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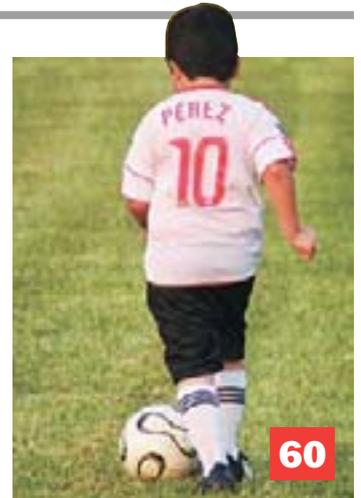
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Letter from the publisher

Teachers are heroes every day

Teachers have been getting a lot of bad press lately. A great deal of pressure and demand has been put on them to make miracles happen. The word is out that, as teachers, they are largely responsible for educating millions



of children who show up for school unprepared and disadvantaged in numerous ways, and poof! that in overcrowded outdated classrooms settings, with all sorts of discipline issues and underfunded programs, they can get them to pass tests that will indicate success or not.

So now we have teachers all over the country who are taking the fall and teaching to the tests and pressured to get high results out of their students or else. In

my day this would have been unheard of. In my day, teachers were respected, admired, and fully in charge. That's not to say that everyone was perfect. We had our duds, but in my day kids didn't have so many other distractions, and also came

largely from homes where education and moving forward was a priority.

On Sept. 11, 2011 many of us had children who had just gotten to school and for many in the public system it was the second day of the new school year. They were with their teachers in these classrooms when the planes hit the towers.

Hindsight tells us what happened that day and of course we've had time to reflect and to listen and

learn who and what and how the day unraveled. At the time, however, no one really knew what was happening, and that was pretty scary stuff. It was scary for everyone, and it was especially scary for children and their teachers who were in close proximity to the disaster and it's aftermath of confusion and debris. It was also scary for us parents whose children were in their schools, and it changed a lot of our choices and behavior forever regarding their safety.

In this issue, our *BACK TO SCHOOL* annual, we take the time and space to honor the memory of that day and all the souls whose lives were lost and their families, by remembering through the eyes of two New York City teachers what the day and the moment was like for them and the children in their care.

Laura Varoscak was teaching a

few blocks away in TriBeCa and Wanda Troy was in the downtown Brooklyn Boerum Hill section at PS 261. Each of them has contributed their memories of that day and how they and the children reacted to the events around them and how they, as the professionals they are, took care of, and informed our children of what was taking place, and how they helped get them safely back to their homes and their worried families.

Teachers are heroes every day. This was just one of them. From our hearts we honor them.

Have a great school year! Thanks for reading!

Susan Weiss-Voskidis, Publisher

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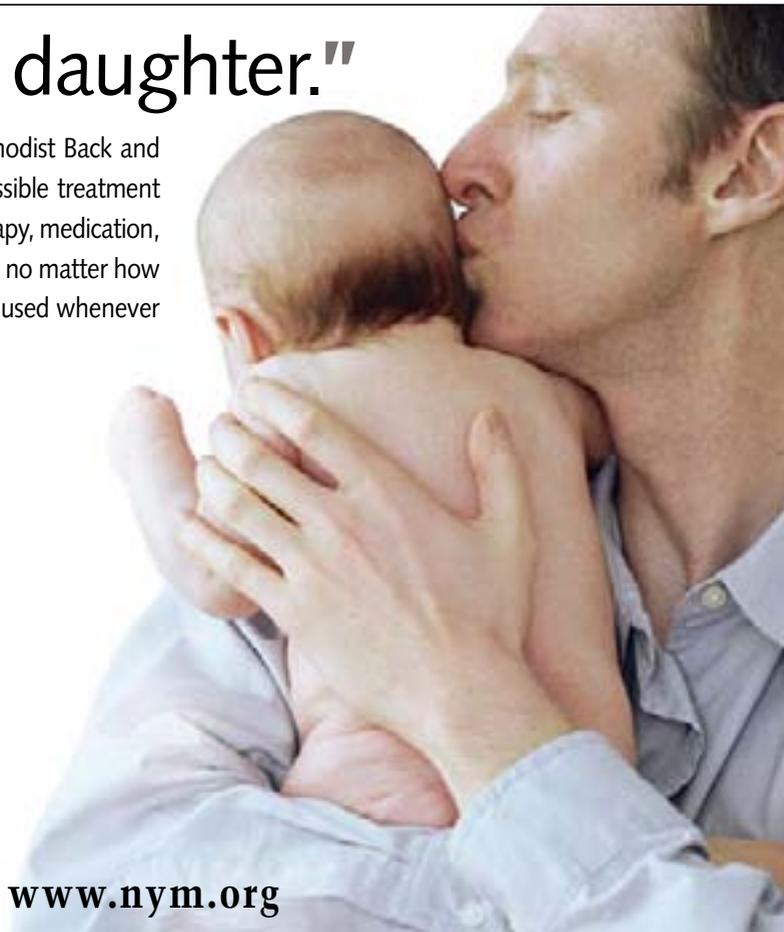
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Ten years later,

Here the tales of two heroes of a different kind — teachers, one in Brooklyn and one perilously close to Ground Zero — who experienced the day together with their young students, allowing them to see things through the eyes of the most-innocent bystanders.

When hugs meant so much more

BY WANDA TROY

I remember this day in vignettes — flashes of experience. I remember this as a day during which I had to use all that I knew about children and education to make decisions for the 28 young people that had been entrusted to me. It was a day that made clear the power of good teaching, and the understanding that schools are communities that are built on relationships.

It was the second day of school, at 8:40 am, on a crisp fall morning with a bright blue sky, and the fifth-grade classes wanted to stay out in the yard of our Downtown Brooklyn school and socialize just a little bit more. We fifth grade teachers glanced at each other and quickly made the decision that these 15 minutes would go a long way in developing community and rapport with our new classes, so we stayed out. The children sat chatting in groups. After the 15 minutes, we lined up and started filing into the school, when we heard a child call out, “I just saw a plane hit a building!”

“I don’t think that’s possible,” a teacher confidently responded.

“Wanda, can I speak to you in the hallway?” a colleague called to me. The students and I were engrossed in our morning read aloud. “The Lord of the Rings” trilogy was everywhere, and the children had decided I should read “The Hobbit” aloud to them. The first 20 minutes of each day was dedicated to this reading. Children were stretched out on the carpet, hanging on each word. No one was bored, and no one was fidgeting.

Some were sketching or taking notes in their reader’s notebook.

“Can this wait, please?” she asked.

“I’m not allowed to interrupt our special read aloud,” I said. That was the rule, after all — no bathroom, no side conversations, no distractions.

“I think this is really important,” she insisted.

“Well, all right,” I responded. “Everyone, turn and talk — what do you think is going to happen next?”

Out in the hallway, I could see how agitated, actually hysterical, my colleague was as she stammered, “We just heard a report that a number of small planes are hitting buildings in Manhattan, and car bombs are exploding throughout the city!”

My thoughts went immediately to my son, a high school student in Manhattan.

“What the hell is happening?” I thought. “Is he OK?!” But I couldn’t linger there too long. There were 28 children belonging to other parents — as well as my own daughter — in my classroom. (Yes, I was my daughter’s fifth grade teacher.) I had to think of them. And I did think. I weighed each decision carefully.

I have always believed that children deal better with information than with the lack of it. They had heard the worry in my colleague’s voice and noticed her agitation. I knew I had to address their concerns. I reentered our classroom and explained to the children that there was something unusual going on in Manhattan, and that when we got more information, I would be



sure to share it with them. The read aloud continued. But as soon as it ended, the questions began.

The children really wanted to know what was happening, so we plugged in the class radio. We turned it on just as the commentators were emotionally reporting on the people jumping out of the World Trade Center towers. I quickly turned off the radio.

The children needed to talk about what they were thinking and feeling, so we did a go ‘round — each child could ask one question and share one thing they were thinking. Some children were worried that Manhattan had been totally flattened, some worried that their family members who worked in Manhattan wouldn’t be able to get out. What they imagined was far worse than even the unimaginable reality.

I decided that they really needed to see for themselves the view of Manhattan from my colleague’s classroom, which was at the end

of the corridor, on the other side of the hall. We sat in the hallway chatting as, a few at a time, they walked to the window. Yes, they did see the Twin Towers ablaze and falling, but they also saw that there was no other major damage. They returned to our classroom still nervous, but also greatly relieved.

There were two children who were particularly worried, and their classmates immediately rallied around them to listen and give comfort. This group of students had been together since kindergarten and had forged deep and supportive relationships. They argued at times, but they clearly cared for one another. There was some crying, and a lot of talking. There was some good listening, and a lot of reassuring. Some hugging, and a lot of hand-holding.

I shared as much information as I could. I listened as well as I could. And we tried to continue our learn-

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teachers talk 9-11

A haven near Ground Zero

BY LAURA VAROSCAK-DEINNOCENTIIS

It was the first day of school for many children — a beautiful morning, and not a cloud in the sky. My co-teacher Robert and I had just finished adding fresh paint to the easel and waited excitedly for our preschool students to arrive.

Suddenly, we heard the deafening roar of a plane overhead, approaching with such force and speed that the vibration knocked heavy gallon jugs of glue from the table and sent books tumbling off the shelves. Then, there was a thunderous crash — shattering glass, screeching metal — followed by an eerie silence.

We ran outside to investigate and were devastated to see a huge fiery hole in the North Tower of the World Trade Center. Everything on the typically busy streets of lower Manhattan stopped except for the police and fire trucks speeding toward it. People stood, stunned. We returned to work with heavy hearts, prepared to comfort the 3- and 4-year-olds when they arrived.

The children greeted us with smiles. Some spoke of the loud “boom,” but no one dwelled on it. They wanted to get busy with puzzles, blocks and paint. Parents were shaken; they knew people who worked in the Towers. Our job was to focus on the children and keep things as calm as possible.

By 9 am, only three of our students had arrived. While Robert read them a book, I walked one of the mothers to the door. She was worried about her older son who had started kindergarten at a school only a few blocks away from the World Trade Center. Outside, people gathered on Church Street to get a view of the North Tower. I saw an-



(Clockwise from top) A photo Varoscak-Delnnocentiis took on Sept. 11 from her school in TriBeCa. This banner hung in the front window of The Washington Market School, where Varoscak-Delnnocentiis was a teacher. Kids in Varoscak-Delnnocentiis's class lined up rescue action figures.

other parent from our class struggling to push a stroller through the crowd and went to help her.

As we watched the black smoke billow through the sky and reams of office paper fly from the windows, the second plane struck the South

Tower. People panicked and suddenly we were caught in a stampede. I rushed back inside the school to inform everyone of the second crash and we began the evacuation process. Parents nervously swooped up their children and headed away

from the burning buildings. Robert and I had one student without a parent — the mom who left to check on her son. We tried calling her but the phone lines were busy, so we left a note on the door and headed north to the family's apartment. Luckily, she met us on the street halfway between school and home.

Our school remained closed until it was deemed safe to return to the neighborhood. Only those who lived or worked below Canal Street were allowed to enter with written permission. Armed guards walked the streets and policed the subway stations, but downtown Manhattan still didn't feel safe. Fires continued to burn. Debris littered the ground. Dust coated cars and buildings. People were dazed. A strange smell lingered in the air — an indescribable, sickening odor that will forever conjure memories of planes crashing, people jumping, and buildings imploding. Walking south on Church Street, I couldn't take my eyes off of the giant hole in the skyline. It was hard to believe the Twin Towers were gone.

When the children returned to school, they craved order and consistency. They needed a safe place to play and express their feelings about what had happened. Some experienced the tragedy firsthand. Others were fortunate to leave the city after the first plane hit. Whether they witnessed the attacks directly or indirectly, everyone was vulnerable. Parents could not shield their children from the horror of 9-11, especially those who lived in the area surrounding Ground Zero. Their world had been turned upside down. Many families were forced to leave their homes and live in hotels. Children weren't allowed to play outside in the local

Continued on page 8



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Hugs

Continued from page 6

ing: independent reading, writing workshop, a math lesson, and an introduction lesson to our study of the Arctic. But it was hard to focus, and the children really just wanted to be with each other and talk.

And then the announcements began. Parents were coming to pick up their children, and every few minutes, a child's name was heard over the public address system. That child quickly packed up, hugged us goodbye, and went to the office to go home.

The interruptions were constant, and I do believe the announcements were hard on those children who had not yet been picked up. I know that it was hard on me — a mother who still did not know the whereabouts of one of her children.

