow a piece of candy each day that has been worked into the meal plan.

- Keep a stash of treats to treat low blood sugar levels.

•••

Like anyone else, children with diabetes should be allowed to enjoy Halloween, as it only comes once a year.

Lane says her daughter, who is a competitive gymnast, truly enjoys Halloween.

"Now she trick-or-treats by herself. I really put her diabetes care in her hands and put a lot of faith in her. She has done it very well. She rarely gets low. She knows her own body."

Resource: Carbohydrate content of popular Halloween treats (<http://www.diabetes.org/assets/pdfs/youth/ada-halloween-candy-list.pdf>)

Christine M. Palumbo is a Naperville, Illinois-based registered dietitian and mother of three who will be relieved when Halloween is over. She can be reached at (630) 369-8495 or Chris@ChristinePalumbo.com.



No-Bake Classic Snack Mix

Makes 14 servings. Prep Time: 10 min. Total Time: 13 min.

INGREDIENTS

3 cups Post Original Shredded Wheat Spoon Size Cereal
2 cups popped popcorn
1 cup small pretzels
1/2 cup peanuts

3 Tbsp. butter, melted
1 Tbsp. Worcestershire sauce
1/2 tsp. seasoned salt

INSTRUCTIONS: Toss cereal with popped popcorn, small pretzels and peanuts in large microwavable bowl. Mix melted butter or margarine, Worcestershire sauce and seasoned salt

until well blended. Drizzle evenly over cereal mixture; toss to coat. Microwave on high two to three min. until cereal is crisp, stirring after two min.

NUTRITION FACTS: 110 calories, 6 grams total fat, 2 grams saturated fat, 5 milligrams cholesterol, 190 milligrams sodium, 14 grams carbohydrate, 2 grams dietary fiber, 3 grams protein. Diet Exchange: 1 Starch 1 Fat

Recipe courtesy of www.postcereal.com

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Visit the Web site at: www.childrensacademy.liu.edu

BROOKLYN CAMPUS



Fun stuff for fall

Some things
to with your
family this
autumn

BY BELINDA MOONEY

In the fall, the temperatures cool, the days get shorter, and — best of all — the leaves change from a lush green to warm, rich red and orange hues.

Most children cannot resist gathering up those brightly colored leaves to bring home. And who doesn't enjoy being outside in that

fresh, crisp air? It's the perfect time to enjoy being outside with your family.

Here are some activities that your family can do to turn fall into a fun learning experience — while spending quality time together.

Do some science

What kid hasn't asked why leaves change colors?

Well, here's the perfect chance to answer that question with some cool fall science: It's photosynthesis, and it gives the plant food and us oxygen. The color you see in the fall is actually the leaf's true color.

Chlorophyll fills the leaves dur-

ing the spring and summer, providing the food the leaves need — and the lush green color. When autumn arrives and the leaves start to die, they separate from the tree a little at a time. This cuts off their food and the chlorophyll no longer floods the leaves.

Teach your kids about the trees they see everyday.

Visit your library to find pictures of different trees and their leaves. Then, walk around your neighborhood and see which trees you can find. When you find a leaf on the ground, bring it home and start a leaf collection.

If you live near fields and like to take walks, take a "fall sock walk."



Get crafty with leaves

Making leaf rubbings is one of the easiest things to do and is fun for all ages. Simply lay leaves down, vein side up, place a piece of paper over them and rub across them with a crayon. Beautiful!

Stained glass leaves: You will need squares of construction paper, wax paper and crayon shavings.

- Take two squares and draw the same leaf shape on each of them. Cut it out so you have a leaf-shaped "hole" in both pieces of paper.

- Cut two squares of wax paper slightly smaller than the paper squares.

- Sprinkle fall-colored crayon shavings on the one of the sheets of wax paper. Lay the other piece on top.

- With an adult helping, place a hanky or napkin over top the wax paper and iron it. Set the iron on warm. This will melt the crayons.

- Now glue the wax paper in between the two pieces of con-

struction paper. It's now ready to hang in your window.

Leaf printing: You will need cardstock or heavy paper, poster paints.

- Gather some of your favorite leaves and paint the back of them, the side with the veins showing, your favorite color.

- Now lay the leaf down on your paper and gently rub. Pull the leaf up and you will see a nice picture of your leaf. You can overlap them, using different colors; use different kinds of leaves or whatever you want to do.



Be sure and take a tree guide with you to help identify the trees you pass by.

Have an snack

When you come back from your walk, enjoy some apple cider and cookies. Make a fall salad by adding sliced apples and walnuts to your favorite leafy green salad. Or, go apple picking and make homemade applesauce.

Take a sock walk

You will need wool pants, long wool socks, or something made of similar fabric; a field, forest or empty lot.

Dress for the weather and put your pant legs inside your socks. Walk all around and try to identify trees, birds or interesting plants. Let your legs brush up against as many plants and bushes that you can.

When you get home, take a look at what has stuck to your socks. Carefully pick off each burr, bristle, grass or weed, but watch out for

deer ticks. See if you can identify what plant they came from with the help of a plant guide. You might want to draw and label them. Write down what they feel like and where you found them.

If you want to save your collection, glue them into your notebook. Spray paint or dry them. Use your imagination.

Make memories

Make leaf rubbings, or stained-glass leaves to hang in the window. Leaf prints are a wonderful way to preserve the beauty of fall and are nice to frame and hang up.

You can also cut apples in half and make prints. Collect seeds and seed pods, go fishing, or grow a fall garden.

It really won't matter to your children which activities you choose to do, just as long as you're spending time with them. And you will be helping them explore the world around them.

What are you waiting for? Go play in some leaves!

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To read more about Edgar's story, visit nym.org/ostolaza.

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BOO-KLYN!

Check out these local Halloween events

BY SHAVANA ABRUZZO

Fall is here and that means gourds of diabolical fun for the whole family — especially on that day. You know what we're talking about, that day when the brrr-ave venture out to press flesh with devilish, fanciful, costumed critters for a rollicking revel. Halloween is peeking around the corner, folks, but rest assured it's not the only star in our fall line-up:

Ragamuffin Parade

The month kicks off with the 44th Annual Ragamuffin Parade on Oct. 2, where junior and lil' sis' will lap up the spotlight — especially if they like to play dress-up. Register your merry munchkin(s) on Oct. 2 at 11 am-12:15 pm in the school yard of Holy Angels Academy, 74th Street and Third Avenue.

The parade — led by Grand Marshall Paul Cassone, executive director of the Guild for Exceptional Children — will step off at 76th Street, and travel up the avenue to 92nd Street for more revels in the parking lot of HSBC Bank. Chil-

dren who submit a registration form and complete the parade will receive a gift.

For more information, call (718) 307-7855

Halloween Haunted Walk

The calendar's most spooktacular day is a-loomng, so get your ghoul on at phant-astic Prospect Park where the annual Halloween Haunted Walk will set your spine tingling by the light of the yellow orb, Oct. 30.

Make sure your lungs are in fine shrieking form because Lookout Hill will be crammed with zombies, wolfmen, headless horsemen, warlocks and other creepy critters putting an intrepid foot forward.

Suitable for young children accompanied by adults or older siblings, the frightfest continues at the Nethermead with a carnival of games and seasonal treats.

Begin to howl at Prospect Park Southwest and 16th Street, noon-3 pm. It's open to all and is free.

Check out more at www.prospect-park.org/calendar/event/Halloween.

Children's Halloween Parade

Come dressed to thrill — to a fairy tale theme — when the Park Slope Civic Council presents its zany Children's Halloween Parade (some say the largest wee one in the country), Oct. 31, featuring magical, memorable fun for the whole family along Seventh Avenue where princesses and gnomes are invited to hobnob with ravens, sprites and other ghosties and goblins.

The parade kicks off at 6:30 pm at the corner of Seventh Avenue and 11th Street. Travel up Seventh, turn left on Third Street and end up at the Old Stone House for more nerve-jangling frolics until 9 pm.

Pre-parade festivities will include a costume contest in front of the Secondary School for Law, Journal-

ism, and Research — Seventh Ave. between Fourth and Fifth streets — at 4 pm. Boo-erific categories include "Best Theme," "Best Classic Character" and "Best Use of Materials." Winners will be given banners to display in the parade.

For more information, contact (718) 832-8227

Children's Halloween Walk

For a great friendly vibe with a down-home feel, get your glad rags pressed — think fangs and fake blood, too, in keeping with the Vampire Opera theme — and head over to Pratt-Clinton Hill Community Garden, DeKalb Avenue and Hall Street to press flesh with the haunted hordes for the 17th annual Children's Halloween Walk and Performance, Oct. 31, 5-6:30 pm.

Devotees describe the eerific event as one of their favorites, thanks in part to the wacky folks at 313 Clinton Ave., who will host their 19th annual Halloween party.

Fort Greene Halloween Festival

The chills and thrills continue at historic Fort Greene Park — Myrtle Avenue, Cumberland Street and DeKalb Avenue — when the Fort Greene Park Conservancy presents its 11th annual Fort Greene Halloween Festival, Oct. 31, noon-3 pm.

The fancy fun includes games, performances, costume contests, parades, plus tons of hair-raising sights.





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Innovations in education

One year in, Sunset Park High School going strong

BY HELEN KLEIN

Brooklyn's newest high school offers students an innovative approach to learning that features a diversity of educational options and the opportunity to engage with the community.

Opened in 2009, Sunset Park High School has 350 students per grade, plus about 80 special needs students. So far, only ninth and 10th grades are offered, but the school will be adding a grade a year through 12th grade. Students do not test into the school — rather, anyone can apply, though preference is given to students hailing from the local area, comprising School Districts 15 and 20, which cover — between them — neighborhoods including Sunset Park, Park Slope, Bay Ridge, Dyker Heights, Boro Park, and parts of Bensonhurst and Kensington. Preference is also given to students who attend a school information session.

The school features a new take on traditional curriculum, including writing classes in ninth and 10th grades, focusing on global issues in 10th grade and “identity and community” the ninth.

“Students take the basic science, math, social studies, English and foreign language classes, as well as physical education,” Principal Corinne Vinal explained. “In addition, students all take ‘Drop Everything and Read,’ three times a week.” That course focuses on independent reading, with books chosen by the students.

Preparing students for their future is a key to the school’s ap-



Tom Callan

proach on learning, stressed Vinal. A particular feature is the “advisory” courses, in which students get the chance to talk with their peers and adult advisers.

“Kids get out of their comfort zone and feel welcome in the school,” noted 10th grader Steven Perez of the twice-weekly sessions. “It’s great preparation for college.”

“It’s more about the transition from middle school to high school and high school to college,” Vinal explained. “It helps students learn the skills they need to grow academically, socially and emotionally.”

Another hallmark of the school is “cooperative learning.” Desks are not set up in rows, so that students can work together and help each other out.

There is no tracking, so students are not divided into classes based on level of skill. There are no AP or honors classes, said Vinal. In addition,

the school promotes inclusion, meaning special education students attend regular classes when possible.

“Our aim is for every possible venue to have all kids included,” Vinal emphasized. “We believe they learn from one another.”

Students enjoy the nurturing, small learning environments the school has to offer, and are assigned randomly to programs that add to the standard curriculum with a specific focus.

“There is one principal and one school but three small learning communities: Visual and performing arts, business and entrepreneurship and health and human services,” explained Vinal.

All of the themed communities — selected by the community during the school’s design phase — share the same core structure, “but they look at the curriculum through a



Tom Callan

special lens,” says Vinal.

“We write our own music, create our own characters and do improvisational acting,” enthused Shanice Peters, who is in the school’s arts program.

With the school’s mission to foster “the skills necessary for students to make an impact on the community in which they live, local or global,” community outreach involves such initiatives as service learning, in which the high school students work with local elementary school students on occasions throughout the year, and engage in peer tutoring.

Students are enthusiastic about the athletic and extracurricular programs — there are 31 clubs — as well as special collaborative learning plans with community partners such as the Center for Family Life.

All the opportunities Sunset Park High School offers — including longer class hours — truly are unique to the school, and are not replicated at other schools in the area.

“They help get us ready for college,” offered Nelson Mendez. “I think that’s pretty cool.”



Tom Callan

“I have friends in other schools who don’t do the same stuff as us,” Perez noted.

Vinal credits the school’s innovative focus with the successes it has achieved in its short history. Average daily attendance last year, the first year the school was open, hovered in the 90 percent range.

“That’s the result of the small learning communities,” Vinal attested. “I think they result in a higher passing rate.”

Sunset Park High School [153 35th St., between Third and Fourth avenues, in Sunset Park (718) 840-1900]. Email, info@sunsetparkhighschool.org. For info, visit sunsetparkhighschool.org.

In the auditorium, Principal Corinne Vinal talks with students at Sunset Park High School — the borough’s newest. At left, Nina Khan gets some face time with a Mac. At far left, 35th Street is abuzz with activity as students head home from school.

High School

DIRECTORY

Bay Ridge Preparatory School

**Lower & Middle Schools: 8101 Ridge Boulevard,
High School: 7420 Fourth Avenue
718-833-9090 or www.bayridgeprep.org**

Bay Ridge Preparatory School is an independent K-12 college preparatory school offering a strong academic program and a socially mature and positive learning environment. The school seeks to develop the whole student with a wide range of academic, fine art and athletic programs that enhance students' academic potential as well as their emotional and social intelligence.

For additional information, or to begin the application process, please call the Office of Admissions.

Bishop Loughlin Memorial High School

**357 Clermont Street
718-857-2700 or www.blmhs.org**

Bishop Loughlin Memorial High School, located in the historic Clinton Hill/Fort Greene section of Brooklyn, celebrates a long tradition of educational excellence dating to 1851.

With an enrollment of 850 young men and women, Loughlin is ideal for an effective high school program. About 85 percent of the students come from Brooklyn as did Doug E. Doug, Rudolph W. Giuliani, and Mark Jackson. A host of financial aid programs are available, from academic scholarships to need-based financial aid. Loughlin offers a college-preparatory program for all students and an extensive program of co-curricular, intramural and interscholastic activities.

Brooklyn Friends School

**375 Pearl Street
718-852-1029 or www.brooklynfriends.org**

Brooklyn Friends School is a vibrant, thriving community of learners who are actively engaged in intellectual growth and participation in the arts and athletics. Founded in 1867, Brooklyn Friends provides a college preparatory program serving students from Preschool - Grade 12.

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Guided by the Quaker principles of truth, simplicity and peaceful resolution of conflict, Brooklyn Friends School offers each student a challenging education that develops intellectual abilities and ethical and social values to support a productive life of leadership and service. BFS offers the International Baccalaureate (IB) Diploma Program for high school juniors and seniors.

Cathedral High School

**350 E. 56th Street, Manhattan
212-688-1545 ex. 224; www.cathedralhs.org**

Cathedral High School has been synonymous with academic success since its founding in 1905.

As a college preparatory school, they have educated generations of young women to meet their scholastic potential. They offer a number of Honors and AP courses as well as Medical, Law, and Business programs. Students in these programs are placed as interns in institutions such as Lenox Hill Hospital, Mount Sinai Medical Center and at prestigious New York law firms. They offer a very competitive tuition and their graduates earn millions of dollars in college scholarships and grants. They go on to colleges such as Columbia, Fordham, NYU, Yale and many more.

Catherine McAuley High School

**710 East 37th Street
718-462-7282 or www.mcauleybrooklyn.org**

Catherine McAuley High School is a nationally recognized "School of Excellence" by the US Department of Education, and is sponsored by The Sisters of Mercy. McAuley has met the needs of young women for over 65 years, and continues to serve the young women of today. McAuley is dedicated in preparing women for life. Their mission is to stimulate students academically, develop good moral character, awaken inner strength, provide self-awareness and offer social and

Continued on page 18



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Lower & Middle Schools:

Thursday, October 7 @ 9:00 a.m.

Thursday, October 28 @ 9:00 a.m.

Saturday, November 13 @ 10:00 a.m.

High School:

Thursday, October 14 @ 9:00 a.m.

Sunday, October 17 @ 12:00 p.m.

Monday, November 15 @ 4:00 p.m.



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to meet our teachers, coaches, administrators, alumni, current students and parents; explore our highly technological facility and leading-edge learning environment; and to learn about Xaverian's legacy of success through its innovative curriculum and extracurricular offerings. Each year, Xaverian graduates gain admission to the best public and private universities.

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Gerard Buckley, Director of Admissions gbuckley@xaverian.org 718.836.7100 ext.117



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High School

DIRECTORY

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athletic experiences. Over 98% of McAuley's graduates go to college and have won scholarships. Graduates have been accepted to Adelphi, Georgian Court, Hampton, Hofstra, Iona, Johnson & Wales, NYU, Notre Dame, Pace, Penn State, Polytechnic, Spellman, St. John's, Syracuse, Temple and Virginia State University. McAuley is for young women who are serious about education!

La Salle Academy

44 East 2nd St. New York, NY
212-475-8940 or www.lasalleacademy.org

La Salle graduate is New York State's Youth of the Year!

Chris Rivera, a 2009 graduate of La Salle Academy is New York State's Youth of the Year! He received the award through the Boys and Girls Club of America, which recognized his selfless giving to others. In addition, Mr. Rivera was again recognized for his relentless volunteer work by receiving a Certificate of Excellence through The Prudential Spirit of Community Awards program. CEO and chairman of Prudential Financial, John R. Strangfeld states, "The recipients of these awards vividly demonstrate that young people across America are making remarkable contributions to the health and vitality of their communities." Four years ago, Chris thought attending college was an impossible task but he attributes his success to God and to La Salle Academy for showing him that through hard work, persistence, a committed faith in Catholicism, and the caring and loving of others, not only did he crush the impossible but he changed the world to be a better place, even if it was just in his corner of Manhattan. Mr. Rivera is now a freshman at Fordham University.

Lourdes Academy High School

a Cristo Rey Network School
2-12 Aberdeen Street
(718) 455-3555 or www.lourdesacademyhs.org

Lourdes Academy, a Cristo Rey Network school, provides an affordable educational option to

families with a modest income who seek a small, Catholic, college preparatory school for their sons and daughters. All students participate in a Corporate Work Study Program which enables them to earn 65% of their tuition working for corporations and non-profit organizations. Lourdes Academy offers students the opportunity to achieve practical work experience and academic excellence.

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Staten Island Academy

715 Todt Hill Road
718 303-7846 or www.statenislandacademy.org

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Continued on page 20

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sfponline.org email: admissions@sfponline.org T.A.C.H.S. #019



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High School

DIRECTORY

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Xaverian High School

7100 Shore Road, Brooklyn
718-836-7100, ext 117 or www.xaverian.org

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30 West 16th St. Manhattan
212-924-7900 or www.xavierhs.org

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Lessons from a teacher

Know what
your child is
feeling

BY ANDREW SCHORR

I've been a teacher for 21 years and feel fortunate to have been allowed into the lives of so many children. Having witnessed their public and deeply felt private joys and sorrows, I'd like to share some of the lessons I've learned about my students' feelings and the ways they are expressed. I hope that you, as a parent, will benefit from these insights in your parenting.

Children feel things very deeply, and these feelings may be displayed in different ways.

Some children can be very direct



and will tell me, for example, that a relative has died. But by the later elementary grades, many boys and girls have learned ways to mask their feelings. In these cases, feelings are expressed in more subtle ways.

Lesson 1

Behavioral changes have a logical explanation.

Several years ago, a student who was always eager to participate came in to class one morning with an unusual sour expression. He was silent and when I asked if anything was the matter, he answered me in a monotone voice. I thought this was pre-teen moodiness and went on with my lesson.

Several weeks later, his mother came to school to pick him up early. She told me that they had visited his father in prison recently — the weekend before his behavior changed.

Family challenges and crises definitely affect children, although they may not show it. Some behavioral changes are very short-lived. If the behavior persists, however, it may be time to seek outside help. Speak to your child's doctor, school counselor, teacher, or your religious leader. They can help you or make a referral to other professionals.

Lesson 2

Many children reveal deep-seated feelings they would not dare express out loud through writing.

All year long a girl in my class displayed an inner sadness that was cloaked in a façade of indifference. One day, as I was going through students' notebooks for a writing assignment, I came across the girl's. The other students' writing was fairly routine, but she wrote about her deep feelings of self-hatred and how she had tried to commit suicide. Of course, I made sure she received counseling and thanked her for feeling comfortable enough with me to take this risk.

If your child is comfortable expressing himself through writing, encourage them to write a journal. Help your child pick out a notebook to be decorated. Tell him he can write about any topic, and that he doesn't necessarily have to be a daily entry. Emphasize that this journal is strictly private — unless he chooses to share it with you.

Lesson 3

Most students are aware they are misbehaving.

More than once, I have gotten unsolicited notes apologizing for misbehaviors — and I'm not talking about the usual notes promising eternal good behavior right before report cards or parent-teacher conferences. These were heartfelt apologies.

All year long a student had given me a really hard time. "Surly" would not be a strong enough word to describe her — but the expression "if looks could kill" does come to mind.

On the last day of school, after report cards had been distributed, she handed me a note and quickly left for summer vacation. The note contained a full apology in which she acknowledged she had been really mean to me. She also expressed the realization that I just wanted her to do her best.

It may be helpful to understand that, at times, children cannot control their behavior. As they mature, they will be able to exert greater self-control. It's not always easy to remember this when they are misbehaving, but it may help you gain control of the situation. They need limits and understanding.

Lesson 4

'Test anxiety' is real.

Despite some students' apparently nonchalant attitudes, test anxiety is very real. Whether students are told directly, or pick up on subtle clues, they sense the enormous pressure. I have never had a student — no matter how difficult — misbehave on the day of the test.

Before a New York State Math Test, a group of girls asked if it was OK if they formed a prayer circle. Be assured, these students had been very talkative and were not shy about expressing their displeasure to me when I attempted to rein in their conversations. I watched in amazement as they joined hands, closed their eyes, and prayed. Yes, I think they were a bit anxious.

Remember, test anxiety is caused by the fear of failure. By letting your child know that as long as he tries his best he won't be considered a failure, you can help him relax. Also, making sure your child gets enough sleep and eats a good breakfast will help him concentrate.

• • •

There is one more lesson I have learned the hard way. That is, don't be afraid to pause and "take five." I have always regretted when I have risen to the "bait" and responded emotionally. Yelling only raises the tension level. Take a deep breath and calm down. You and your child will benefit.

Andrew Schorr is a New York State-certified teacher, an author, and tutor. Visit his website at Schorrservice.com.

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Kung Fu kiddies

How martial arts discipline can benefit development

Martial Arts for children can provide many positive benefits besides basic self-defense. Confidence, self-esteem, self-discipline, self-respect and focus are but a few of the many benefits your child will develop.

One of the most important benefits developed initially is self-confidence. This can be seen by the way the child speaks, carries their posture, and through their movement. Continued consistent training develops more confidence, through the psychological effects of being able to defend themselves.

Discipline is achieved by seeing the results of their practice. They come to realize that by doing something on a regular and consistent basis, they can and will achieve their martial goals. Children see that they can accomplish many other goals in life and the learning process excites them. Once experienced in one facet of their life, they unconsciously apply it into other areas, such as school, sports, music, etc. It's simply an understanding that learning can and will come with persistence. Martial arts are an excellent impetus to develop pride, willpower, and a strong work ethic in your child.

Next is the health of your child. The activities we pursue in our youth greatly influence how we will develop as adults. If a child is brought up in an environment that emphasizes exercise and a good physical condition, they tend to continue such practices as adults. Furthermore, what a child does physically will influence

how their bodies develop.

The body has a way of providing you with what you need. All you need to do is ask for it on a regular, consistent basis. When the body is exercised regularly, the body will rise to the challenge and provide you with strength and flexibility. In essence, we are telling our children how to develop in these ever so crucial years.