At last, a good friend of mine arrived with his son, as well as his classmate — my son. They had taken the F train from Manhattan, which despite the news reports to the contrary, was still running. I

now had my daughter AND my son with me. I realized I was experiencing the only relief I had felt all day. And, as I hugged my son, I laughed — and cried. I cried in front of the remaining children, who all gathered around and hugged us. I cried, because that's what human beings do.

I think on some level those youngsters all knew that I had held it together for them all day, and they did not begrudge me this one display of emotion.

I waited until the very last child left our classroom. And only then did I go home with my children. None of us knew the whole story yet. None of us knew what the future would bring. We didn't know then how this experience would change us, our country, and our lives.

Two days later, we were all back in our classroom, crying, talking, and listening, trying to process what had happened and make sense of it all — together.

Wanda Troy works as a literacy-content coach at PS 32 in Carroll Gardens. She was the director of the New Program at PS 261 in Boerum Hill and a classroom teacher there.

Haven

Continued from page 7

we explained that they were doing everything possible to protect them.

Our curriculum focused on safety and emotions. We bought extra Play-Doh so little hands could squeeze, squash, and pound out the feelings they couldn't put into words. The children also expressed themselves through artwork — drawings of the broken towers, paintings of flames and black smoke clouds. Teachers ordered extra rescue hero action figures, toy planes, and emergency vehicles for the children to use in the block area. For weeks, kids built towers and knocked them down over again and again. We encouraged them to keep rebuilding, making the towers safer and stronger each time.

we explained that they were doing everything possible to protect them.

Some never had a chance to say goodbye to their friends who escaped the city that morning and never returned.

Miraculously, no one from our school perished in the Sept. 11 attacks.

"My daddy's building disappeared," a 4-year-old declared as he walked back into the classroom after the hiatus. "Bad guys did it."

For weeks after the tragedy, the children spoke of bad guys, fireballs, crashing planes, and explosions. They knew something terrible had happened and needed our help to work through it. They had many questions: "Why did the bad people want to hurt everybody?" "How did the buildings get knocked down?" "Will the planes come back?"

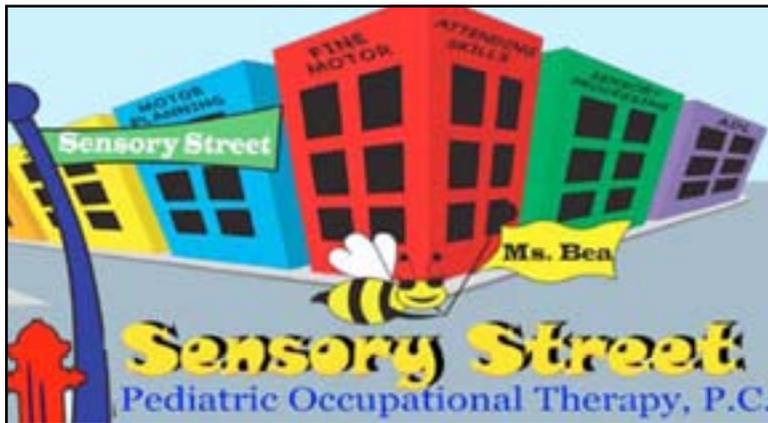
We answered their questions simply and honestly. We acknowledged the event and reassured them that it was over. The streets were filled with police officers, firefighters and EMS workers, and

we explained that they were doing everything possible to protect them.

Our curriculum focused on safety and emotions. We bought extra Play-Doh so little hands could squeeze, squash, and pound out the feelings they couldn't put into words. The children also expressed themselves through artwork — drawings of the broken towers, paintings of flames and black smoke clouds. Teachers ordered extra rescue hero action figures, toy planes, and emergency vehicles for the children to use in the block area. For weeks, kids built towers and knocked them down over again and again. We encouraged them to keep rebuilding, making the towers safer and stronger each time.

With each new building that went up, we knew the children felt safer and stronger, too.

Laura Varoscak-DeInnocentiis is a contributing writer for Family Publications New York and www.NYParenting.com. On Sept. 11, 2001, she was a teacher at the Washington Market School in TriBeCa, located seven blocks from Ground Zero.

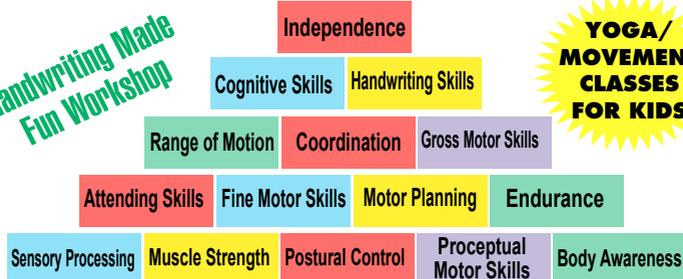


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HEALTHY LIVING

DANIELLE SULLIVAN

Tired of sleep deprivation?

We are a sleep-deprived society, and our constant, on-the-go way of life is affecting us adversely. It seems that just about everyone is getting by on a few short hours of sleep. Even our kids are staying up later and waking up earlier than we did as children.

Moms — especially those of us with small children — are among the worst sleepers, largely because we often grab small doses of uninterrupted sleep.

Lack of sleep has been blamed for everything from headaches and sluggishness to obesity. Sleep disorders play a major role in quality of life, daytime functioning, and health. Insomnia sufferers exhibit more problems with attention, concentration, and memory. They are more susceptible to depression and anxiety.

A new report by the University of Texas Southwestern Medical Center says that interrupted sleep may interfere with memory. When sleep is frequently interrupted, the ability to learn new things and retain information can be considerably compromised.

People who suffer from sleep apnea (a sleep-related breathing disorder) are at greater risk for high blood pressure, cardiac arrhythmias, stroke, and death. As of today, there are more than 80 different sleep disorders identified in the International Classification of Sleep Disorders.

But how do you know if your pattern of sleep is irregular, or if it's a



problem at all?

The National Sleep Foundation reports that more than 50 million Americans suffer from a sleep disorder at some point in their lives.

What specific behaviors or sleep patterns mark a sleep disorder, as opposed to typical irregular sleeping habits in our fast-paced world?

"In our society, chronic sleep deprivation is a very common finding," says Jeremy Weingarten, director of the Center for Sleep Disorders Medicine and Research at New York Methodist Hospital and assistant professor of clinical medicine at Weill Cornell Medical College.

"In general, individuals need between seven and eight hours of sleep per night. However, a large percentage of people are getting less than seven, and often less than six, hours of sleep per night," says Weingarten. "Besides not getting enough time in bed, many individuals have poor sleep hygiene: reading and eating

in bed, watching television in bed, highly variable sleep times (particularly on weekends), sleeping outside of the bedroom (on the living room couch), etc."

Weingarten says that distinguishing poor sleep hygiene and habits from a sleep disorder is often difficult, since symptoms seem common and not harmful. They include loud snoring, frequent awakenings during the night, awakening caused by gasping for breath at night, significant daytime sleepiness, morning dry mouth and headaches, awakening un-refreshed, and the inability to fall asleep or stay asleep.

If these symptoms are present, you may benefit from undergoing evaluation for possible obstructive sleep apnea, one of the most common sleep disorders, advises Weingarten.

If you want to change your sleep habits at home, your best bet is sticking to a routine.

"A nightly routine is important, and proper sleep hygiene is essential for a good night's sleep," says Weingarten. "Regarding insomnia: acupuncture, tai chi, and yoga may improve sleep." However, if you feel significantly affected by your lack of restorative sleep, you should seek out a sleep doctor. Not all people need a full sleep study to help identify their problem.

And if you are finding yourself in the throws of taming the back-to-school sleep monster, Weingarten says that getting a child back on a nightly routine is very important.

"Getting into pajamas, brushing teeth, reading a book, etc. should be performed at the same time each night. Decrease their bedtime by 15 minutes per night until they are back to their normal bedtime," he says. "For example, if they normally go to sleep at 8:30 on a school night, but they have been going to sleep at 9:30 pm during the summer, advance their sleep time to 9:15 one night, then 9 the next night, then 8:45 the following night, and so on, until they reach their ultimate bedtime goal."

Danielle Sullivan, a Brooklyn-born mom of three, has worked as a parenting writer and editor for more than 10 years, and was recently honored with a Gold award for her health column by the Parenting Media Association.

Sullivan also writes for Babble. You can find her on her blog, *Just Write Mom*.

Where to get help:

Sleep Disorders Institute [423 West 55th St., fourth floor in Manhattan, (212) 994-5100]. For information, visit www.sleepny.com/Index.html.

NYU Sleep Disorders Center [462 First Ave., Suite 7N3 in Manhattan, (212) 263-8423]. For information, visit www.med.nyu.edu/sleep/.

The Center for Sleep Medicine at New York-Presbyterian Hospital/Weill

Cornell Medical Center [425 East 61st St., fifth floor in Manhattan, (646) 962-7378]. For information, visit www.weillcornell.org/sleepctr/.

Sleep Disorder Center at New York Methodist Hospital [506 Sixth St. in Park Slope, Brooklyn, (718) 780-3017]. For information, visit www.nym.org/For-Patients-and-Visitors/Our-Services/The-Institute-for-Asthma-and-Lung-Diseases/Sleep-Disorder-Center.aspx.

New York Hospital Queens [56-45 Main St. in Flushing, Queens, (718) 670-2000]. For information, visit www.nyhq.org/diw/Content.asp?PageID=DIW009032.

North Shore LLI/Staten Island University Hospital [475 Seaview Ave. in Dongan Hills, Staten Island, (718) 226-2331]. For information, visit www.siu.edu/Medical-Services/Clinical-Services/Sleep-Disorders.aspx.



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Bugging out over head lice

BY ALLISON PLITT

Mention the phrase “head lice” to any parent and most will react with a cringe. What are they, and how do you treat them if they’ve infested your child’s scalp?

Head lice are little bugs that can

make your kids scratch their noggins, but do not cause any diseases, according to the National Center for Biotechnology Information. The worst result of having head lice is a child scratching his head until he opens wounds, which could then become infected.

There is, however, much transmission of head lice in schools, because children tend to interact in closer proximity to

each other than adults. Doctors report an increase in the number of head lice cases after school starts in September.

This month, many parents will receive information about head lice from their children’s schools. While some private institutions test students for head lice before the start of the academic year, New York City public schools have a policy of not accepting children who have lice into classrooms.

What are head lice?

Head lice are six-legged insects that are the size of sesame seeds. They only live on human beings, and cannot be caught from animals, according to a statement issued by the city’s Office of School Health.

Pearly white and smaller than a pin head, nits are the egg cases laid by lice. While lice move around the head and on the scalp, nits attach to hair shafts.

A child can only have head lice if he has a living, moving louse on his scalp. He catches the parasite when the louse gives up its host’s head for a new host. Eggs in their protective nits are not transmitted from one head to another.

Once the insects attach to a person’s head, they feed on blood obtained from the scalp. Many — but not all — people with head lice will develop an itchy scalp.

Anyone can get head lice, which are usually caught from family and friends in the home and community.

Head lice can be transferred when people hug each other, or when small children are playing together and their heads brush each other.

Head lice can also be transmitted by objects — such as hats, clothing, combs and brushes — used by infected individuals.

How can head lice be prevented?

Families can do everything right and still develop head lice. Learn how to check your children’s head for these lice, before they have



Doctors report an increase in the number of head lice cases after school starts in September.

a chance to breed. When making your examination, it can be easier to spot the nits laid on the hair, which are most often found in the thickest parts — at the nape of the neck and behind the ears.

Parents should also tell children not to share hats, combs and brushes with anyone else. Physical contact with infected individuals, including their belongings, should be avoided.

What are the symptoms of head lice?

The first indication of an infection is usually itching around the area of the body where the lice feed. If a child is scratching the back of his head or around his ears, examine them for head lice.

It may take two to three weeks or longer for a person to notice the intense itching associated with lice infection.

How can head lice be treated?

There are a multitude of products on the market for treating head lice. Several medicated shampoos or cream rinses, especially those containing the pesticides permethrin or pyrethrin, can be purchased over the counter.

After washing your child's hair with a head lice shampoo, a parent will need to comb out any remaining nits with a good lice comb. The most effective combs are those with metal teeth so close together that you can't see them. If the child has long hair, the lice comb approach can be time consuming and labor intensive, so many parents opt to cut their child's hair.

There are also hair lotions that can be added to dry hair and applied with a lice comb. These lotions should not be heated with a hair dryer, as some of them are flammable.

Parents should repeat the process of washing and combing their child's hair every seven days to ensure that the lice do not reappear.

Because head lice have devel-

oped resistance to the pesticides used to treat them, the number of lice infections has grown over the years. The National Pediculosis Association believes that prescription pesticides, such as malathion and lindane, are not only ineffective at treating infections, but are also dangerous if they are used after the child has been treated with an over-the-counter pesticide. The Association "advises parents to discontinue the use of any treatment at the earliest sign of failure and to avoid using other chemicals. Manual removal is the best option whenever possible."

All bedding, towels and clothing from infected individuals should be cleaned with soap and hot water, and placed in a dryer for at least 20 minutes to help kill off any remaining lice. Toys and other belongings can be placed in plastic bags and sealed off for 10 days so the lice will die of starvation.

You should also soak combs and hairbrushes in alcohol or lice shampoo, dispose of hair accessories, and thoroughly vacuum carpets and upholstered furniture.

Lice removal has become profitable for many businesses. In the New York City area, there are treatment centers, resembling salons, where professionals will comb lice and nits out of clients' hair. Other companies will come directly to your home to treat and remove head lice.

Services and resources

The most accurate and reliable information about head lice can be found on the National Pediculosis Association's website at www.headlice.org/index.html.

Another helpful website is www.kidshadlice.com/index.html, which evaluates the effectiveness of various treatments and provides lists of professional services by state.

• • •

So the next time you say the words "head lice" to a parent, allay their fears by letting them know all of the information and treatments available to them in their local communities and on the Internet. There's really no reason to bug out.

Allison Plitt is a staff writer for Family Publications New York and a mother living in Queens with a 5-year-old daughter. If you have ideas about resources for families in Queens, contact her at allisonplitt@hotmail.com.

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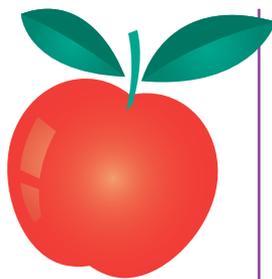
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DEAR TEACHER

BY PEGGY GISLER AND
MARGE EBERTS

How much homework help is too much?

Question: Our 11-year-old is starting sixth grade this year, her first in middle school. She has always relied too much on our help to do her homework. Is there a rule of thumb for how much input a parent should have in a sixth-grader's homework?

Answer: As a rule, kids should be able to handle their homework by themselves by seventh grade, so you should start working toward that goal now — without pulling your support right out from under her.

Begin by having her read her assignments out loud to you. Then, have her explain how she is going to complete the work. Help her learn to plan the order in which she will tackle her assignments. Next, she should read and explain the directions of the first assignment to you. Not knowing exactly what is expected can cause confusion.

Ask her if she has any questions

about the first assignment. After answering them, either encourage her to complete this assignment independently, or watch how she completes the first item to see that she understand the directions. Follow the same steps for all the assignments.

When your daughter runs into a roadblock on an assignment, ask her to study the textbook examples on her notes before asking for your aid. Your aid should never include doing her work for her. Instead, you should pose questions that will help her figure out what to do.

Praise her efforts, and your daughter will take pride in doing her homework by herself.

Teacher comunique

Question: How important is it for me to communicate with my children's teachers? Some of my friends call their children's teachers all the time. I never thought it necessary to talk to their teachers, except at the regularly scheduled conferences.

Answer: Research shows that frequent parent-teacher communication helps children succeed in school. So start communicating with your children's teachers early. It will show them that you want to be involved in their educations.

Communication with your children's teachers does not have to be formal meetings. Brief notes, e-mails, and phone calls are all effective ways to communicate. Before starting, be sure to find out how individual teachers wish to be approached. A good ice-breaker is a reference to a lesson or a homework assignment that motivated your children.

Informal chats are also very effective communication tools. Plan to volunteer for classroom activities and to attend parent-teacher events. There are great settings for parents and teachers to get to know each other. However, they are not the time to resolve any problems.

Mutual disclosure is important to parent-teacher communication. Parents need to tell teachers about anything that is happening at home

that may be affecting their children's work. And teachers should tell parents what is happening in school.

How often parents and teachers communicate with each other also depends on whether there are serious problems. Some may need to communicate almost every day. If children are handling school well, casual chats with teachers and occasional notes help build relationships.

Facebook rules

Question: We have just given our middle-school-aged daughter permission to be on Facebook. How can we make sure that she uses Facebook appropriately and avoids being bullied online?

Answer: Just about every high-school student in the country is on Facebook, and the number of elementary- and middle-schoolers is rapidly increasing. The time to talk with your child about using Facebook safely is before she opens an account. A good place to start is by visiting the safety information site on Facebook (www.facebook.com/help/?safety). Read this information together and be sure that your child understands the consequences of using Facebook inappropriately. You may ask her if you can visit her page at any time to evaluate the content she is putting up and receiving.

A very unfortunate aspect of the online experience is bullying. The estimated number of children who have been ridiculed or threatened through computer messages ranges from one in three to one in 10.

Most teens are smart enough to consider their online actions. You may want your older children to read, "Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin?," by Judge Thomas Jacobs.

It spells out exactly when teens' actions are illegal, and gives them a chance to think about ethical issues while reading actual cases.

Parents can send questions and comments to dearteacher@dearteacher.com.

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It may seem like it was only yesterday when the beginning of the school year meant dropping your first-born off to kindergarten.

You got the school supplies ready, you secretly (or maybe not so secretly) shed a few tears about your child growing up so fast, and you let go of her hand as she walked into a brave new world on her own.

For many parents, the beginning of the school year now means the end of your child's high school education as she simultaneously completes her senior year and prepares for college.

It's a busy year, with proms, senior pictures, caps and gowns, and parties. It's also the time to focus on filling out college applications. It's about endings and beginnings — helping your child get the best out of her senior high school year, while being well-prepared for the first college year.

I've asked parents who have already experienced this transition for advice and tips. Here's what they had to say:

Preparing for COLLEGE

Applications

- Have your child start pulling together a resume and start an account on the Common Application. This online and print application enables students to apply to multiple member higher education institutions through one application. Member colleges and universities evaluate students using a holistic selection process that includes subjective, as well as objective, criteria, including at least one recommendation form, at least one not-timed essay, and broader campus diversity considerations.

- Students are encouraged to consider applying to three types of colleges: reach, match, and safety. A reach college is one that the student is interested in attending, although she may not meet the admission requirements. A match college is one where a student's grades, test scores

and achievements fall within the range the college seeks, although the student may not place at the top of the list. A safety college is one in which admissions requirements are met or exceeded, offering a strong chance of acceptance — possibly coupled with offers of financial incentives.

- There also is the consideration of early action and early decision. In early decision, the student can only apply to one college and agrees to attend the college if accepted, and the college offers an adequate financial aid package. Students may apply to other colleges through the regular admission process, but must withdraw applications if accepted by the first-choice college early. Early action, on the other hand, is not binding. A student can commit to the college immediately, or wait until the spring. The student can apply early action to other colleges and have until late spring to inform the college of her decision.

- Some colleges offer single-choice early action, which operates like other early action plans, but may not apply early action or early decision to any other college. The student can apply to other colleges under regular decision plans, and does not have to give a final answer to the early-application college until the regular decision deadline.

Finances

- Affording college is just as major a consideration as qualifying for college. The first two stops for scholarships, grants and loans are Free Application for Federal Student Aid and CSS/Financial Aid PROFILE of the College Board, which determines eligibility for non-federal student aid funds at more than 500 colleges, universities, graduate and professional schools.

- The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students. Students are able to use the grants at one of more than 5,400 participating postsecondary institutions.

- Also, each state may have a scholarship incentive program, as well as the student's high school, employers and local nonprofit groups. Your student's school counselor and school district are also a resource for information.

- There are many scholarships, loans, and research grants available for those who do the work to find them. Check out the Founda-

tion Center which, among its many other missions, helps students find financial assistance. The Foundation Center's Youth in Philanthropy and Scholarship program's website lists a host of sources for scholarships for those studying both domestically and abroad.

- Fastweb.com is a massive scholarship database. Finaid.org partners with fastweb.com to help students find scholarships at no cost.

- Students who have financial concerns shouldn't rule out private colleges, many of which can offer generous financial aid packages funded by local donors.

Other considerations

- The College Board recommends that students complete applications in September and October, get teachers to write letters of recommendation, file early decision or early applications according to college deadlines and procedures, take the SAT if necessary, and, if necessary, register to the CSS/Financial Aid PROFILE. In November, students should file early applications by the college deadline (some are due before that), work on regular-based applications as a backup, and file the PROFILE and other college-based financial aid forms that may be required of early decision candidates.

- Shopping for a college dorm room early may be tempting, but you might end up buying items not needed. It's best to find out what a particular college allows. Also, roommates may want to consider sharing items.

- Some families conduct campus visits, so students can get a feel for whether or not they would enjoy attending the school.

- The student should be working on her college essay. According to the College Board, the essay reveals information about a student's values, preferences, and thought processes.

- Since there is so much free and useful information on the Internet, it's not necessary to pay someone or a company to tell students and parents what they can find out on their own. One such helpful website is collegeconfidential.com.

To find the Common Application, visit www.commonapp.org.

To find scholarships, grants and loans, visit fafs.ed.gov.

The Foundation Center's Youth in Philanthropy and Scholarship program can be found at foundationcenter.org/yip/youth_scholarships.html.

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Back-to-school Health Guide

Before the first bell rings, think about your child's physical well-being

BY KATHY SENA

Ah, the smell of sunscreen. The joy of homework-free evenings. The less-scheduled family calendar...

How did summer pass so quickly?

Yep, it's time to get the kids ready to head back to school. Are your child's immunizations up-to-date? Does he need new glasses? What time should he go to bed? We've rounded up expert advice on all this and more so your kids will be ready for the big day!

•**Schedule a well-child checkup.** Most states require only two well-child exams for school enrollment: at the start of kindergarten and high school. Some states vary, so check with your school. An additional

exam is often required for participation in a school sport. Check with your child's doctor regarding how often to schedule additional well-child check-ups.

•**Make sure your child is up-to-date on all immunizations, including seasonal flu/H1N1.** Ask your doctor for a copy of your child's immunization record. You may need it to prove his immunization status for school. Visit the American Academy of Pediatrics Childhood Immunization Support Program website at www.cispimmunize.org for lots of helpful information, including:

— The Academy's 2011 Childhood Immunization Schedule (for infants through teens) and a catch-up schedule for children who may have missed a scheduled vaccination.

— Updates on vaccine safety and

vaccines that are temporarily in short supply.

— Frequently asked questions about childhood immunizations.

— The Academy's Immunization Newsletter

This year's seasonal flu vaccine includes protection against the H1N1 virus, according to the U.S. Centers for Disease Control and Prevention. That means that, barring some unforeseen circumstance, most Americans will be able to get one flu shot to protect against the major flu viruses. (Younger children who have never had a seasonal flu vaccine before will need two doses, says the Center.)

Everyone 6 months of age and older should get vaccinated against the flu, says the Center. Getting your child vaccinated is the best method for protecting him from the flu.

•**Have your child's vision checked.** Basic vision screening should be performed by your child's doctor at each well-child examination. If a child fails a vision screening, or if there is any concern about a vision problem, she should be referred for a comprehensive professional eye exam, according to the American Academy of Ophthalmology. For children who wear glasses, the Academy recommends one-piece wrap-around polycarbonate sports frames for contact sports.

•**Schedule a dental check-up.** Students in the U.S. miss more than 51 million school hours per year because of dental problems, says the American Academy of Pediatric Dentistry. Teach your child to floss daily and brush twice a day with a fluoride toothpaste. And visit your child's dentist twice a year for a professional cleaning and check-up.

•**Have your child's hearing tested.** Most states now mandate hearing tests for infants. But many school-aged children haven't been

Bullying and your child

Bullying can lead to emotional and sometimes physical pain, and it's something that most children will be exposed to, either directly or indirectly (by witnessing others being bullied), at school. It can be physical, verbal or social, says the American Academy of Pediatrics. Bullying can occur on the playground, on the school bus, in the neighborhood, via phone or text message or over the Internet. The Academy offers the following advice:

When your child is bullied

• Help your child learn how to respond by teaching him or her how to:

— Look the bully in the eye.

— Stand tall and stay calm in a difficult situation.

— Walk away.

• Teach your child how to say in

a firm voice:

— "I don't like what you're doing."

— "Please do NOT talk to me like that."

— "Why would you say that?"

• Teach your child when and how to ask for help.

• Encourage your child to make friends with other children.

• Support activities that interest your child.

• Alert school officials to the problems and work with them on solutions.

• Make sure an adult who knows about the bullying can watch out for your child's safety and wellbeing when you can't be there.