The bones, tendons, ligaments,

and musculature grow much stronger than they would have in a less active childhood. Muscle tone and flexibility will be much easier to maintain throughout their adult life, simply because this pattern of development has been ingrained early in life.

As parents providing and caring for our children, good martial arts training is a wonderful gift for your child. Many adults wish this gift had been given to them in their youth, especially when they consider their own difficulties maintaining good physical and mental well being.

Five important benefits

1. The Graded Color Belt System improves children's self-esteem. Martial arts are not like team sports because the emphasis is on developing the individual's self-esteem not the team's winning record. The belt system is the key. When children earn their belts it gives them a great sense of accomplishment that really improves the way they feel about themselves.

2. Martial Arts teach children discipline. One of the things parents appreciate most about our classes is the improvement in their child's self-discipline. Good instructors are patient professionals who love to work with children, but are also very clear about limits. They should be expected to enforce good rules of behavior in class, and expect the same good behavior at home and in school.

3. Activities channel children's aggression. Martial arts provide a positive outlet for children's excess energy.

4. Confidence enhances children's self-esteem. Confidence is one of the most im-



portant things we can give children.

5. Essential self-defense skills are important for every child. But they must also be taught that the martial arts are not to be tried out on their brothers and sisters, or their friends or school mates.

"Children in martial arts have a lower level of anxiety; an increased sense of responsibility; a decrease in the willingness to take foolish risks; a higher sense of self-esteem; higher level of social intelligence; and were less likely to be radical," noted an article in "Psychology Today."

Are the martial arts too violent for my child?

The answer is "no." Unfortunately, violence is the most glamorized and publicized aspect of the martial arts. Fighting is only a very small fraction of what true martial arts are all about. What you see in almost any movie starring Bruce Lee, Jean Claude Van Damme, Steven Seagal, or Jackie Chan is entertainment. The real aim of the traditional martial arts, an aim that transcends mere fighting, is the perfection of character. That takes a lifetime to unfold, this is hard to depict in movies. Of course, this

Martial arts are an excellent impetus to develop pride, willpower, and a strong work ethic in your child.

No one joins a martial arts class thinking, "I want to perfect my character!" One joins to learn self-defense or to get in shape or for a myriad of other reasons. Under the proper instruction and after a period of time, a very subtle change occurs. The student realizes that there is far more to the martial arts than just getting fit and fighting. When a student is aware of his or her fighting abilities, he or she is unlikely to use them. People who get in a fight, any kind of fight, do so because they feel they have to prove something about themselves. The code of many martial arts can be summed up this way:

- 1) Exert oneself in the perfection of character
- 2) Be faithful and sincere
- 3) Cultivate the spirit of perseverance



5) Refrain from violent and impetuous behavior

The accomplished martial artist will create alternatives to violent conflict. When confronted, the accomplished martial artist feels no shame in being shoved. There is no reason to prove what he or she already knows. He or she can walk away knowing that had there been a fight, he or she would have won.

For children, such knowledge can be empowering. At a time when they are especially vulnerable to peer pressure as well as the internal pressures of finding their way in life, martial arts instills within them the awareness that there are always options in any given situation. Whether it's a taunt from a playground bully, a dare from friends to steal, or a teacher's direct question, the student of the martial arts will develop the courage to make personal decisions as to the proper course of action. Self-confidence and self-esteem are the ultimate results.

There is an expression that says, "When you point an accusing finger,

back at you." Children and adolescents are not inherently bad; their behavior reflects their upbringing and their environment outside the home. If parents and adults do not act as good role models, then such accusations are hypocritical and groundless. Children and adolescents do look for role models. A traditional martial arts instructor, like a parent teacher, or family friend, is among the best qualified.

He or she works with children and adolescents and sets examples for them in both word and action.

The instructors make it very clear to children that the martial arts are not to be used irresponsibly, nor will a few lessons make them expert fighters. Anything less would give them a false sense of security.

Instead, the lessons focus on the harmony of working together with the instructors and with fellow students. While children find the workouts fun and entertaining, there are equal emphases on discipline and self-control, which carry over to their daily lives, as many parents will tell you. Furthermore, by working together children learn teamwork and can overcome shyness or insecurity. A good instructor always praises :

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Trinidad, West Indies. He has been studying martial arts for over twenty-five years. Sensei Franklin believes that studying Red Tiger Jiu Jitsu martial arts "creates a strong body, disciplined mind, higher self-esteem and masterful survival skills for both children and adults." "We in Red Tiger believes that confidence is a child's best friend and the discipline they learn at the Dojo is reflected in better grades at school, more respect for their parents and those in authority and of course, better health and fitness." Sensei Franklin Foster's passion for martial arts extends to his teaching. As a result Red Tiger Academy is quickly growing. His dojo has expanded to include after school karate programs in various private schools and its Brooklyn headquarters is located at 8520 Foster Avenue that services both children and adults.

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Shotokan Karate Center is family owned and operated by Senseis James and Jaimie Esopo, who together have over 30 years of martial arts and teaching experience. Their school is acknowledged by both the Amateur Athletic Union and the United States National Karate-Do Federation, which is the National Governing Body for the sport of karate, as recognized by the US Olympic Committee. Both Senseis are 5th degree Black Belts as well as former US National Team members with impressive resumes consisting of many national and international titles. Sensei Jaimie also has 10 years of teaching experience with the NYC Board of Education.

Through character building programs, children and teens will learn how to reach their full potential and attain the discipline needed to success, not only in school, but in all aspects of their lives. The curriculum is based on practical self-defense skills that will bullyproof your children and help them cope with the enormous amount of stress that they experience in schools today.

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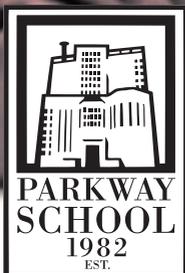
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MYRNA BETH HASKELL

Past is prologue

We all have taken some risks in our youth, but do our kids need to know about them?

We all have those things we did when we were young, impressionable and seemingly invincible, that we're not so proud of.

I know I have several — including the time I dove into a swimming hole because everyone else was doing it, only to learn two weeks later that someone drowned after diving off the same cliff. Somehow, we lived through it all — maybe not unscathed, but a bit wiser. Now that your daughter is a

best policy, while others think secrets are best kept in the closet.

Don't have selective recall

Hopefully, you're able to reflect on your own teen years through clear glasses, not the rose-colored kind. This will help you connect with your teen because you'll empathize with her occasional ... um ... lapse in good judgment. However, keep in mind that your role as parent is one where you guide and provide limits, not behave like one of her friends — she has plenty of those!

"Being a positive role model is critical for parents since children learn by modeling behavior, not by simply being told what to do," says Dr. Mary E. Muscari, associate professor at Binghamton University and coauthor of "The Everything Guide to Raising Adolescent Girls" and "The Everything Guide to Raising Adolescent Boys" (Adams Media). "However, being a positive role model is not the same as qualifying for canonization."

The angel myth

Chances are you weren't an absolute angel. Guess what? Your teen probably suspects this. So, will she think you're hypocritical if you pretend you were? Some parents fear that if their teen knows they weren't completely virtuous, her perspective of them might change, and she might scoff at future parental advice.

"Children learn how we handle mistakes and how we grow from them," explains Muscari. "Talking to your teens about your own stumbles through adolescence shows them that anyone can easily take the wrong path, but that it takes courage to get back on the right one."

Is honesty the best policy?

Studies show that teens are less likely to use drugs or dabble in other risky behaviors when their parents

have talked to them about the risks. The amount of disclosure will probably depend on each individual circumstance. However, there are certain topics which parents might feel are better kept private, particularly if they suspect a "you-did-it-why-can't-I" attitude.

If your teen asks about your past, consider it an opportunity to open up communication with her. Find out why she's asking questions. What is going on in her world? If you choose to talk about your past mistakes, don't glorify risky behavior. Instead, share how poor choices resulted in negative consequences.

"It's a judgment call," says Muscari. "There are just too many variations among parents and teens to have a one-size-fits-all framework for anything. If you fear that disclosure will result in dangerous risk-taking, don't tell. We don't need to clean everything out of our closets!"

Tips and tales

"Parents from my son's private school in Manhattan were divided about what to tell their teens. I was in the 'truthful' camp — but only when asked. I didn't volunteer information."

Samuela Becker, New York, NY

"I share my experiences — good and bad — and talk about it. Sometimes it's uncomfortable hearing what they did, but telling the truth both ways works for us."

Christine Jansen Vierstra, Saugerties, NY

Share your ideas

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Teens hate wearing jackets — tips for encouraging them to dress for the weather.

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Myrna Beth Haskell is a feature writer and columnist specializing in parenting issues and children's development. She is the mother of two teenagers.



teen, you think back on those things you would do differently now, and you fear your teen will make the same kinds of mistakes, only with more severe consequences.

Parents are often unsure about how much they should disclose. Do you spill all the beans when your teen asks questions about your past? She might take your drop-dead honesty to heart and believe that, since you lived through it, it must not be so bad. On the other hand, she might learn from your mistakes and take the opposite path. Parents are divided on this issue: some feel honesty is the



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Bracing for the future

Preventative measures can make braces a thing of the past

BY MANI ALIKHANI

Kids teasing your child about her teeth can not only hurt her feelings, but can affect her for the rest of her life. Some teasing can just be kids being kids, but if you notice that there actually are problems with your child's growing teeth and jaw, it's time to see an orthodontist.

There is a window of opportunity during a child's growth when the correction of the jaw size and position is possible with simple orthodontic appliances. If this window is missed, treatment later will need to focus on camouflaging the problem rather than correcting it, which can include the removal of teeth, or, in severe cases, jaw surgery.

At what age should your child see an orthodontist?

According to the American Association of Orthodontics, by the time your child is 7 years old, her adult molars are coming in behind the baby molars, and the incisors are slowly

making their way into her smile.

At this time, an orthodontist can recognize abnormal growth in the jaw or problems in the arrangement of the teeth, such as a lack of space.

This is also the age when, if necessary, the orthodontist can use simple appliances to help create the space needed to accommodate those larger, permanent teeth.

How do you know if early treatment is best?

There are two main philosophies of treatment in orthodontics — "one phase" versus "two phase" treatments.

Many orthodontists believe in using only braces to treat the problem after all permanent teeth are present. If there is not enough space in the mouth, the orthodontist will remove two to four teeth to ensure proper tooth alignment. Because all treatment is completed in one phase, this is considered the more cost effective solution.

Others argue that if jaw problems — such as a narrow upper jaw or a



short lower jaw — are caught early on, early treatment can ensure no teeth will have to be removed, permanent teeth will come in well aligned, and the jaw can develop properly.

Correcting with early treatment can take two to three years, and not all kids who are treated early require braces later on. In many cases, if the second phase is needed, it will take less time to fix the problem, saving family money and sparing your child a long period in braces during the adolescent years.

• • •

If you think your child can benefit from early treatment, do some research and learn more about the orthodontists in your area. Call or visit their offices and ask about their treatment philosophies.

It can also be helpful to speak with other parents about their child's experience with early treatment. Most parents will share information or can refer you to an orthodontist that will help create a smile for your little one that will last a lifetime.

House of Orthodontia [122 Atlantic Ave. (718) 858-4414]. For more information, visit www.houseoforthodontia.com.

For more information on this and other orthodontic-related topics, contact the American Association of Orthodontists by visiting www.braces.org

Mani Alikhani, DDS, MS, PhD is a Board-Certified Orthodontist. He serves as the Director of Research at NYU College of Dentistry, Department of Orthodontics and is an orthodontist in private practice.

Let's check your bite!



Do your front teeth stick out too far?