When your child is the bully

• Be sure your child knows that bullying is never OK.

• Set firm and consistent limits

on your child's aggressive behavior.

• Be a positive role model. Show children they can get what they want without teasing, threatening or hurting someone.

• Use effective, non-physical discipline, such as loss of privileges.

• Develop practical solutions with the school principal, teachers, counselors and parents of the children your child has bullied.

When your child is a bystander

• Tell your child not to cheer on or even quietly watch bullying.

• Encourage your child to tell a trusted adult about the bullying.

• Help your child support other children who may be bullied. Encourage your child to include these children in activities.

• Encourage your child to join with others in telling bullies to stop.

— *Kathy Sena*



tested. If your child is listening to the television or music at a very loud volume, or tends to favor one ear over the other when listening to you speak, it may be a sign of hearing loss. Talk with your doctor about having your child's hearing tested.

• **Communicate about medications.** Does your child receive medication on a regular basis for diabetes, asthma or another chronic health problem? School nurses and teachers must be made aware of your child's needs, especially if they are the ones who will administer the medicine. Speak with them about the prescribed medication schedule, and work out an emergency course of action in case of a problem.

• **Schedule testing if you suspect a learning disability or dyslexia.** If you feel your child may not be processing information as he should, speak with his teacher and doctor as soon as possible. Your child's doctor can provide a referral for testing.

• **Plan ahead for brain-power breakfasts.** Studies show that children who eat breakfast are more alert in class. Try to include protein (peanut butter or low-fat cheese, milk or yogurt are good choices), fruit and whole grains.

• **Talk with your child — and with your school principal — about**

healthy eating at school. The Academy of Pediatrics suggests encouraging your child's school to stock healthy lunch choices such as fresh fruit, low-fat dairy products, water and 100-percent fruit juice in school vending machines. A 12-ounce soft drink contains approximately 10 teaspoons of sugar and 150 calories. Drinking just one can of soda a day increases a child's risk of obesity by 60 percent, says the Academy. Restrict your child's soft-drink consumption to special occasions.

• **Choose the right backpack — and use it safely.** Look for wide, padded shoulder straps. Narrow straps can dig into shoulders, causing pain and restricting circulation. A padded back increases comfort. The backpack shouldn't weigh more than 10 to 20 percent of the student's body weight, according to the Academy. Remind your child to always use both shoulder straps. Slinging a backpack over one shoulder can strain muscles and may increase the chances of developing curvature of the spine. Pack heavier items closest to the center of the back. Even better: use a rolling backpack.

• **Review school-bus safety rules.** Designate a safe place for your child to wait for the bus, away from traffic and the street. And review these safety rules, from the National Highway Traffic Safety Administration, with your child:

— When getting on the bus, wait for the driver's signal. Board the bus one at a time.

— When getting off the bus, look before stepping off the bus to be sure no cars are passing on the right. (It's illegal, but it happens.) Move away from the bus.

— Before crossing the street, take five "giant steps" out from the front of the bus, or until the driver's face can be seen. Wait for the driver to signal that it's safe to cross.

— Look left-right-left when coming to the edge of the bus to make sure traffic is stopped. Keep watching traffic when crossing.

— Ask the driver for help if you drop something near the bus. If you bend down to pick up something, the driver cannot see you, and you may be hit by the bus. Use a backpack to keep loose items together.

• **Create a healthy sleep schedule.** The National Sleep Foundation says kids need the following amounts of sleep, depending on age:

— Preschoolers: 11 to 13 hours

— Ages 5 to 10: 10 to 11 hours

— Ages 10 to 17: 8.5 to 9.25 hours

That can be a tough prescription to follow, with the increasing demands on kids' time from homework,

sports and other extracurricular activities. As they get older, school-aged children become more interested in TV, video games and the Internet (as well as caffeinated beverages). This can lead to difficulty falling asleep and sleep disruptions. Poor sleep can lead to mood swings, behavioral problems and cognitive problems that affect a child's ability to learn. To help your child get a good night's sleep, teach healthy sleep habits, emphasize the need for a consistent sleep schedule and bedtime routine, create a good environment for sleep (dark, cool and quiet) and keep TV and computers out of the bedroom.

Sources: U.S. Centers for Disease Control and Prevention, New York Presbyterian Hospital, American Academy of Pediatrics, Texas Children's Hospital, Mayo Clinic, National Sleep Foundation, National Highway Traffic Safety Administration, American Academy of Ophthalmology.

Kathy Sena is a freelance journalist who frequently covers children's health issues. Her son is not pleased that she knows the National Sleep Foundation's sleep recommendation for 15-year-olds. Visit her blog (for moms!) at <http://www.badballet.com>.



FAMILY HEALTH

DR. PRAMOD NARULA, MD
Chairman of Pediatrics
New York Methodist Hospital

School's in session

Managing their return to the classroom



How can I help my child transition from the swimming pool to study hall?

It can be hard for kids to leave behind the freedom of summer and trudge back into the classroom. However, the beginning of school is an important and exciting time for parents and children. Whether it's the first day of kindergarten or the first year of high school, a few simple back-to-school preparations can help make the start of a new school year smoother for your children.

First, it is important for your child to be caught up on immunization shots. In fact, most states require children to be immunized before they can attend school. Even if your child has all of the required vaccines, call to make sure that the school has them on file — many children will not be allowed into their classrooms unless their health records are up-to-date.

Some of the necessary immunization shots include the hepatitis B vaccine; the pneumococcal conjugate vaccine (PCV), which prevents pneumonia and meningitis; the diphtheria, tetanus and pertussis vaccine (DTaP); the polio vaccine (IPV); and the measles, mumps and rubella vaccine (MMR). Children entering middle school should receive second

diphtheria, tetanus and pertussis, and measles, mumps and rubella vaccines. Check with your child's doctor to make sure her immunizations are current.

Regular physical exams are important as well. The end of summer/beginning of fall is a good time to schedule eye and dental exams, and allergy checkups. If your children have medications that need to be taken during the day, it is a good idea to talk with the school nurse about amount and time. Also, children who participate in sports will benefit from an athletic physical. This pre-season exam can help identify any conditions that may limit ability or lead to injury.

Ensuring a healthy lifestyle for your children outside the doctor's office is important as well — especially when it comes to nutrition — and you can make sure that they start off the school year with good eating habits. Studies have shown that children who eat breakfast are more attentive in class, earn higher math grades and have fewer behavioral problems. If your children are running short on time in the mornings, you can prepare simple, nutritious breakfasts that they can eat while waiting for the bus or riding to school.

Some easy meals include sliced fruit with whole wheat bagels and

cream cheese, whole grain banana muffins, multigrain toast with peanut butter or shredded cheese, and yogurt with granola as a topping.

Your children's emotional needs are important as well; starting a new grade or a new school can be unsettling for some children. They may be nervous about raising their hands in class or making new friends. However, parents can do a few simple things to help their children adjust to these changes, including addressing any concerns with teachers, and encouraging participation in after-school activities, such as drama, dance or sports teams. All of these extracurricular activities make it easier for children to make new friends with similar interests.

Heart-healthy activities can help build a stronger immune system, reduce the risk of type 2 diabetes, and strengthen the entire cardiovascular system, including the heart and lungs.

For more information about making the transition back to school easier for your children, contact the nurse or guidance counselor at your children's school or your family physician. Your children will forget the end-of-summer blues as soon as they realize that the school year can offer as much fun and excitement as their summer vacation!



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When your kids are demanding FASHION

Surviving
back-to-school
shopping and
the designer
label dilemma

BY RISA C. DOHERTY

Although back-to-school shopping was always a treat for my daughter, when I would broach the topic with my son, I would be met with an eye roll.

My son cared little for new clothes and was disinterested in the entire process. His goal was to minimize the amount of time spent shopping, regardless of the outcome — which is not uncommon for boys. So, like many parents, I took note of the styles, colors, and basic brands he would tolerate, purchased them in his size, and left them in his room. This worked for us.

My daughter, on the other hand, would be giddy with anticipation as we would approach the stores.

Although she was appreciative if I picked up a few items for her when I was alone, she loved the hunt and the satisfaction of leaving the store with an array of potentially life-changing attire.

She always knew what she liked and did not like, and what she wanted — even though we did not always agree on price and style. More than once, a dress or blouse was returned to the rack, because I made the executive decision that the style was too grown-up for my child, regardless of the perfect fit.

Decisiveness in a diminutive shopper can be an admirable trait, but fixation on a particular dress she “had to have” was a different story. Her “needs” resulted from a confluence of factors: occasionally,

an actual need — after all, she was a growing girl; a desire for a varied wardrobe with pieces that worked well together; and, finally, the insidious need to be fashionable.

Is ‘fashionable’ so bad?

“Fashionable” is not a bad word, but it becomes the Holy Grail for many youngsters at increasingly earlier ages. Often, sporting the latest fashion can be fun and even exciting. By the time they are in middle school, children should know the relative price of the brand names they are clamoring for, with respect to similar generic items of equal quality. My daughter’s bid for a brand-name item I personally owned was quickly shot down, as I explained to her that we were not equals and that she could invest in such a label when she joined the over-40 set. Too often, these mini fashionistas forget that they are still kids.

Now that my daughter is turning 18, she has noticed that I am more flexible with my approval of her choices, if I am involved at all. The price and styles appropriate for an 11-year-old, a 15-year-old, and an 18-year-old about to go to college are — and should be — different.

I have learned that if your child tells you that he does not want the designer labels, listen to him. Years ago, I made the mistake of forcing my teenage son to accompany me to a store frequented by many of his peers. After all, it was conveniently located, the clothes were neat-looking and conservative, and he spent all of his time in “running pants.” Suffice it to say, it was not a pleasant shopping experience for either of us, and he never wore the clothes.

In comparison, my daughter knew which labels she wanted before opening the door of the store. In

Ban brand-name items?

Some children are as opinionated as toddlers about their clothing preferences, expressing them loudly, whether it is a fondness for pink, clothing with “Dora the Explorer,” or just a comfortable-feeling garment. Some precocious Coco Chanel wannabes can coordinate an ensemble before they can read.

As they get older, many become more vocal and are acutely aware of the social impact of clothing. There are positive aspects to allowing children to select their own wardrobe, however. For those children who are interested, it is a form of self-expression. It helps those who prefer to blend in, blend in, and those who prefer to stand out, stand out. Moreover, everyone is happy to feel as if she is starting her day and meeting her peers looking her best — even

as kids.

Still, there can be an inordinate level of importance placed on clothing labels. Many adults prefer certain brand-names, because they believe a certain level or quality will be associated with them, while others prefer the label’s cachet. The latter seems to be an ongoing issue for many parents and their children.

It is a phenomenon that pervades most socioeconomic groups. The name on the label may differ from neighborhood to neighborhood and school to school, but the issue remains: Clothing choices can impart a certain status to the wearer. If a parent prefers to reject the latest fashion trends, that is fine; some parents find certain brands’ styles too pro-

vocative for their youngsters.

Of course, usefulness, fit, and durability are most important for garment purchasing decisions, but a parent should not turn a blind eye to the wishes of her child.

I would advise against a total ban on all brand-name items, depending on your progeny’s peer group and your means. Adolescence is hard enough without a parent facilitating pariah status for her kid.

If a parent chooses a particular neighborhood or school where literally all of the students sport certain brands, it is almost cruel to deny the child (who has asked) all access to those items. Like it or not, these brands become part of the culture of the schools, and, at a certain age, adolescents can embrace them and covet them, or abhor them.

Top
Tips



her case, and that of like-minded, fashion-forward youngsters like her, it is important to tell them how you feel about labels and the value — or lack of value — they have to you. Your child will appreciate your honesty. Then, I believe it is important to temper their desires.

Occasionally, I've found that even a few, small brand-name items, like a headband or belt, would please her and take the place of filling an entire closet with overpriced items that would only fit for a few months. Either way, it may sound superficial to an adult, but to an adolescent, it is very important. A battle should not erupt between parent and child, simply because the clothes do not match the parent's taste, or she fears that giving in will create an insatiable monster. Although a parent does not need to satisfy all of her children's requests, there is a middle ground.

Judging people by their labels

When my daughter was younger, I was in control. I bought what I wanted for her, and she loved her clothes.

Complications ensued when the label requests started coming from her. I would be less amenable to appeals for fad-dish items or certain seasonally limited items. I was circumspect about restraining my acquiescence to her pleas: I believed that total compliance was neither appropriate nor necessary — not to mention pricey. Unfortunately, in her school, there were plenty of parents who would never dare say “no” to their little princesses.

Still, I was not averse to every label request. Many of the styles were cute and would look good on her. I knew that the higher prices reflected the market value of the particular brand name. And yet, I recognized that for adolescents, it is normal for them to want to fit in and be popular — and the clothes can help.

Although I would agree to some reasonable requests, I tried to teach my daughter that there

were people who would judge her by her clothes, and not the person wearing them. By fourth grade, I cautioned her that, although she was old enough to pick her own friends, if she chose the ones with those values, they would turn on her one day, when she would not be able to keep up with their boundless acquisitions.

Luckily, she chose friends who had better values.

How not to break the bank

So, I knew where I stood on this issue, and my next hurdle was figuring out how I could buy my daughter some of the labels she wanted, without the frustration of knowing that I was paying well more than the item's value. It seemed to be a slippery slope, as the requests for So Low's and Juicy turned into pleas for Marc Jacobs and Herve Leger.

When she was younger, she was pleased if I sometimes purchased last year's styles or popular knockoffs of the big names, and I was a connoisseur of sales and off-price stores that carried the brands du jour. But, as she entered her later teens, she clamored for higher-end labels and only the current year's fashions.

The price tags were higher, so I would pay the amount the item should reasonably cost, and she would pay the difference between that price and the actual price — the mark-up resulting from the brand name. Faced with this scenario, the “need” for an item would sometimes wane. Other times, we would engage in heavy negotiations, as if we were in a Middle Eastern bazaar.

Once in a while, the answer was just “no.” Those demands were either for totally inappropriate garb, or for items that I would deem way too costly for any teenager to reasonably own, even if she offered to muster every last penny she had to cover the full cost.

Ultimately, there should be a balance, in accord with family finances, parents' wishes, and to some degree, adolescents' wishes. After all, even though I eventually got a pair of red, faux-leather, wooden clogs, I would've given my eye teeth to have owned the Olaf Daughters blue suede ones that had become so ubiquitous by 1973.

Risa C. Doherty is an attorney and freelance writer from Long Island.

If parents only knew

An educator advocates for a closer link between teachers and parents

BY ESTHER ZWIEBEL, MS

Parenting is a full-time job. It's the most "occupying" occupation. It is no wonder, then, that a parent has the most effectiveness, and the greatest potential, to be a catalyst for his or her child's success.

Parents work tirelessly day and night to ensure the proper growth and development of their children. Therefore, educators rely on parents to be partners in their children's education. A parent devotes endless hours, sleepless nights, heart-consuming worries, and rivers' worth of tears to raise her children. That is how parents earn the axiom, "Mother/Father knows best." As an educator, I can't express enough the importance of parental involvement in a child's education.

Usually, a child's strengths and deficiencies are exhibited both at home and in the classroom. For instance, a child who can't sit for 15 minutes at the dinner table probably has difficulty remaining seated during circle time. When parents and teachers collaborate, they bridge the home life and school life to mold a more well rounded child. Minor interventions can be used to tweak a child's weaknesses. When the identical "program" is implemented in all of a child's daily settings, the intervention is in full force and consistent, producing more effective progress.

I have experienced a case in which a child craved sensory input so much that she would bite her sleeve or put her fingers in her mouth excessively, clearly below age level. Her mom brought this to my attention at the beginning of the school year, and we collaborated to intervene simultaneously.



Mom gave frequent reminders at home, making it a clearly unacceptable behavior, not tolerable. At school, I ensured that she was granted an abundance of rich sensory activities, i.e. use of the sand center, Play-Doh fun, and other acceptable forms of sensory entertainment. As the year progressed, so did she, and I touched based with her mom at a minimum of once a month. As the school year continued, the issue nearly ceased. Without her mother's persistence, I may not have zeroed in on the issue, and the child would have been denied a chance to improve.

On the other hand, I worked in a classroom in which a weak student was falling behind in grasping the Hebrew alphabet (Alef-Bais) curriculum. She would continuously come late to class, missing the essential circle time of the day. When the teacher expressed her concerns to her mom, the mother, although displeased, felt that she couldn't do

anything to improve the situation. The teacher repeatedly expressed her concerns but to no avail. (I don't mean to judge this well-meaning mom; she was simply overwhelmed.) Obviously, the child suffered and continued to fall behind.

Paraphetically, when a teacher feels that a particular parent is genuinely aware, involved, and proactive about her child's education, the teacher is, naturally, more apt to focus on the success of that child.

A parent is the most important advocate for a youngster. A good educator, spending so much time with a child in his formative years, plays a vital role in molding the child, too. A collaboration between parents and teachers allows for the two most crucial centers of a child's life to unite, creating worlds of opportunity for greater success.

Esther Zwiebel is a New York state certified teacher and is the educational director of the Jewish Little Star Pre-school in Eltingville.

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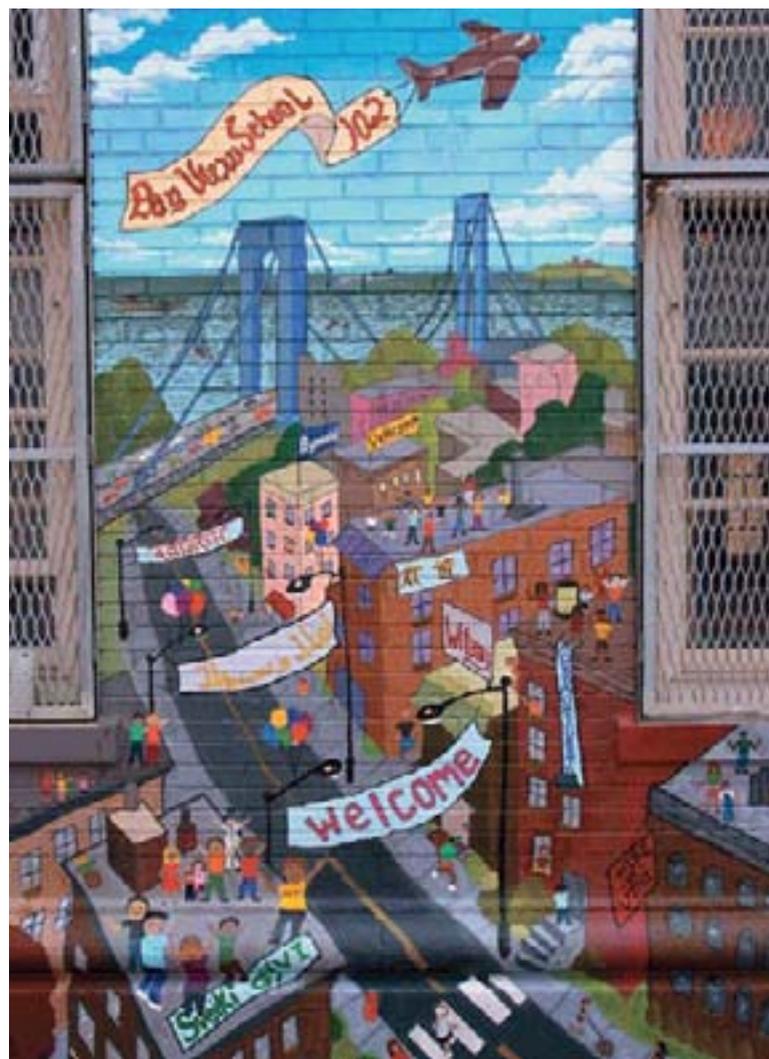
BY LAURA VAROSCAK-
DEINNOCENTIIS

When Jeremy Del Rio brought his son, Judah, to PS 102 last year as a transfer student, he was immediately struck by the diversity in the school.

"The instructional signs for new families were printed in a dozen languages, validating the importance of the many cultures at PS 102," he said. Del Rio embraced the idea of community among the different ethnic groups in the student body. Later that year, when scaffolding that had been covering the schoolyard came down, he saw the opportunity to transform the newly exposed brick wall from a blank canvas into something special.

Del Rio met with the director of The Storefront Art Center, Paul Curtis, and the school's arts committee to discuss bringing his vision to life: an 875-square-foot public mural in the schoolyard, which faces 71st Street between Third Avenue and Ridge Boulevard. Local artist Sam Wisneski, and his team from the Storefront, joined the project and the creative journey began.

PS 102 Principal Theresa Dovi welcomed the concept wholeheartedly introducing the idea of the public art mural to the school's families early in the year, and invited them to answer



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the question: "How does your family welcome guests into your home?"

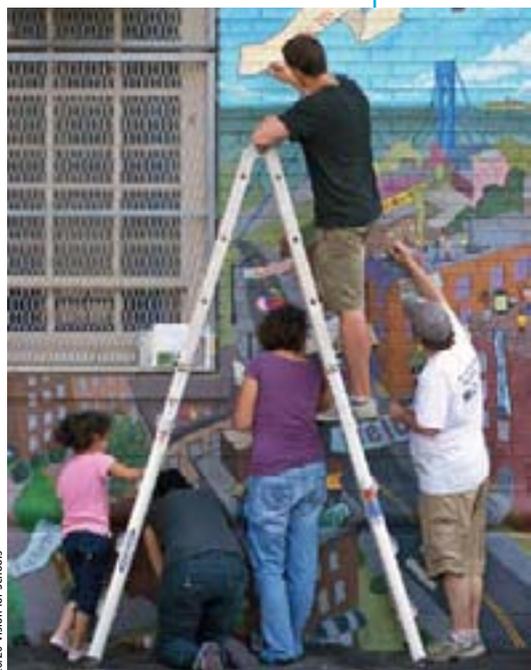
In response, students submitted a variety of drawings, photos, writings and belongings. The arts committee received more than 100 submissions that reflected the wide range of cultures, customs and traditions at the Bay View School. Judah submitted one of his favorite quotes: "A stranger who dwells among you shall be to you as one born among you and you shall love him as yourself."

Curtis and Wisneski helped the arts committee sift through the contributions — flags, pinatas, Arabic tea sets, family photos, pictures of the Taj Mahal, drawings of the earth, beloved toys, and a variety of writings — to identify overall themes to inform the mural. The artists designed a narrative mural consisting of nine panels,

each telling a part of a story about a young boy being welcomed into a new community by a culturally-diverse group of people. He is first greeted by a classmate who introduces him to a larger student body, part of a diverse neighborhood, within a global city, in an interconnected world.

The kind, simple gesture sets the picture in motion, guiding the eye through a vibrant celebration of respect, acceptance, sharing and love. That sentiment is echoed in words of greeting, spelled out in 43 different languages on the wall, some written on the sidewalk in chalk, others on building marquees and walls, and still others waving from colorful banners.

The project of transferring the mural to the brick surface was slated to cover a six-week period, beginning with a party on April 30 to prepare



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the wall. Nearly 400 volunteers — young and old, experts and novices — signed up to paint. After the veteran artists plotted a grid and sketched the design with charcoal, the full team of painters began defining the outline in black paint, adding flat color, then highlights, and finally, the details.

“Why is Mrs. Dovi painting the wall?” asked students, who noticed that even after a long day of work in the school, the principal rolled up her sleeves to add her artistic touch.

“In a time when arts and arts education are being threatened,” Dovi explained, “PS 102 is demonstrating how important they are, not only to our students while they’re here with us, but also to everyone in our community as they continue through their lives.”

In addition to PS 102 parents, students, teachers and staff, Bay Ridge residents participated in the project, including neighborhood organizations, congregations, youth groups, businesses, and non-profits. They collaborated to create beauty in a barren space — they painted a visual reminder to celebrate and value diversity. The mural serves as a reflection of the neighborhood.

That message was also eloquently expressed in words on the blog set up to chronicle the mural’s creation: “Sam and the mural organizers welcomed me to the team even though I thought I had very little to offer, and they empowered me to feel like my contribution made a difference.”

On June 4, approximately 1,500 people came out to celebrate the completion of the mural. The party began with a musical performance by parent Zafer Tawil playing the laud, a pear-shaped, stringed instrument typically used in North African and Middle Eastern music. Councilman Vincent Gentile (D-

Bay Ridge) and Community Education Council Principal Laurie Windsor joined Dovi and the arts committee for the ribbon-cutting ceremony. The crowd cheered as Wisneski said the mural’s mission is to inspire not only the people who worked on it, but the people who walk by and see it as well.

Third grader Gauri Purohit, who joined her mother to paint after school and on the weekends, read a letter she wrote to Dovi, Wisneski and the volunteers, thanking them for the opportunity to create art with each other and for each other. After the ceremony, the party officially began. It was as if the characters in the mural came to life and jumped out to play, dance, eat and share the day. The scene reflected one of Dovi’s favorite sayings: “All children laugh in the same language.”

When new and returning students enter PS 102 this month, they will receive a warm and colorful welcome, just as Del Rio and his family felt at home in a community of different cultures on their first visit to the school.