YES NO



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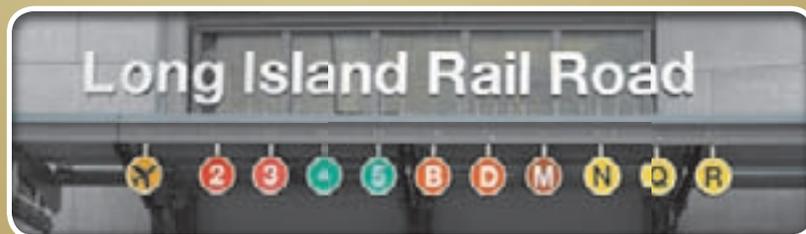
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PARENTS HELPING PARENTS

SHARON C. PETERS, MA

When you suspect your teen is using

Dear Sharon,

What would you recommend parents do when they have reason to believe their 17-year-old is using drugs? We've found "evidence," in the way of cut straws and rolled-up dollar bills, that gives us strong suspicion. We are presently frozen in place and haven't done anything at all, but are strongly concerned. Can you give us any advice as to our next moves?



Dear concerned parents,

Unfortunately, I believe you are right to be concerned. I have rarely known a parent who has suspected drug use and has later been proven wrong.

Straws and rolled-up dollar bills can be a sign of a habit with short and/or long term emotional and physical consequences, some of them potentially serious. The shock and stress that can come with worries about drugs can understandably freeze moms and dads in place. Nevertheless, I have told parents in your situation that some sort of action is most probably needed. If there are other signs surfacing — such as falling grades, sporadic school attendance, missed curfews, or peer relationships that parents find troublesome — then there is usually even more need for an immediate and thorough response.

In most cases, parents need to take steps at home and seek outside help as well.

Begin by speaking directly to your teen about your concerns. This is

rarely, if ever, easy because most people struggling with an addictive substance do not easily admit to what has been going on. Of course, if a teen is able to be honest and open, solutions are easier to find.

It is often difficult if only one or two family members are talking to a teen about the problem. Parents I know have gathered close relatives and friends together to express concern, love and possible next steps. Sometimes caring adults have talked individually to the teen, while other times, a group meeting, or "intervention," has made a difference. Such conversations usually go better if adults express care and honesty, rather than criticism and anger.

Set aside as much time as possible to spend with your teen. Enjoying each other's company in the middle of high-pressure worries can help everyone feel less guarded and tense. A moment of calm and connection, although often difficult to achieve, can help resolve issues more effectively.

Unfortunately, steps taken at home are often not enough to completely resolve the problem. Seek guidance from outside sources while talking to your teen at home. Ideally, the help you receive offers all family members the chance to give input and benefit from information and

solutions. If more than one family member is participating in the effort to get advice, answers are usually easier to find.

Consult friends, religious or community leaders, trusted healthcare professionals or school personnel — who can keep conversations confidential and are able to offer personal and professional experience, understanding and hopeful perspectives. I know of many successful inquiries that parents have made without their children knowing.

Contacting a local Alcoholics Anonymous or drug rehab group can also be a good source of emotional comfort and practical information. Two programs that have been useful to parents I know are Caron (<http://www.caron.org/caron-new-york-city.html>) and Phoenix House (<http://www.phoenixhouse.org/>).

Whatever you choose to do at this point, it is important to remember that families and children have their own unique character and process. It is important to choose resources that seem a good fit for your child. Solutions that could be helpful to another family might not make sense for yours. I firmly believe that when parents offer concerted effort over time, even a big problem can become easier.

Sharon C. Peters is a mother and director of Parents Helping Parents, 669 President St., Brooklyn (718) 638-9444, www.PHPonline.org.

If you have a question about a challenge in your life (no issue is too big or too small) e-mail it to Dear Sharon at SWeiss@englocal.com.

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How smart is

A guide to levels of intelligence in children

BY DEBORAH L. RUF, PHD

Many parents wonder how their child compares to other children and are curious to find out if they are raising the next Einstein, or whether she is just on par with other children her age.

It is important to know how your child's level of intelligence compares to other children her age, especially when it comes to time to choose a school. I have found that the single most important factor for achieving academic, social and emotional success is knowing whether or not the child fits the school.

Thankfully, there are certain childhood milestones that can tell us when children are ahead of — or behind — others their age.

Here's an overview of what I call "Levels of Giftedness," five levels for measuring children's intelligence — from those who are simply bright, to those who are intellectually astonishing — with milestones that are common, but not necessary, to each level.



Level one

- These children show interest in many things before they are even 2-years-old — like colors, counting numbers in order, and playing simple puzzles.

- Most are good talkers by age 3, and by 4, many can print letters and numbers, recognize simple signs, their name, and know most of the alphabet.

- By the time they are 6-years-old, many read beginner books and type at the computer, and most read chapter books by age 7.

- It is not unusual to find six to eight level one children in an average classroom — children who are nearly always a few steps ahead of what the teacher is teaching the whole class.



Level two

- These bright children love looking at books and

being read to, even turning pages without ripping them by the time they are 15-months-old. Some shout out the name of familiar stores as you drive past.

- Many know lots of letters by 18 months and colors by 20 months, and between ages 3 and 4, they count small groups of objects, print some letters and numbers, and they very likely drive their parents crazy with all their questions.

- They'll sit for, what seems like, hours as you read advanced-level books, especially fiction and fantasy, to them, but they require a bit less of your time by age 6, because most of them read for pleasure and information on their own.

- Level two children can find only one or two others in their classroom who are as advanced as they are, which makes it hard to find good friends.



Level three

- They're born wide-eyed and alert, looking around the room, reacting to noises, voices, and faces.

- They know what adults are telling or asking them by 6 months. You name a toy, pet, or another person, and they will look for it.

- Everything level two children do by 15 months, these kids do by 10 to 12 months, and they can get family members to do what they want before they are actually talking.

- By 2-years-old, many like 35-plus piece puzzles, memorize favorite books, and know the entire alphabet.

- By 3-years-old, they talk constantly, skip count, count backwards, and do simple adding and subtracting because they enjoy it. They love to print letters and numbers, too.

- They ask you to start easy reader books before 5 years, and many figure out how to multiply, divide, and do some fractions by 6 years.

- Most of these children are a full two to five years beyond grade level

by age 6 and find school too slow.

- There are one or two level three children in every 100 in the average school. They are rarely in the same elementary class and can feel very, very lonely.



Level four

- Level four babies love having books read to them, and pay attention within a few months of their birth.

- They are ahead of level three children by another two to five months while less than 2-years-old.

- They have extensive, complex speaking by 2-years-old, and their vocabularies are huge!

- Most of them read easy readers by 3-and-a-half to 4-and-a-half years, and then read for information and pleasure by age 5, with comprehension for youth and adult level books at about 6 to 6-and-a-half years.

- There are about one per 200 children in the average school. Without special arrangements, they can feel very different from their typical classmates.



Level five

- Level five children have talents in every possible area. Everything is sooner and more intense than other levels.

- They have favorite TV shows before 6- to 8-months-old, pick out letters and numbers by 10 to 14 months, and enjoy shape sorters before 11 months.

- They print letters, numbers, words, and their names between the ages of 16 to 24 months, and often use anything that is available to form these shapes and figures.

- They show ability with 35-plus piece puzzles by less than 15 months and interest in complex mazes before they are 3-years-old.

- Musical, dramatic, and artistic aptitudes usually start showing by 18 months.

- Most speak with adult-level complexity by age 2.

my child?

- At 2- and 3-years-old they ask about how things work, and science — particularly biological and life-and-death questions — emerge.

- They understand math concepts and basic math functions before age 4.

- They can play card and board games ages 12-and-up by age 3-and-a-half to 4.

- They have high interest in pure facts, almanacs, and dictionaries by age 3-and-a-half.

- Most read any level of book by 4-and-a-quarter to 5 years.

- They read six or more years beyond grade level with comprehension by 6 years old and usually hit 12th grade level by age 7 or 8.

- We know they occur more often than once in a million and regular grade school does not work for them. Levels three through five score very high on ability tests.

• • •

Once you have a sense of your child's abilities, you can provide her with more activities and experiences that build on these strengths and take advantage of her talents. You can also begin your search for appropriate environments in which she will thrive. Choosing the right schools for your child might be the most important decision you ever make for her healthy intellectual and emotional growth.

Deborah Ruf, PhD, of Minneapolis, is a private consultant and specialist in gifted assessment, test interpretation, and guidance for the gifted. Having been a parent, teacher and administrator in elementary through graduate education, she writes and speaks about school issues and social and emotional adjustment of gifted children. She developed the Ruf Estimates of Levels of Gifted™, which is delineated in her book, "5 Levels of Gifted: School Issues and Educational Options" (formerly titled "Losing Our Minds: Gifted Children Left Behind," 2005 [www.giftedbooks.com/product-details.asp?id=48]) as well as in the new online assessment, TalentIgniter (www.talentigniter.com).





GROWING UP ONLINE

CAROLYN JABS

The Facebook facts

When can your child join a social network?

Now that a quarter of the people online are also on Facebook, it's no surprise children want to be there, too. Getting a first Facebook page has become a rite of passage, just like picking out a first backpack or having a first sleepover.

Fortunately, teaching kids to use social media responsibly is easier now, since so many parents have direct experience with its opportunities and perils. If you don't already have your own Facebook page, set one up before your child asks. Then, you'll be able to explain the dif-

ference between sending a private message to a friend and posting on a wall, where that post can be seen by the wider world.

Parent Section of the Facebook Safety Center. This comprehensive guide will clear up any lingering uncertainty about how to use the many safety features on the site.

Here are a few things you'll want to emphasize — repeatedly — as your child joins the world of social networking:

No contact info!

Facebook wants you to use your real name so you can connect with people who know you in real life. For kids, finding high school classmates is irrelevant, so it may be better to use a first name and last initial. Other contact information should also be taboo. No one of any age should post an address, e-mail address or phone number on Facebook.

Age limits for friends

At first, approve all friend requests if only to be sure your child's network is limited to children he knows in real life. Once your child starts adding adults — even relatives — he will have access to their pages on which they will, in all likelihood, discuss their adult lives. Think carefully about whether you really want your child to read political rants from his uncle or see photos from an older cousin's spring break. As a child demonstrates maturity, the kids-only rule may loosen, but you should still go through the friend list from time to time and ask how people got there.

Picture policy

For newbies, you'll want to approve every posted photo — including the profile picture. Even experienced users need reminders that they shouldn't post salacious or foolish photos of themselves. They also shouldn't post — much less tag — photos of others (including family members!) without their permission. That's especially true if the photo shows something that might be regarded as funny by some and humiliating by others.

Know your apps

Games and quizzes are part of

the fun on Facebook. Unfortunately, Facebook doesn't approve apps, so signing up for one may expose your child — and his friends — to spam or viruses. Encourage younger kids to ask before accepting an app invitation. With older kids, periodically visit the "Applications and Websites" link at the bottom of the Privacy Settings page. Clicking on that link brings up a list of apps your child has downloaded and gives you a chance to remove unwanted or "spammy applications."

Grandma approval

It's hard for young children to wrap their minds around the idea that what they post on Facebook might make it hard for them to get into college or land a good job. Asking your child to imagine what grandma would think if she saw a post should cut down on meanness, as well as bragging about inappropriate behavior.

Schedule time

Facebook can consume hours of time without much to show for it. So set up specific times for social networking — and enforce them.

• • •

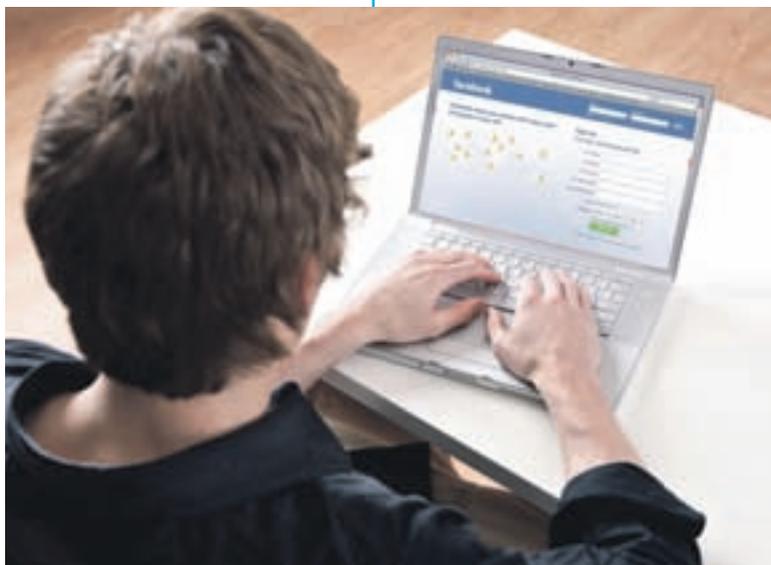
As children get older, they should earn more freedom and privacy on Facebook by demonstrating responsible behavior. You'll also want to have ongoing conversations about social networking so your child will feel free to talk to you about problems he encounters.