As 10-year-old Purohit’s letter observed, “It was a great idea to paint the mural, because now both the new and old students feel more welcome. The new kids can admire the mural and say, ‘This is a great school!’ The old kids can say, ‘Oh, hey! I helped paint that!’”

Laura Varoscak-DeInnocentiis is a teacher and freelance writer. She is a contributor to Family Publications and has won editorial awards from Parent Publications of America. She holds master’s degrees in writing, education and psychology. She lives in Bay Ridge, Brooklyn, and is the proud mom of two sons, Henry and Charlie. Visit her web page (www.examiner.com/parenting-in-new-york/laura-varoscak) for more articles on parenting.

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Helping toddlers become readers

Local author's new book preps Junior for success

BY SHAVANA ABRUZZO

If there's only one book you read this fall, make it Renee F. Mizrahi's "Secrets to Reading Success."

The complete guide to preschool literacy is written for parents of children entering school for the first time, but rest easy if you're expecting — or dreading — a magnum opus with lots of brain-cramping mumbo-jumbo.

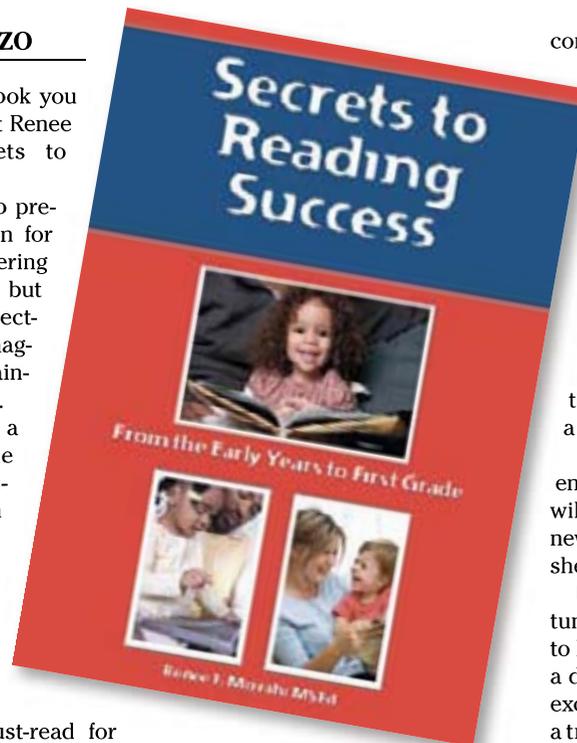
Mizrahi's book is a breezy and digestible read, written in eye-friendly large script, with pictures, diagrams, educational games and examples. There's also a summary at the end of each chapter and an index to find information quickly.

What makes it a must-read for moms and dads is that it targets that missing link in a child's early school years that has been largely ignored until now — them!

Mizrahi, a reading remediation specialist at Kingsborough Community College, explores the vital role of parents in their child's word journey, like a weathered seafarer skillfully navigating the rough seas of learning. And she answers that time-honored question, "Why can't Johnny read?"

She's amply qualified to steer the course: At Kingsborough Community College, part of the City University of New York, Mizrahi helps college-age students iron out their reading difficulties, so they can continue with their education.

"This is a long and difficult road for them," says the author, stressing that if reading problems are left



uncorrected, they only snowball after the first grade. "It becomes more difficult to correct for each year it's neglected."

Cognitive studies back her up.

Scientists analyzing the anatomy of children's brains during reading discovered something exciting and unexpected: Remedial training for poor readers resulted in the growth of white matter tracts in the brain while the increase corresponded with the level of improvement in sounding out words.

At the heart of the matter, contends the author, is vocabulary. That mighty arsenal grows exponentially as preschoolers encounter new experiences.

"The child with a large storehouse of words is at an advantage, because vocabulary is the foundation for strong reading comprehension,"

comments Mizrahi, who looked to sources close to her heart for additional research for her book — her three preschool-age grandchildren.

It's no secret that kids learn when there's a sense of fun about it, and "Secrets to Reading Success" equips moms and dads with practical ways to make their kids book-smart as they go about their daily lives.

In fact, according to Mizrahi, the whole world is a classroom for a small child.

"Giving your child new experiences and discussing them together will help him automatically learn new words to add to his vocabulary," she writes.

In the chapter, "Everyday Opportunities to Naturally Lead Your Child to Reading Success," she details how a day at the circus, an apple-picking excursion, a hike along a nature trail, a trip on the subway or simply watching television with your child can become automatic learning opportunities, if parents take the time to point out new words along the way.

"Secrets to Reading Success" is also a valuable tool for early childhood educators and new grandparents, and includes resources, ways to use technology, and even checklists to track Junior's progress — but it's a miracle that it was written at all.

Mizrahi is a transplant patient ("I received the gift of a kidney from my sister"), who is donating a percentage of the proceeds from her book to the New York Presbyterian/Weill Cornell Medical College Transplant Center for Research.

"Secrets to Reading Success" by Renee F. Mizrahi (Dr. Eastman Publishing L.L.C., \$19.99) is available for purchase whereat bookstores and through Amazon.com.



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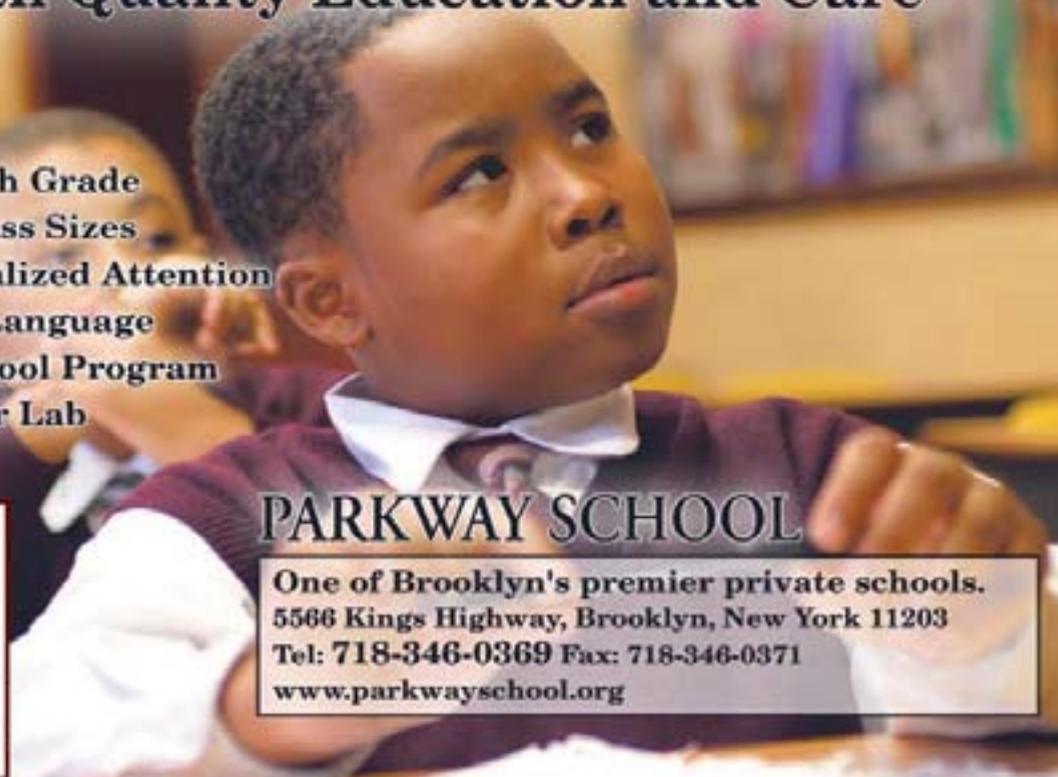
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NEWBIE DAD

BRIAN KANTZ

Slap shots to snapshots

Vacation in Russia reminds author of a big hockey win

One of my most vivid childhood memories revolves around an event from February 1980. Yes, I bet that you remember it, too: the Miracle on Ice, the United States' dramatic triumph over the Soviet Union in Olympic hockey. Yeah, baby. It still gives me goosebumps.

Now I have to admit something. I can't say that I actually watched the famous game on TV or that I heard Al Michaels's legendary call, "Do you believe in miracles?" with my own ears. What is seared onto my brain, though, is a replay of that classic game that took place in our driveway the day after.

I was 6 years old at the time, and one of my older brothers commanded me, as usual, to get my butt outside and play. Dutifully, I put on my snowpants and coat and trudged out the back door. He handed me an old garage-sale hockey stick and pointed to the makeshift net.

"You be the C.C.C.P. goalie," he ordered, adding, "I'll be Eruzione."

The self-appointed captain then proceeded to pepper me, over the next 20 minutes, with about 500 point-blank slap shots. I saved a few, I suppose, just by standing there, but mostly he put the tennis ball that we used as a hockey puck into the back of the net and called out at the top of his lungs, after each and every goal, "DO YOU BELIEVE IN MIRACLES? YES! DO YOU BELIEVE IN MIRACLES? YES! DO YOU BELIEVE IN MIRACLES? YES! DO YOU BELIEVE IN MIRACLES? YES!"

It really wasn't fair. My brother got to be the good guy, the American, the winner. I had to be the bad guy, the Commie, the loser. I think I finally went into the house crying, distraught at being forced to play the role of a hated Soviet.

And, boy, how we hated those

Soviets. Remember? I had no idea why I hated the Soviets, but I sure knew that as a red-blooded American I was supposed to hate them. My parents and teachers certainly never planted the idea in my mind. And I wasn't old enough to understand political conflict. But somehow, probably by watching Olympic sports or catching bits of the TV news, I considered the Soviet Union and its people to be the ultimate enemy.

Hollywood did its part, a few years later, to keep those feelings burning with the release of the movies, "Red Dawn" and "Rocky IV." Who can forget the scene in which Russian airborne troops drop out of the sky as Patrick Swayze, Charlie Sheen and C. Thomas Howell look on from their classroom window? And who can forget Ivan Drago — Rocky's rock-solid nemesis — and his menacing, "I must break you." Boy, did we hate the Soviet Union!

As a kid, I would never, ever, ever have imagined that I'd someday step foot on Russian soil.

Well, fortunately for us all, things can change for the better in this world. Things do change for the better. And they can change relatively quickly. This summer — just a few decades after the Miracle on Ice and 20 years since the official end of the Cold War (and the end of the Soviet Union) — my wife and I and our two sons had the opportunity to visit St. Petersburg, Russia. It's one of the most beautiful cities I have ever seen, and the people there are beautiful, friendly, and hard working.

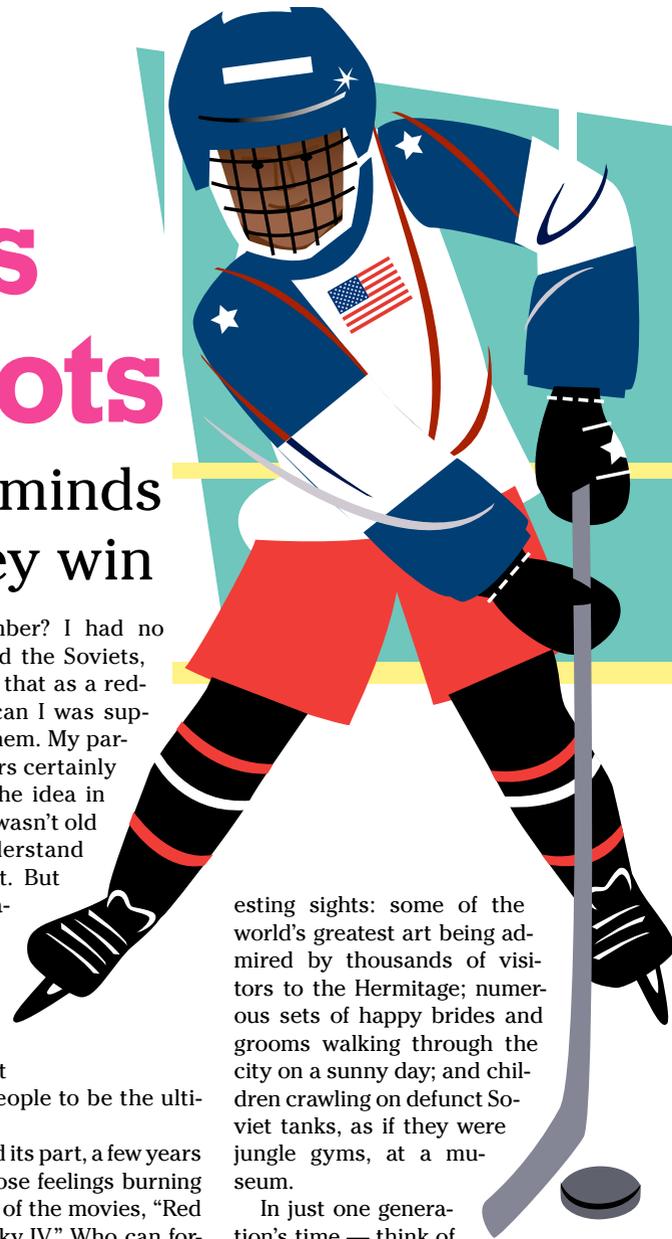
On our tour, we saw lots of inter-

esting sights: some of the world's greatest art being admired by thousands of visitors to the Hermitage; numerous sets of happy brides and grooms walking through the city on a sunny day; and children crawling on defunct Soviet tanks, as if they were jungle gyms, at a museum.