Helping your child learn responsible use of social media is a lot like teaching your child to ride a bike or answer the phone properly. The difference is that what your child says and does online can — and probably will — follow him into adulthood.

That should be an incentive for parents to help kids master the nuances of social networking from the start.

Carolyn Jabs, M.A., has been writing about families and the Internet for over 20 years. She is the mother of three computer-savvy kids. Read other Growing Up Online columns at www.growing-up-online.com.

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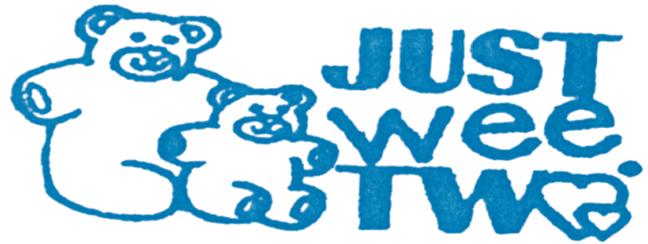
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TWICE THE ADVICE

JACQUELINE AND KERRY DONELLI

The tall and short of it

Don't worry about their height

Dear Twins,

I'm so worried about my son (he is 8). He has always been home-schooled but now I have to go back to work so he will be starting at a regular school. He has a great personality, always smiles and laughs, and everyone likes him. The problem is, he is very short for his age. I mean very short. But he is excited and has no idea what may be in store for him. I'm afraid the smiling and laughter will stop. Kids can be mean. Please advise, twins!

— *Worried Mother*

Kerry says: You are worrying about something that has not even happened yet. Besides, holding your child captive for fear he may be ridiculed is far worse. If his height doesn't bother him it probably won't bother anyone else. He's a likeable child. Let him be and stop fretting.

Jacqueline says: I agree with Kerry. Moreover, what do you think your lack of confidence in your son is doing to him? And there isn't even a problem yet. If it becomes a problem (of which you don't know yet) then he will most certainly need a strong, supportive parent to teach him to be brave, stand tall and have confidence in himself. The way you handle this will have far more impact on your son than anyone else.

• • •

Dear Twins,

I'm a single mom and my teenage daughter is just about to start school and is so excited she is driving me nuts with all the clothes she wants to buy. This last week I drove her back and forth to 10 stores to buy one thing from here, another from there — and it's costing me a fortune! Is

this just a phase or will it end?

— *Mother of Teenage Brat*

Jacqueline says: The fact that your daughter is excited about school is a problem most parents would want. Be grateful your daughter has any interest in school or that she isn't deeply depressed that she has to go back. If money and time are an issue, then explain to your daughter that she is allowed to spend a certain amount of money in three stores only. What you could have made into a memorable mother-daughter shopping experience you have spoiled. Hopefully, your daughter wasn't put off by your annoyance with her.

Kerry says: I totally disagree with Jacqueline. It is your daughter whom you don't put your foot down. Why in the world are you catering to her every whim and spoiling her rotten? Instead of her being appreciative, she is ungrateful and demanding. In order to discipline your child you need to learn to stand up for yourself. Tell her the budget you can afford to work with; anything extra will come out of her own money that she will earn doing chores or at a job. And tell her you will go to a maximum of two stores at any given time. Enough's enough.

• • •

Dear Twins,

For a part time job, my 13-year-old son has started a dog-walking business. Because there are quite a few dog owners in our apartment building, he is just getting his little business going pretty well. However, there is one woman who always asks a little extra of my son when he is walking her dog, such as, "on the way back, can you stop by the laundry shop and pick up my husband's suit," or "on the way back, can you pick me up some milk, bread and eggs, etc..." While she pays for these items, she never offers any extra to my son for these favors. Is this fair?



Should I say something to her, or have him say something to her? Or say nothing at all?

— *Miffed in Manhattan*

Kerry says: Your son should not be taken advantage of. In fact, this is a good time to learn that his hard work is valuable and he needs to be compensated for it; this includes any "extras." He also needs to learn to speak up for himself. If your son wants to make extra money he should very amicably say, "The rate I charge is only for dog walking, but I would be happy to do any additional work you may need at \$5 per job." Or, if he prefers to keep it as solely as a dog-walking service he might say, "I am only offering dog walking services at this time. Unfortunately, I won't be able to do any extra outside jobs."

Jacqueline says: Yes, your son is being taken advantage of because he is 13 and easy to take advantage of. But I disagree with Kerry. I am all for going the extra mile at a job. That's how we get recommendations and more clients. If the chores are part of the paid hour, then what's the big deal? Does he complain about doing them? What I'm hearing is this actually bothers you more than your son. If he doesn't want to do these chores, then by all means have him say something. However, if your son is fine with it, stay out of it and let work breed more work.

Jacqueline and Kerry Donelli, twin sisters, are multi-award winning filmmakers. They are currently getting their Masters in Mental Health and have a radio show on WBCR-AM also called, "Twice the Advice" — where one twin gives advice and, often, the other completely disagrees! Please e-mail them at TwiceTheAdvice2@gmail.com.

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Ghosts and ghouls

Keeping Halloween safe for your youngsters

My children would prefer to go trick-or-treating on their own this coming Halloween. What can I do to ensure their safety while we stay at home, and how can I keep them from eating too many goodies at once?

Halloween has become a special concern for parents during the past decades. Unlike other holidays in which children celebrate with relatives and friends, the Halloween trick-or-treat ritual exposes children to strangers, the hazards of nighttime traffic and food from sources that cannot be easily traced. Despite these hazards, children can have a fun and safe Halloween with some basic precautions and assistance from neighbors.

Children under 10 should always be accompanied by an adult. To determine if older children should go without adult supervision, consider the safety of the neighborhood and the size of the trick-or-treat group.

If you do allow your children to go unaccompanied, make sure they travel in groups to maximize their safety. Walk through the planned route with your children during daylight hours to familiarize them with the neighborhood and the traffic rules. Have them avoid busy thoroughfares.

Tell your children — and remind them before they go out — to stay away from strangers. They should only approach houses that are brightly lit and should never enter a stranger's house. Most importantly, they should carry a flashlight after dusk.

To monitor your children's progress, designate specific neighbors to call you once your children reach their houses. Prepare a list of their names and numbers and keep it handy throughout the night. The length of time your child should spend trick-or-treating will depend on the size of the neighborhood and the number of houses they plan to stop at, which you should discuss with them ahead of time.

Make sure your children's spooky costumes are safe. Any makeup involved in your children's costumes should be nontoxic and non-hypoal-



lergenic. Apply a bit of the makeup the night before to make sure they are not allergic. Dress them in bright-colored, flame-resistant costumes appropriate for mid-autumn temperatures, which can be quite cold. Avoid masks, as these can obstruct views of traffic, as well as baggy or large costumes, which can get caught, be stepped on, or catch fire from jack-o-lanterns.

Discourage children from eating candy along their route. Once they are home, carefully inspect all the candy for any signs of tampering, such as pinholes or rips in the packaging. Notify police of any treats that appear to have been tampered. Throw away any unpackaged candy or fruit. For younger children, throw

away any choking hazards, such as small hard candies or peanuts. Once the goodies pass inspection, ration them to small amounts each day. Eating too much leads to tooth decay and can cause nausea and headaches.

Don't forget to make your home safe for children trick-or-treating at your doorstep. Sweep your sidewalks — especially wet leaves — and remove any obstructions, such as garden hoses, from driveways or yards. Turn on bright outside lights, especially near your front door. Light your pumpkins with votive candles and keep them at a distance from children.

By following these precautions, your children are sure to have a fun and memorable holiday.

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Eddie Martinez



Tony Bennett and his wife, Susan Benedetto, helped fund an arts high school in Queens named for Frank Sinatra. (At left and opposite) Students take dance and music classes at the school.

Heart in Queens

High marks for Tony Bennett's Frank Sinatra high school

BY ALLISON PLITT

During a trip to Chicago in 1998, crooner Tony Bennett, known the world over for his Grammy-winning music, saw a public park that had employed local students to paint benches and murals and put on live performances. The site inspired him to begin a similar program in his hometown, New York City.

When his friend and colleague Frank Sinatra died that same year, the Astoria-native decided to create an arts school in Queens as a tribute to the legendary singer, actor and philanthropist.

So in 1999, Bennett, along with his wife, Susan Benedetto, founded Exploring the Arts with an eye toward that goal. Through the foundation, he gathered funds, allocated a bud-

get for the school and organized educators and artists to develop an arts education program. In the meantime, the foundation began promoting arts education in New York City public schools by developing new curriculums with the Department of Education, while raising funds from private donors and institutions.

The Frank Sinatra School of the Arts opened its doors in Sept., 2001, in a temporary building in Long Island City. Eight years later, the school moved to its permanent location in Astoria at a site donated by George Kaufman, chairman of the Kaufman Astoria Studios, which sit across from the school on 35th Avenue between 35th and 36th streets.

"The school is a fabulous facility for the arts. We have state of the art dance studios, vocal instrumental rooms, technology appropriate for

film programs, two art studios and two black box theaters," says the school's principal, Donna Finn. "We have the beautiful Tony Bennett Concert Hall, which is an 800-seat theater where the American Ballet Theater and the Martha Graham Dance Company have had performances."

Bennett and the school believe in cultivating a student's artistic skill instead of placing emphasis on the success of fame.

"The idea of 'Craft Over Success' is very important to Tony," explains Benedetto. "When he started out, record companies really helped groom artists. Now, they build you up and then they dump you. If you don't have anything to fall back on, you're in trouble. He really wants the kids to be able to focus on their craft, so they can have a whole lifetime in the arts, or at least be appreciators of



Eddie Martinez

the arts.”

Benedetto, who holds degrees in history and administration, as well as an MA from Columbia University’s Teacher’s College, taught social studies at the school, and worked as an assistant principal. She has worked at the Fiorello H. LaGuardia High School of Music and Art and Performing Arts in Manhattan, and was one of the driving forces behind the foundation’s emphasis on academics.

“The idea that the academics are still very important, that was important to me, because being a history teacher, it wasn’t just a typical vocational school where it was ‘Hey, learn this craft and get a job,’” she says. “It’s really rigorous on both ends — both academics and art. Donna and the staff prepare a student to go off to Juilliard just as easily as to Columbia. We have a super-high attendance and a super-high graduation rate. The kids all want to be there.”

The memory of the Chicago park inspired Bennett to adopt a philosophy of commitment to the community. In order to graduate, students need to complete 60 hours of community service.

“Tony is really interested in getting these kids to perform or show their art to other people while they were still learning, so they had the opportunity to really hone their craft,” explains Benedetto. “It was two-fold. It helped their art form and, more importantly, it helped them as people to realize, ‘Hey, you’ve been given a lot and, therefore, you have to give back a lot.’”

To be admitted, students must audition in one of the six art ma-

jors offered at the school — vocal, drama, dance, instrumental music, and film and media. Applicants must also have a strong academic record.

“We look at academics as well, because it’s a very challenging course of study in both the academics and in the art forms and it’s an extended school day,” said Finn.

But Bennett and his wife’s foundation isn’t only about the Frank Sinatra school.

Exploring the Arts is constantly developing new art programs in a growing number of city public schools. It offers students apprenticeships to work with professional artists, brings artists into the classrooms, and provides teachers with fellowships to develop their artistry and teaching skills. It also helps fund the Department of Education’s Summer Arts Institute program, which prepares students for advanced studies in the arts.