In just one generation's time — think of it, just one short generation — a new perspective has replaced the old. My boys, ages 6 and 4, are able to look at the world with their young eyes and make their own judgments. And they determined for themselves: Russia is pretty cool. And I think it's pretty cool that they have a positive impression of the country. It gives me hope for the future.

As political strife and religious scuffles continue across the globe, we can all take heart in the fact that things can change for the better. Today's so-called enemies don't have to be tomorrow's enemies. It is possible to put aside hatred and find a more peaceful way to exist. For the sake of the next generation, let's all try our best to help make that happen.

I think we can all agree that Charlie Sheen is in no shape to protect the United States from menacing invaders anymore. Visit Brian online at www.briankantz.com or drop him a note at theneubiedad@yahoo.com.



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SHARON C. PETERS, MA

Teen wants to visit gynecologist **alone**

Dear Sharon,

My daughter has just turned 14. She wants me to make an appointment for her to see a gynecologist, and I am very upset because she also wants to go alone. What should I do? Isn't she too young to be seeing this kind of doctor on her own? Do I still have parental rights over things like her being given birth control, or am I being too old-fashioned?



Dear Parent,

It is not uncommon for teens to be sorting through the complex issues involved in sexuality at a relatively early age. I have talked to many mothers and fathers whose young teens have been hesitant to have a parent present at a gynecological — and other medical — visit for a variety of reasons. Nevertheless, I think it is important and not “old-fashioned” to have parents of adolescents have input into their care.

I recommend that parents of teens find doctors who have experience with adolescents and are willing to talk to, and work with, parents, even if they are not present for their child's medical appointment. A parental call or visit to a doctor before arranging a young person's appointment can help parents decide if they

would like to have their child under the doctor's care. An experienced physician will know perspectives and information about confidentiality, parental rights, and other important details.

A skilled and experienced doctor who is a good match for a family can share her professional expertise about a child's health concerns, be reassuring, and sometimes, even improve the lines of communication between adults and teens.

Finding a good adolescent gynecologist, specialist, or general practitioner can be difficult. One of the best sources of information is often trusted friends, relatives, or known medical and school personnel (since your question is not uncommon, there are probably people you know who have had similar challenges to solve). If a search in a family's immediate network isn't possible or productive, then checking online for recommendations from other parents can also help.

It is also important to remem-

ber that the majority of teens need plenty of time and attention from their parents as they sort through all of the complicated challenges of adolescence, including sexuality. Setting aside ample time to relax and hang out alone with a teen — laughing, watching a movie, having a late-night snack, or even shopping — can often be an excellent way of opening up lines of communication.

Even if issues related to sexuality are not directly discussed in such “down” time, it can help a child feel more secure, less alone, and more likely to make thoughtful decisions when she knows that Mom and Dad are around — loving and watching over her as she sorts through things.

It could be good that your daughter is asking you to set up a doctor's appointment, even if she is reluctant to have you present. It could mean that she is asking for your help and guidance. Good luck as you begin this difficult, but rewarding, phase of parenting.

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@cnglocal.com.

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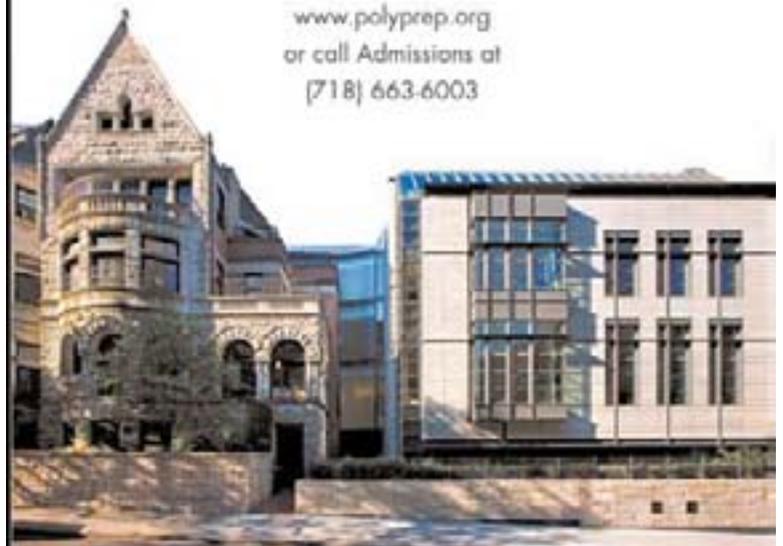
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DIVORCE & SEPARATION

LEE CHABIN, ESQ.

Families break up

New columnist on coping with divorce and separation

A week into their divorce, “the Browns” had, on their own, worked out their parenting agreement which was fair to both of them, reasonable, and accounted for the needs of their children. Then one of the spouses retained a divorce lawyer and the legal battle began.

Over two years and \$75,000 later, the Browns settled their legal issues and signed essentially the same agreement they had started with.

Both spouses came away from the

lawyer earlier this year. By definition, the separating and divorcing couples I assist choose to work out their legal agreements and arrangements through cooperation, not litigation.

An advantage of not going to court can mean a more amicable end to the marriage — which can benefit the entire family. Although my area of expertise is out-of-court agreements, these columns are intended to help all couples, regardless of the route they ultimately choose.

Divorced myself, future columns will draw from

my personal and professional experiences. Because I am also a parent, the writing will often focus on children and divorce, and the columns will also be informed by discussions I have had with others, including psychologists, social workers, and financial experts.

I plan to write about children’s fears of being abandoned, reunification fantasies, and the self-blame they may experience during the divorce. Parents

should know how to tell children that the divorce will happen and what it will mean for them, as well as ways to ease the transition from living in one home to living in two. I will also write about “nesting,” which involves the children staying in the home during a separation, while the parents take turns leaving.

Some parents wonder if they should stay married for the sake of the children, and I will talk about

this. The issues of “parentification,” a kind of role reversal where a child is made to take care of a parent, and “parental alienation,” where one parent turns a child against the other parent, are other topics I plan to address.

To care for our children, we must first care for ourselves and deal with our own issues. Columns on the following issues will, I hope, help:

- Many couples find that, for whatever reason, they must continue living in the same house during the divorce; doing so is a strain, and I will discuss how you and your spouse can make things a little easier.

- I will suggest guidelines for partners to follow in communicating with each other.

- In some instances, couples continue to live together because one fears that leaving would set a bad precedent and compromise his rights down the road. I will discuss this and offer a method of addressing these fears while protecting one’s rights.

- Money matters are usually a very big part of divorce and deserve serious investigation.

Other topics I will cover are divorce among the elderly and the formation of stepfamilies.

Finally, I will devote time to the various ways in which a couple can divorce, from what might be called the “traditional” (hiring attorneys and beginning proceedings in court), to mediation (where the couple sits together with a neutral third party to create agreements), and collaborative law (where each spouse has their own attorney, and by agreement, going to court is prohibited).

I hope that the columns will become conversations, and that many of you will share comments, reactions, and, yes, disagreements with me. And, while I cannot answer specific questions about your particular case and situation, your general queries are welcome.

New York City- and Long Island-based divorce mediator and collaborative divorce lawyer Lee Chabin, Esq., helps clients end their relationships respectfully and without going to court. Contact him at lee_chabin@lc-mediate.com, or (718) 229-6149, or go to lc-mediate.com.



experience exhausted, embittered and nearly broke.

While there are times when court is the only option, my experience as a divorce mediator and collaborative lawyer has taught me that most divorces do not have to be this adversarial, time-consuming or costly.

I feel privileged to be writing this new column on separation and divorce. Already an attorney, I became a mediator in 1997 and began working full-time as a collaborative divorce



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GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD

Smart food choices

A healthy toddler diet can mean a higher IQ

Mothers who wish to boost their babies' IQ often employ tactics such as speaking or singing to them while in utero, or putting them in front of Baby Einstein videos. But what if you could optimize IQ simply by serving them a healthful diet?

A recent study published in the *Journal of Epidemiology and Community Health* suggests just that. Using questionnaires given to mothers, British researchers investigated the eating habits of nearly 4,000 children at the ages of 3, 4, 7 and 8-1/2. The scientists corrected for the mothers' education levels, social classes, and consumption of fatty fish during pregnancy and breastfeeding.

The children whose diets consisted of sugary, fatty, processed and convenience foods at age 3 had a slightly lower IQ (almost 2 points) by the age of 8-1/2. On the other hand, toddlers who ate more salad, fish, pasta and fruit gained one IQ point at age 8. Interestingly, a child's diet between the ages of 4 and 7 did not seem to affect the IQ.

Lead researcher Dr. Kate Northstone points out that since the brain grows at its fastest rate during the first three years of life, diet can have an impact.

"It is possible that good nutrition during this early period may encourage optimal brain growth," she says. Previous research found head growth during this time is linked to intellectual ability.



"The best thing you can do to set your child up to maximize the types of foods they eat — which impacts cognition and health overall — is to be a good role model. Eat the foods you want your children to eat," says Angela Lemond, RD, a Plano, Texas family nutrition specialist and mother of two, who blogs at MommyDietician.com.

She points to several critical periods when diet can affect brain development:

- **In utero** — The quality of the mother's diet directly influences how the baby's brain develops.

- **Adequate brain information** is tied to maternal weight gain and the achievement of vital nutrients that form the brain, such as essential

amino acids, polyunsaturated fatty acids (including omega-3), B vitamins (especially folate), and vitamin D, along with the minerals calcium and magnesium," reports Lemond.

- **Early infancy** — Due to the superior quality of breast milk, the American Academy of Pediatrics recommends that a child nurses for at least the first year. However, studies show that even colostrum and short-term breastfeeding yields long-term benefits for the baby. While formulas supply adequate nutrition, breast milk provides benefits we have yet to discover.

- **Later infancy** — Once it's time to add stage one solids (infant cereal and pureed single-ingredient fruits and/or vegetables), warm up your baby to eating solid food.

"This is a very strange sensation for them at first! Allow them to play with the spoon and get messy. The more comfortable a baby is starting the eating process, the better success you will have going forward," says Lemond.

- **Toddlerhood** — Expose the child to all types of foods and flavors so she's comfortable choosing a variety of foods on her own when she is older.

"Picky eaters are often created by well-intentioned parents deleting foods off the child's list after they witness rejection," says Lemond. Resist your instinct to not allow your child to go hungry by offering her foods you know she'll eat. Instead, continue exposing her to a variety of foods, including the ones being rejected.

While it's never too late for children to develop healthy eating habits, this study recognizes the importance of getting started on the right foot early on. A healthful diet affects not only physical health, but it can also impact your child's intelligence (and perhaps standardized test scores down the road).

Christine M. Palumbo, RD, is the 2011 Illinois Dietetic Association Outstanding Dietetics Educator of the Year. Follow her on Facebook at Christine Palumbo Nutrition.

Sweet and juicy drumsticks

(Makes four servings)

INGREDIENTS:

8 chicken drumsticks
2 tablespoons lemon juice
1/3 cup orange marmalade
1/3 cup hot barbecue sauce
2 tablespoons Worcestershire sauce

DIRECTIONS:

Preheat oven to 350 degrees.
Combine marmalade, barbecue sauce, Worcestershire sauce and lemon juice, mixing well.
Place chicken, skin side up, in 9 by 13-inch pan lined with aluminum foil.
Pour sauce over chicken and bake 1 hour, basting occasionally.

Increase temperature to 400 degrees and bake 15 minutes longer.

NUTRITION: 330 calories per serving, 27 g carbohydrates, 28 g protein, 12 g fat, 3 g saturated fat, 95 mg cholesterol, 450 mg sodium, 0 fiber, 10 percent DV iron, 8 percent DV vitamin C.