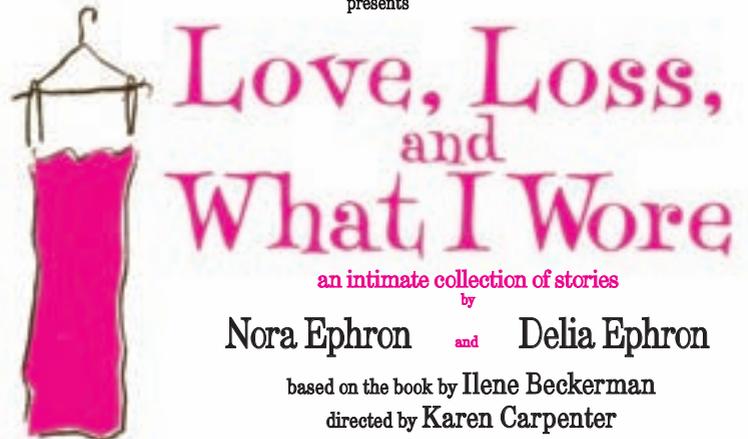
According to Benedetto, the foundation is hoping to grow beyond New York City borders.

“With all the budget cuts and the national focus on testing, people just need to continue to keep that in the forefront — the importance of the arts and of an overall quality education, especially in our public schools,” she says. “You shouldn’t always be getting this in private schools with the people who can afford it. Every child deserves a quality education and you have to have the arts.”

Frank Sinatra School of the Arts [35-12 35th Ave. in Astoria, Queens (718) 784-2264]. For info, visit <http://schools.nyc.gov/SchoolPortals/30/Q501/default.htm>.

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OUR RELATIONSHIPS

JOAN EMERSON

How to listen well

A guide to successful couples' communication

Unfortunately, marriage partners are not always on the same page, as we are different people who see things differently. In young families, conflicts over how we handle children, money, intimacy, housework, extended family or our visions for the future come with the turf. Sometimes we hold things in, but these issues need to be discussed in ways that lead to positive outcomes.

But how?

An exercise called “Couple’s Dialog,” part of a form of marriage therapy founded by Harville Hendrix, aims to help partners communicate calmly when talking about emotionally charged issues. Its goal is to ensure partner’s treat each other’s feelings with the utmost sensitivity and respect. The dialog is not a conversation. One partner simply listens — and only listens — while the other speaks. It is an opportunity for the speaker to really feel heard about feelings that have been festering and creating resentments without having to worry about emotional reactions like defensiveness, criticality, and anger on their partner’s part.

So, find time for an uninterrupted half hour at a location where both partners are fully present and calm. Then, follow these four dialog rules:

- Let your partner speak without interruption. It’s rare to have the experience of being listened to with total interest and concentration — and it feels great. When you, the listener respond only with encouraging remarks like, “Tell me more,” or, “What else?” it’s easy for the speaker to get those pent-up feelings out.

- Show that you understand by reflecting back the essence of what was said. This step cannot be taken lightly, as it creates safety for the speaker. Listen and, at appropriate times, interject something like, “So you’re saying that...” or, “If I understand right, you said...” followed by a short summary of the emotions expressed. Once the speaker agrees that you do understand what’s being said, ask for more. If you got it wrong, ask for a repeat and try again to reflect back correctly until your part-



ner feels that you do get it accurately and completely.

- Be empathetic and communicate that empathy. If the relationship is going to include ongoing, open communication, there must be a reward for exposing those private feelings. Your partner’s greatest reward is to see that you can understand and empathize without reacting.

- Validate your partner’s feelings by expressing that it’s not crazy to feel that way. It’s no doubt different from your own take on things, but reply with, “You know, it’s helpful to see it through your eyes; I never thought of it that way.”

When your partner has gotten it all out, a good response is simply “thank you” — a way of expressing appreciation for being so vulnerable. You can say things like: “That wasn’t so easy to hear, but I’m glad to know

what you’re feeling” or “Let me sit with this information for a while and we’ll talk again soon.”

Being a successful listener is not always easy: the urge to present your own side, and to react defensively are hard to combat. Avoiding reactions like these on your part take containment and discipline, but the reward for following the dialog rules is that they bring great benefits. However, with all its challenges, being a good listener is actually much easier than being a successful speaker when it comes to sharing emotional issues.

Next time we’ll talk about skills for the speaker. Meanwhile, practice the listening skills and notice what it does for the relationship.

Dr. Joan Emerson is a New York psychologist who specializes in couples therapy. Visit her website at www.JoanEmerson.com.

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cinematters



LAURA GRAY

Lessons of 'Dragon'

How to Train Your Dragon

Rated PG

Your son and his friends are convinced the house down the street is haunted. True, it's been abandoned for years, and weeds have turned the yard into a dense jungle. Rumors fly about its mysterious former owners: Did they really disappear in the middle of the night? Is there a tombstone hidden in all that underbrush? No kid dares to venture inside the rusty gates.

Then, one day, landscapers arrive and transform the yard into a lovely, green lawn. Workers repair the sagging shutters and paint the dreary exterior of the house. Before long, a moving truck is unloading furniture and the neighborhood welcomes a new family. Your son learns that things are not always as they seem, and long-held beliefs can still be wrong.

The young hero of "How to Train Your Dragon," available this month on DVD, learns the same lesson when he has a face-to-face encounter with a dreaded predator. Enjoy the movie with your children and then discuss it using our Talk Together conversation starters. Later, you can create a "Double-Duty Doodad" with our Play Together activity.

In "How to Train Your Dragon," Hiccup doesn't quite measure up to his father's definition of a true Viking. Hiccup lacks the skill to wield a sword to fight attacking dragons — a task that is vital for a good Viking.



Toothless, a Night Fury dragon - the rarest of all kinds - soars through the sky with Hiccup on his back.

Their small village is under constant siege by dragons of every kind. The villagers train diligently to defend their town, but they never get ahead. Then, Hiccup builds a special catapult that, miraculously, brings down the mysterious Night Fury dragon.

The next day, Hiccup searches the countryside for the downed dragon. When he locates it, he discovers it is still alive but injured. Taking pity on the creature, Hiccup designs a prosthetic wing that allows the dragon to resume flying. He forms a friendship with the Night Fury, which he names Toothless. But Hiccup knows that if his fellow townspeople find out about Toothless they will not

rest until they have destroyed the dragon.

Astrid, one of Hiccup's classmates in dragon-fighting school, follows him one day to the canyon where Toothless is hiding. Hiccup introduces her to his docile dragon and they take a ride over their village. Suddenly, they come across the dragons' nest. It turns out that's the reason the dragons must steal food — to feed the dreaded Red Death dragon that rules the nest.

Once the Vikings uncover Hiccup's hidden dragon, they use Toothless to lead them to the nest. However, they are quickly outmatched. Hiccup and Toothless fly in and defeat the Red Death, bringing peace to their island. They prove that looking beyond your preconceived notions can be a rewarding (and possibly life-saving) experience!

Talk together

The Viking villagers suffer frequent attacks by dragons stealing their sheep. What is their impression of the dragons? How do they fight back?

Why does Hiccup decide not to kill Toothless when he finds the dragon injured? What is he surprised to learn about dragons?

Play together: Double-duty doodad

You will need:

- Beads in different colors, some with letters on them
- Nylon cord

Is it a bracelet or a secret decoder? Only you will know for sure!

Make remembering special numbers a snap with this craft that does double duty as a bracelet and a decoder! Using an alphabet code, such as A means "one", B means "two", etc., spell out a number you

need to remember, such as a parent's cell phone or locker combination. String the beads onto the cord and tie the ends. Wear your decoder doodad as a reminder that, sometimes, things deserve a second look!

Plan a family movie night this fall! Check out our archives at www.Cinematters.com and get some great ideas for fun with your favorite films.

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Going Places

LONG-RUNNING

Race to the End of the Earth:

American Museum of Natural History, Central Park West at 79th Street; (212) 769-5100; www.amnh.org; Daily, 10 am–5:45 pm; Now – Sun, Jan. 2, 2011; Donations suggested.

The exhibit recounts the most stirring tales of Antarctic exploration: the contest to reach the South Pole in 1911-1912. Highlights include photographs, paintings, and rare historical artifacts as well as actual items of clothing and tools; life-sized models of portions of Amundsen's and Scott's base camps; and a diorama featuring the largest of all penguin species alive today, the emperor penguin. There are also interactive and hands-on activities for all ages.

Babies and Books: Flatlands Library, 2064 Flatbush Avenue; (718) 253-4409; www.brooklynpubliclibrary.org; Mondays, 10:30 am and 12:30 pm, Now – Mon, Oct. 25; Free.

Reading, songs and rhymes - birth to 18 months.

Historic airplanes: Floyd Bennett Field Hanger B, Flatbush Avenue and Aviation Road; (718) 338-5986; web-space.webring.com/people/dh/harpfb; Tuesdays, Thursdays and Saturdays, 10 am–4 pm, Now – Sat, Oct. 30; Free.

Visit restored crafts.

Singalong with Lloyd: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot.com; Tuesdays, 11:30 am, Now – Sat, Nov. 20.

Weekly event.

Toddler Time: Clinton Hill Library, 380 Washington Avenue; (718) 398-8713; www.brooklynpubliclibrary.org; Tuesday, Sept. 28, 11:30 am; Tuesday, Oct. 5, 11:30 am; Tuesday, Oct. 12, 11:30 am; Free.

Reading fun ages 18 to 36 months.

Jewelry making: Gerritsen Beach Library, 2808 Gerritsen Avenue; (718) 368-1435; www.brooklynpubliclibrary.org; Tuesdays, 2 pm, Now – Tues, Sept. 28; Free.

Get creative with beads.

Storytime with Emily: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot.com; Wednesdays, 1 pm, Fridays, 11:30 am, Now – Sat, Nov. 20.

Weekly event.



Halloween 'Carnivale'

You'll be oohing and aahing this Halloween — and not over any costumes.

Cirque Le Masque presents "Carnivale," a gravity-defying, circus-style show at Brooklyn Center for the Performing Arts at Brooklyn College on Oct. 31.

"Carnivale" takes audiences to the streets of Rio de Janeiro during the pre-Lenten season, where they become participants in the world's biggest party, complete with colorful lighting, special effects, and an original score.

The sophisticated, European-style circus features an international cast of colorfully costumed

jugglers, acrobats, aerialists and clowns performing gasp-inducing acts of balance, grace, strength and agility.

This being Halloween and all, children are encouraged to wear their costumes to the show and join in the circus shenanigans, too.

Cirque Le Masque's "Carnivale" at Brooklyn Center for the Performing Arts at Brooklyn College [2900 Campus Rd. at Hillel Place in Flatbush, (718) 951-4500], Oct. 31 at 3 pm. Tickets \$27-\$37 in advance, \$30-\$40 at the door, and half off for children 18 and under. For info, visit www.BrooklynCenterOnline.org.

Word Play - Imaginative Story-

telling: Ruben Museum of Art, 150 West 17 Street, between 6th and 7th avenues; (212) 620-5000 X 344. www.rmanyc.org; Wednesdays, 4–5 pm, Now – Wed, Dec. 29; \$10 (\$5 for museum

members children; Accompanying adult free).

Children ages four to six can travel to the Himalayas with their imagination through a series of fun and interactive stories perfect for the whole family.

Submit a listing

Going Places is dedicated to bringing our readers the most comprehensive events calendar in your area. But to do so, we need your help!

All you have to do is send your listing request to calendar@cnglocal.com — and we'll take care of the rest. Please e-mail requests more than three weeks prior to the event to ensure we have enough time to get it in. And best of all, it's FREE!

Dance around with Nat: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot.com; Thursdays, 11 am, Now – Sat, Nov. 20.

Weekly event.

Girl Scouts: Queens Library at Queens Village, 94-11 217 Street; (718) 776-6800; www.queenslibrary.org; Thursdays, 4 pm, Now – Thurs, Nov. 18; Free.

Informational meeting.

Nintendo Wii sports night: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot.com; Thursdays, 6 pm, Now – Sat, Nov. 20.

Weekly event.

Movie night: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot.com; Fridays, 6:15 pm, Now – Sat, Nov. 20.

Weekly event.

"Beauty and the Beast": Puppetworks, 338 Sixth Ave. at Fourth Street; (718) 965-3391; www.puppetworks.org; Saturdays and Sundays, 12:30 pm and 2:30 pm, Now – Sun, Dec. 19; \$8 (kids, \$7).

Classic tale — with marionettes.

Story time for kids: Greenlight Bookstore, 686 Fulton St. between South Elliott Place and South Portland Avenue; (718) 246-0200; abookstoreinbrooklyn.blogspot.com; Saturdays, 10:30 am, Now – Tues, Jan. 11, 2011.

Science power hour: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Saturdays and Sundays, 1:30 pm, Now – Thurs, Jan. 20, 2011.

Continued on page 52

Going Places

Continued from page 51

Learn about nature.

Training Group: The Animal Medical Center, 510 East 62nd St. (854)-230-6406; rsilverman@guidingeyes.org; www.volunteer.guidingeyes.org; Free.

Guiding Eyes for the Blind seeks volunteers to foster future guide dog puppies. All training, support and veterinary expenses are provided free of charge. Pre-placement classes are held at the Dog Spa in Chelsea at 32 West 25th Street. Required weekly raiser classes are held on Sunday evenings at the Center. Call for specific location & time.

Family Disco Night: Moxie Spot, 81 Atlantic Ave. between Hicks and Henry streets; (718) 923-9710; themoxiespot@gmail.com; themoxiespot.com; Saturday, Oct. 9, 6 pm; Saturday, Nov. 13, 6 pm; Saturday, Dec. 11, 6 pm; Free with Dinner.

The Doll Club: St. James Lutheran Church, 2776 Gerritson Ave. at Florence Street. (718) 373-7990.

The First Doll Club of Brooklyn is for all doll enthusiasts.

Haunted House: "Gravesend Inn": Voorhees Theatre, 186 Jay St., North of Tillary Street; (718) 260-5588 (5592); www.gravesendinn.org. Thursday, Oct. 21, 1 pm; Friday, Oct. 22, 6 pm; Saturday, Oct. 23, 1 pm; Thursday, Oct. 28, 1 pm; Friday, Oct. 29, 6 pm; Saturday, Oct. 30, 1 pm; Sunday, Oct. 31, 1 pm; \$6 (\$4 students with ID).

Be prepared to be scared. Not recommended for pre-school age children.

MON, SEPT. 27

Babies and Books: Gerritsen Beach Library, 2808 Gerritsen ave. between Gothman Avenue and Bartlett Place; (718) 368-1435; www.brooklynpubliclibrary.org; 10:30 am and 12:30 pm; Free.

Books, songs and rhymes with babies, birth to 18 months.

Ezra Jack Keats story time: Brooklyn Public Library's Central branch, Flatbush Avenue at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklynpubliclibrary.org; 7:30 pm; Free.

Children three to eight hear a story and take a home a free book.

TUES, SEPT. 28

Teen time: Brooklyn Public Library's Central branch, Flatbush Avenue at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklynpubliclibrary.org/branch_library_detail.jsp?branchpageid=265; 4 pm; Free.

Enjoy books, games and music.



'Dream' in Brooklyn

Shakespeare's "A Midsummer Night's Dream" will open Brooklyn Center for the Performing Arts at Brooklyn College 2010-2011 season on Oct. 17 at 3 pm.

Performed by the Aquila Theatre Company, the comedy is one of the most performed of Shakespeare's works.

This timeless tale deals with

love, passion, lust, confusion and marriage.

Tickets are \$27 in advance or \$30 at door and can be purchased online at www.brooklynCenter-online.org or by calling (718) 951-4500, for groups of 15 or more call (718) 951-4600, X 33.

Brooklyn Center for the Performing Arts, Walt Whitman Theatre at Brooklyn College, 2900 Campus Road.

THURS, SEPT. 30

Arts and crafts: Mill Basin Library, 2385 Ralph Ave. between Avenues M and N; (718) 241-3973; www.brooklynpubliclibrary.org; 4 pm; Free.

For teens.

FRI, OCT. 1

Blooming Babies: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 11:30 am-12:30 pm; \$7.50 (members, children under 1 free).

Children ages 18 months to two and one-half years learn about the five senses.

SAT, OCT. 2

Health Fair: Kings County Hospital D Building, 451 Clarkson Ave. between East 38th Street and Albany Avenue; (718) 245-3910; 10 am-4 pm; Free.

Insurance representatives to help in obtaining medical coverage.

pm. Brooklyn Children's Museum. See Friday, Oct. 1.

Concert: Brooklyn Public Library at Central, Dweck Center, 10 Grand Army Plaza at Eastern Parkway; (718) 230-2211; www.brooklynpubliclibrary.org; 1 pm; Free.

Sing-alongs, interactive music-making and improvisation with Jon Samson.

"Puss in Boots": The New Victory Theater, 209 West 42nd St. (646) 223-3010; www.newvictory.org; 2 and 7 pm; \$14-\$38 (\$9-\$25 members).

Operatic version of children's classic tale.

Fire prevention: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 2:30-3:30 pm; Free.

Children five and under practice Stop, Drop and Roll technique and visit with firefighters.

"Shout(Out) Brooklyn": Brooklyn Museum, 200 Eastern Pkwy. at Washington Avenue; (718) 638-5000; www.brooklynmuseum.org; 5-10 pm.

Target's First Saturdays, with music, art, lecture, film, author talk and dance party.

Fundraiser: Oceanside High School, 3160 Skillman Ave; (516) 603-5520 or (516) 594-2336; 7:30 pm; \$25.

Concert performed by the Strawberry Fields Tribute Band.

SUN, OCT. 3

Talons and Birds of Prey: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; 10 am-5 pm; Free.

Up-close-and-personal with live birds of prey like hawks and raptors from the talons.

Infant and child CPR: Still Hip, 283 Grand Ave. between Clifton Place and Lafayette Avenue; (718) 398-0008; clementine@nycmail.com; 11 am-2 pm; \$75 per couple.

Dr. Philip Graham leads class. Registration required.

Children's Church: Seventh-day Adventist Church, 136 Fire Island Ave. (631) 661-1890; www.sdachurchinbabylon.org; 11 am; Free.

Bible class and interactive puppet show. All ages.

"Puss in Boots": Noon and 5 pm. The New Victory Theater. See Saturday, Oct. 2.

Thalia Kids' Book Coub: Clementine Series: Leonard Nimoy Thalia, 2537 Broadway at 95th Street; (212) 864-5400; 1 pm; \$15 (\$12 members).

Author and illustrator Sara Pannypacker and Marla Frazee. For children

Going Places

7-10.

Science workshop: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 1:30-2:30 pm; Free.

Children five and up make their own batch of edible slime.

Tom Chapin: Brooklyn Center for the Performing Arts at Brooklyn College, 2900 Campus Rd. at Hillel Place; (718) 951-4500; www.brooklyncenteronline.org; 2 pm; \$6, (\$7 at the door).

Recommended for ages four and up.

Fire prevention: 2:30-3:30 pm. Brooklyn Children's Museum. See Saturday, Oct. 2.

MON, OCT. 4

"The Great Muppet Caper": Cobble Hill Cinema, 265 Court St. at Butler Street; (718) 875-9254; www.bigmoviesforlittlekids.blogspot.com; 4 pm; \$6.50.

Part of the Big Movies for Little Kids series.

TUES, OCT. 5

Creative Writing: Gumbo, 493 Atlantic Ave. between Nevins Street and Third Avenue; (718) 855-7808; 3:45-5:15 pm; \$120.

Debbie Officer offers tips to children 8 to 10.

THURS, OCT. 7

School tour: Bay Ridge Pre, 7420 Fourth Ave, between Bay Ridge Parkway and 74th Street; (718) 833-9090; www.bayridgeprep.org; 9 am; Free.

Visit the school to learn about all the programs available for students K through 12. RSVP required.

Middle School Information

night: IS 278 - Marine Park, 1925 Stuart St. between Gerritsen and Fillmore avenues; (718) 968-6111; cdcc22@hotmail.com; 7 pm; Free.

CDEC 22 and District 22 middle schools providing information for parents, residents and guardians.

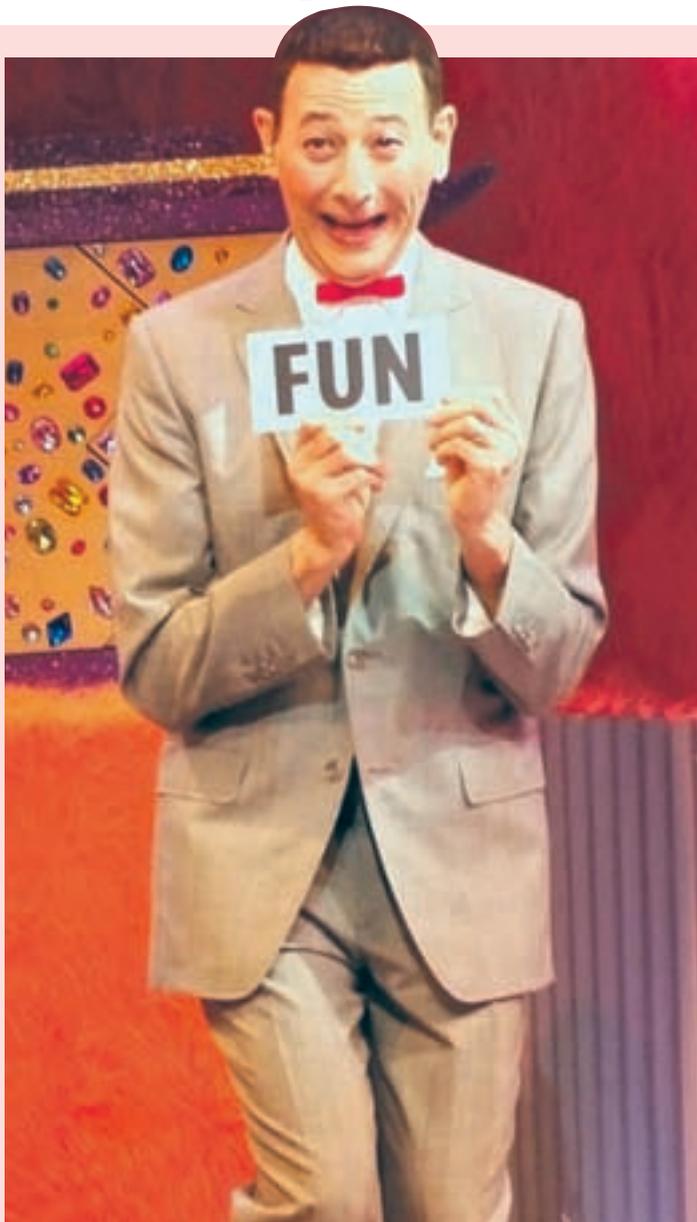
"Puss in Boots": 7 pm. The New Victory Theater. See Saturday, Oct. 2.

FRI, OCT. 8

"The Muppet Movie": Toren, 150 Myrtle Ave. at Flatbush Avenue Extension; (718) 222-8673; www.bigmoviesforlittlekids.blogspot.com; 7 pm; Free.

Part of a new "Big Movies for Little Kids" outdoor fall series.

"Puss in Boots": 7 pm. The New Victory Theater. See Saturday, Oct. 2.



Pee-wee on stage

Pee-wee's back!

"The Pee-wee Herman Show," a new Broadway show based on the Paul Reubens' 1981 stage productions, movies, and the Saturday morning television show, brings back the bow-tied icon and his friends from Pee-wee's Playhouse.

Fresh off a sold-out run in Los Angeles, the fanciful production will feature new music and delightful puppetry work, with the cast of characters including Miss Yvonne, Cowboy Curtis, Pterri the Pterodactyl, Jambi the Genie,

and Chairry in an all new celebration of sophisticated silliness.

Filled with subversive humor and childlike wonder, "The Pee-wee Herman Show" charts a day in the life of the bow-tied hero, one of the most inspired comic personas of our time who's ready to charm a whole new generation.

"The Pee-wee Herman Show" at the Stephen Sondheim Theatre [124 W. 43rd St. between Broadway and Sixth Avenue in Manhattan, (212) 719-1300], Oct. 26-Jan. 2, 2011. Tickets \$67-\$122. For info, visit www.Pee-wee.com/Broadway.

SAT, OCT. 9

"The Bad Birthday": Brooklyn Public Library at Central, Dweck Center, 10 Grand Army Plaza at Eastern Parkway; (718) 230-2211; <http://www.brooklyn-publiclibrary.org>; 1 pm; Free.

Classic Mexican folk-tale.

Art workshop: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 1:30-2:30 pm; Free.

For children three and older.

Science workshop: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400 X106; www.brooklynkids.org; 1:30-2:30 pm; Free.

Children two and one-half to five years old discover the importance of pumpkins. Pre-registration required.

"Puss in Boots": 2 and 7 pm. The New Victory Theater. See Saturday, Oct. 2.

Talent show: Cross Island YMCA, 238-10 Hillside Ave. (718) 479-0505; www.ymcany.org; 6:30 pm; \$10, (\$5, children five-12; Free, Children under five; \$5 Parents Booster in program).

SUN, OCT. 10

"Puss in Boots": Noon and 5 pm. The New Victory Theater. See Saturday, Oct. 2.

MON, OCT. 11

"Beauty and the Beast": Puppetworks, 338 Sixth Ave. at Fourth Street; (718) 965-3391; www.puppetworks.org; 12:30 pm and 2:30 pm; \$8 (kids, \$7).

Classic tale — with marionettes.

TUES, OCT. 12

Creative Writing: 3:45-5:15 pm. Gumbo. See Tuesday, Oct. 5.

THURS, OCT. 14

School tour: 9 am. Bay Ridge Pre. See Thursday, Oct. 7.

SAT, OCT. 16

Drawn in Brooklyn: Family Day Festival: Brooklyn Public Library's Central branch, Flatbush Avenue at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklyn-publiclibrary.org/branch_library_detail.jsp?branchpageid=265; 10:30 am; Free. Favorite children's book illustrators.

SUN, OCT. 17

School tour: Noon. Bay Ridge Pre. See Thursday, Oct. 7.

Continued on page 54

Going Places

Continued from page 53

TUES, OCT. 19

Creative Writing: 3:45–5:15 pm. Gumbo. See Tuesday, Oct. 5.

FRI, OCT. 22

"Pinocchio": Toren, 150 Myrtle Ave. at Flatbush Avenue Extension; (718) 222-8673; www.bigmoviesforlittlekids.blogspot.com; 7 pm; Free.

The 1940 version. Part of a new "Big Movies for Little Kids" outdoor fall series.

SAT, OCT. 23

It's My Park Day: Prospect Park Band Shell, Enter Park at Prospect Park West and Ninth St. (718) 965-8960; www.bricartsmedia.org/cb; 10 am–2 pm; Free.

Help keep Prospect Park beautiful.

"Sleeping Beauty": Brooklyn Public Library's Central branch, Flatbush Avenue at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklyn-publiclibrary.org/branch_library_detail.jsp?branchpageid=265; 1 pm; Free.

Live performance of children's classic.

SUN, OCT. 24

Ghouls and Gourds: Brooklyn Botanic Garden, 1000 Washington Ave., at Eastern Parkway; (718) 623-7220; www.bbg.org; Noon–6 pm; \$8 (\$4 seniors).

Wackiest Halloween celebration featuring music, grand hands-on workshops, larger-than-life puppets, and a batty book barn featuring a suite of local children's book authors and illustrators.

Icky Science: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400 X106; www.brooklynkids.org; 1:30–2:30 pm; Free.

Children five and older explore Egyptian artifacts and make their very own mummy craft.

Klezmer Conservatory Band: Brooklyn Center for the Performing Arts at Brooklyn College, 2900 Campus Rd. at Hillel Place; (718) 951-4500; www.brooklyncenteronline.org; 2 pm; \$27.

Jewish dance music.

TUES, OCT. 26

Creative Writing: 3:45–5:15 pm. Gumbo. See Tuesday, Oct. 5.

Arts and crafts: Homecrest Library, 2525 Coney Island Ave. between Gravesend Neck Road and Avenue V; (718) 382-5924; 4 pm; Free.

Halloween decorations.

THURS, OCT. 28

School tour: 9 am. Bay Ridge Pre. See Thursday, Oct. 7.



Ghouls take flight

Oh, a haunting we will go. For a Halloween your kids won't soon forget, head to the STREB Lab for Action Mechanics in Williamsburg this month.

On Oct. 16, the dance company presents a Halloween-inspired show that is comprised of jaw-dropping aerial and circus acts.

The performers will be in costume as they flip and fly through the air, so make sure your kid is, too.

The show benefits the SLAM

Kids in Control program, a program for at-risk youth in partnership with the Greenpoint YMCA. The space offers a variety of kid's programs, if you like what you see, your own child could soon be flying high as well. Costume optional.

"A Haunting We Will Go" at STREB Lab for Action Mechanics [51 N. First St. between Wythe and Kent avenues in Williamsburg, (718) 384-6491], Oct. 16 at 3 pm and 7 pm. Tickets \$20 for adults, \$15 for kids. For info, visit www.streb.org.

Free height and weight checks for the kids. Nutritious snacks & sugarless candy.

SAT, OCT. 30

"The Wizard of Oz": Brooklyn Public Library's Central branch, Flatbush Avenue at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklyn-publiclibrary.org; 1 pm; Free.

Live performance of children's classic.

Monster Mash: Brooklyn Children's Museum, 145 Brooklyn Ave. at St.

Marks Avenue; (718) 735-4400; www.brooklynkids.org; 6–9 pm; \$5 (\$10 non-members).

Witches, goblins, and ghouls are invited to a fun-filled family trick-or-treat costumed party. Special ticket required.

SUN, OCT. 31

Cirque Le Masque: Carnivale: Brooklyn Center for the Performing Arts at Brooklyn College, 2900 Campus Rd. at Hillel Place; (718) 951-4500; www.brooklyncenteronline.org; 3 pm; \$40, (\$30 at the door; \$37, \$27 in advance; half-price children 18 and under).

Take a trip to Rio for Carnivale in this Silver Medal award production. Kids are encouraged to wear Halloween costumes.

TUES, NOV. 2

Kids Can Vote: Lefferts Historic Homestead, 452 Flatbush Ave. between Empire Boulevard and Eastern Parkway; (718) 789-2822; www.prospectpark.org; Noon–4 pm; Free.

Kids mark their ballot for their favorite candidates from New York State Governor.

Creative Writing: 3:45–5:15 pm. Gumbo. See Tuesday, Oct. 5.

FRI, NOV. 5

Blooming Babies: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 11:30 am–12:30 pm; \$7.50 (members, children under 1 free).

Children 18 months to two and one-half years discover balloons.

SAT, NOV. 6

Blooming Babies: 11:30 am–12:30 pm. Brooklyn Children's Museum. See Friday, Nov. 5.

World passport workshop: 11:30 am–12:30 pm. Brooklyn Children's Museum. See Saturday, Oct. 2.

SUN, NOV. 7

Children's Church: 11 am. Seventh-day Adventist Church. See Sunday, Oct. 3.

Family Fun Day: Our Lady of Perpetual Help, 552 59th St. between Fifth and Sixth avenues; (718) 376-1620; olphtwirlers@aol.com; Noon; \$5 (\$3 children under 12).

Fundraiser with toy table, holiday table, games and rides.

TUES, NOV. 9

Creative Writing: 3:45–5:15 pm. Gumbo. See Tuesday, Oct. 5.

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It figures

BY CYNTHIA WASHAM

SPOOKY STUFF



80 Percent of U.S. pumpkins that are available in October.

1,689 Weight, in pounds, of the world's biggest pumpkin, grown by Joe Jutras of Rhode Island in 2007

1996 Year Alabaman Brian Adkins founded Scripture Candy, which produces Halloween lollipops, candy corn and other treats wrapped in bible verses.

8 Months computer-graphics artist Chris Horvath spent developing the simulation of a fiery tornado surrounding Harry in the movie *Harry Potter and the Half-Blood Prince*.

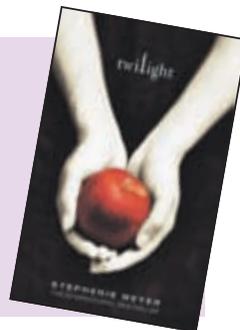


11 Number of colleges that went to Middlebury College, Vermont, in October 2008, to compete in the quidditch intercollegiate World Cup, a down-to-earth version of Harry Potter's favorite airborne sport.

21 Minimum age one must be to buy fog-producing dry ice at a Kroger store.

More than 42 million

Number of vampire-theme, young-adult, *Twilight* romance novels that have been sold.



25 Percent of Americans in the 1980s who believed humans may have been abducted by aliens.

40 Percent who believe that now.



TEACHER TIDBITS

1993 Year World Teachers' Day, Oct. 5, was initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

More than 100 Number of countries that observe World Teachers' Day.

More than 50 Average number of hours teachers work per week, including grading assignments and other tasks at home:

\$443 Average amount of their own money teachers spend each year on their classrooms.



Sources: Pumpkin-patch.com, Backyardgardner.com, Scripturecandy.com, The Virginian-Pilot, Gainesville Sun, Wired, Sports Illustrated Kids, Newsweek, Teacher-appreciation.info, Suite101.com

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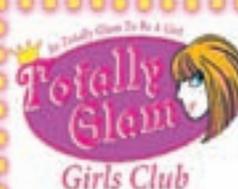


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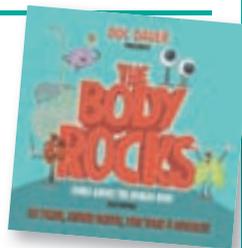
"The Body Rocks" merges modern pop music with biological science, using lyrics that answer children's burning questions about the functions of the human body. And it's set to music performed by people you'd never expect — but are happy to find — on a kid's album, from Liz Phair to Pete Dinklage.

The 11 songs on the album explore the body's systems and senses in a straightforward, insightful way. There's songs about the endocrine and circulatory systems ("We're All Big Fans of Glands," "The Heart Beats Lub Dub"), specific organs and

body parts ("Hair Isn't Just on our Head," "Skin is the Biggest Organ"), senses ("Smell is Invisible," "Sight is One of Our Sense"), and even the body's basic fuels ("Food Gives Energy to Me and You," "Oxygen is Our Friend").

The lyrics are written for kids, but don't be surprised if you find yourself tapping your toe while you listen to Pete Dinklage sing about pee!

For more info, visit www.rounder.com.



C is for colorful

Brighten up a wall, and help your child learn the ABCs at the same time.

With this colorful mosaic by Genny Didly, there's no better way to dress up a blank slate. The original painting is made for any girl's room that needs a splash of vibrant pinks, zesty yellows, plum purples and a summer sky blue.

Each image, from the sweet gi-

raffe to the towering cupcake to the summer dandelion, is painted in 3D.

The mosaic is made of birchwood panel and acrylic paint, topped with many layers of acrylic gloss varnish to ensure better UV protection and a crisp and vibrant look that will last long after your child's learned her ABCs.

For more information, visit www.etsy.com/shop/GennyDiddly.

Tooth-rific

Here's a way to make losing teeth fun.

Tooth Fairy pockets by Kempton Jones dress up the old tradition of leaving a lost incisor under a pillow, with a sweet tooth illustration and soft material that's perfect for slipping under the pillow.

The teeth illustrations come in two smiley designs, so you can decide which one is best for your little one. The pockets themselves range in color from orange to black.

The materials are created from

Ecospun felt — polyester made from recycled plastic bottles. So while losing your teeth doesn't present any opportunities for a second life, at least the case does.

Visit www.etsy.com/shop/KemptonJones.



The materials are created from



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