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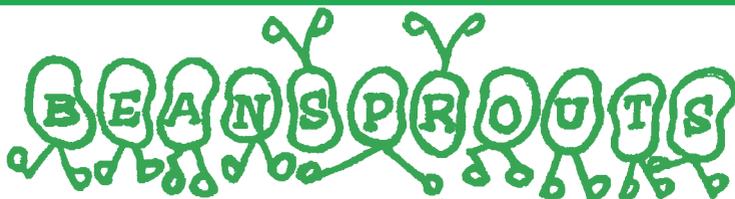
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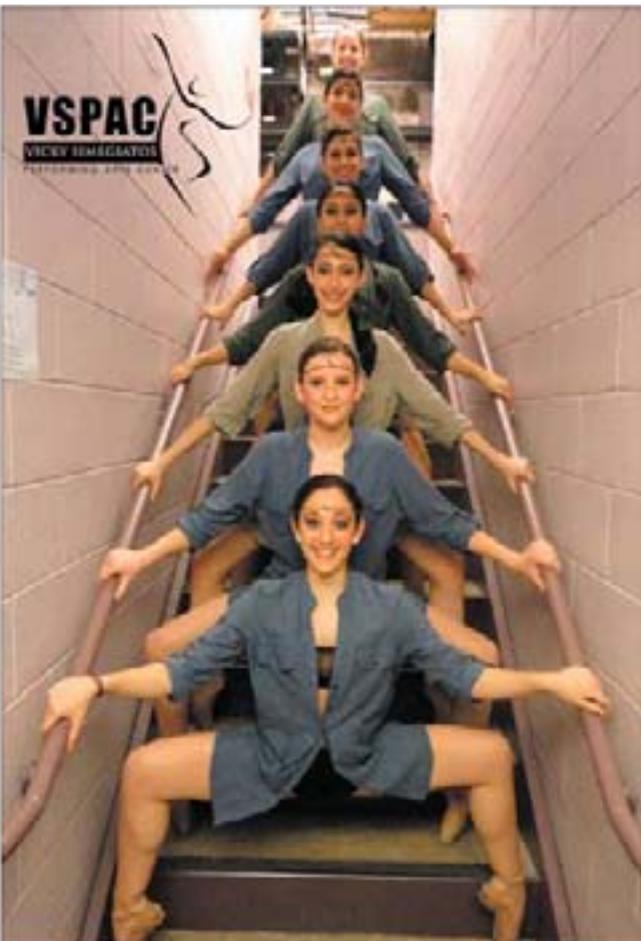
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Continued on page 40



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65 Bond Street • Boerum Hill, Brooklyn

F A C G 2 3 4 5 B63, B67 & B41



Fall Activity

GUIDE

Continued from page 38

confidence in each area of practice. Children are taught to work and play together while respecting the golden rule that there is a time to work and a time to play.

Dynamic Learning Center for Tomorrow's Leaders After-School Enrichment Program K-5

121 Gravesend Neck Rd
718-998-6481 or www.DynamicLearningCenter.org or www.DLCTL.org

Our focus and philosophy is to build The Leaders of Tomorrow. Our emphasis is building: critical thinking, problem solving, research, communication, socialization skills

- we encourage the child's vision and empower them with knowledge
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- we reward them when they take the initiative and motivate them
- our children recite 'Leaders are made, not born'
- we are making leaders right now!

The Little Gym of Bay Ridge

8681-18th Ave Bensonhurst
718-259-6878 or www.tlgbayridgebensohurstny.com

A feeling of success is one of the many benefits your child receives at the Little Gym. The Little Gym provides gymnastics-based motor skill development programs for children 4 months to 12 years old. Through sequential skill- building, movement, gymnastics, exercise, music and games, our curriculum builds student's physical, social, emotional and intellectual skills. All classes taught in a fun, safe and nurturing environment. Classes are offered in the morning, evening and weekends. Call to schedule your free trial class. Celebrate your child's birthday at The Little Gym. Reserve your birthday bash today!

Marks JCH of Bensonhurst

7802 Bay Parkway
718-943-6345

Robbins Corenman After-School Center at Marks JCH of Bensonhurst offers a safe and fun place for your child Monday through Friday. Homework help, sports, swimming, arts & crafts, computers and many other recreational activities. But there is more on Sundays, we offer over 20 different classes in our Sunday Camp fun program such as gymnastics, swimming, chess, soccer, painting and many others. Please call for more information.

Mathnasium of Brooklyn

Two convenient locations
392 Atlantic Ave., in Brooklyn Heights; 718-858-MATH.

6806 20th Ave., in Bensonhurst; 347-7-MATH-11.
www.mathnasium.com/bensonhurst or www.mathnasium.com/brooklynheights

After-school learning centers, where we make MATH make SENSE to kids. We support children in first through 12th grade, including algebra, geometry, trigonometry and college calculus. Our program helps with S.A.T.'s, G.E.D.'s and Regents preparation. We specialize in Math and provide assistance ONLY in mathematics. We are the Math EXPERTS.

We provide excellent content, at a great value with proven results. We offer individual instruction in a group setting. We provide an in-depth assessment to gauge students' gaps of knowledge, and we concentrate on those areas. We also help students with school work and homework, which they are encouraged to bring with them.

Similar to a gymnasium designed to strengthen the body, Mathnasium is designed to build up the Math mind.

We provide a no-pressure, low-stress environment, and we strive to take the fear out of Math. No red pens or X's here! We look to reinforce students' confidence and self-esteem, and make Math fun.

We have a rewards program, where students earn points as they complete sections of work which they can later redeem for prizes. We also have a game area, where students can play Math-related games with other students and staff, if they have time left over from their session.

Continued on page 42

Brooklyn Fencing Center
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VISIT OUR WEBSITE FOR CLASS SCHEDULE:
WWW.BROOKLYNFENCING.COM
718-522-5822 62 FOURTH ST (x HOYT ST)



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WWW.JOESMUSICCENTER.ORG

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or visit us online at
www.congregationbethelohim.org



274 GARFIELD PLACE, PARK SLOPE, BROOKLYN

Fall Activity

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ART

Barking Cat Studio

65 Bond Street, 718-855-8050 or www.barkingcatstudio.net

Barking Cat Studio is a uniquely equipped art studio dedicated to promoting creativity, discovery and independent thinking. Our studio provides the perfect environment for nurturing and encouraging young artists to explore their imaginations and inspirations by creating fun, age-appropriate projects that focus on the basics of the visual arts while using a variety of materials. We do Birthday Parties too!!! Call or visit our website for more information.

Creative Arts Studio

310 Atlantic Avenue; 718-797-5600
119 Union Street in Carroll Gardens; 718-243-0658
www.creativeartsstudio.com

Elite Family Fitness

111 Union St.,
718-596-0006 or www.elitetrainingandfitness.com

Be creative, be fit, & be healthy! Creative Arts Studio (performing arts studio in Boerum Hill) (CAS) Director, Sherri Hellman & David Cascia, Director of Elite Family Fitness are coordinating a unique environment rich with classes and activities your whole family can enjoy. CAS families will have access to Elite Family Fitness, the exercise & fitness facility next door with its wide and diverse range of classes and workshops. Each member of your family will be able to find, pursue, and participate in the arts, as well as a wide range of instructive activities in health & fitness, exercise, weight management and more! For more information check out our websites.

ATHLETICS

Brooklyn Fencing Center

62 Fourth Street, corner Hoyt Street in Carroll Gardens; 917-541-8902 or www.brooklynfencing.com

Brooklyn Fencing Center is Brooklyn's first competitive fencing club. Their mission is to make the excitement and joy of Olympic-style fencing more accessible to Brooklynites of all ages. They offer beginner classes for ages 6 and up – and the great thing about fencing is that you can keep at

it at 60 and beyond! Ideal for people who “hate sports” but want to get active, fencing entertains your brain as much as your body. Get in touch with your inner swash-buckler at Brooklyn Fencing this winter.

New York Fencing Academy

2896 West 12th Street
718-996-0426 or www.nyfencingacademy.com

Quality instruction for all aspects of fencing! NY Fencing Academy was founded in 2010 to help people discover, enjoy, and advance in the sport of fencing. We not only aim to develop fencer's technical skills but we also focus on physical fitness. It is no wonder that we provide one of the best youth Epee programs in the tri-state area, which results in marvelous achievements in both local and national competitions by our current members. Our classes range from beginner groups to individualized lessons for all ages, depending on your personal interest and needs. Come and meet our head coach, Misha Mokretsov, tour our excellent facilities and experience the sport of sword fighting!!

Nova Athletics

3701 Surf Ave. and at Adelphi Academy in Bay Ridge
86th Street and Ridge Boulevard;
718-996-2229 or www.novaathletics.com

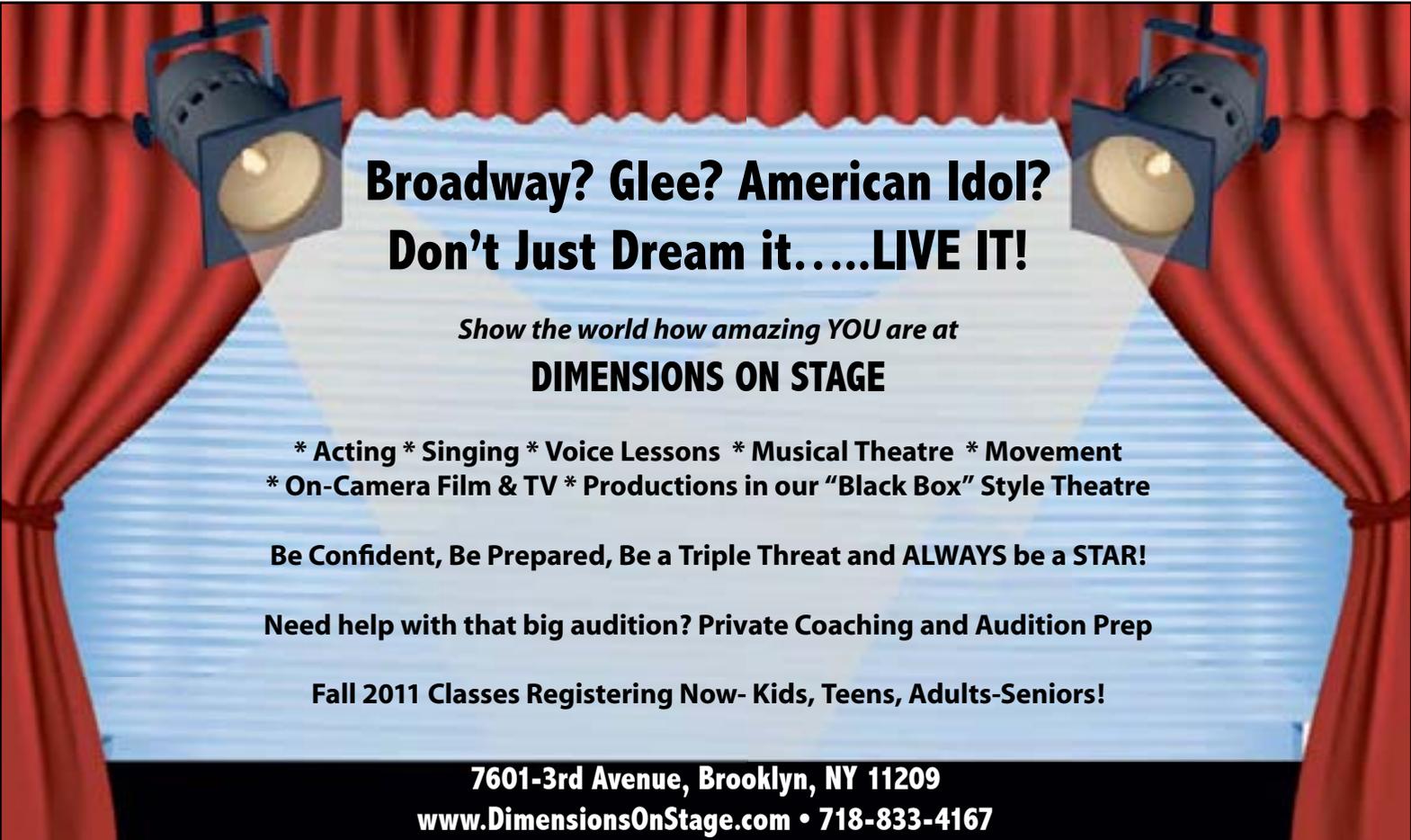
Nova Athletics is a non-profit sports club serving Brooklyn for over 30 years. The school's students have consistently captured countless State and Regional gymnastic championship title. Nova students have competed at venues from Madison Square Garden to those in Europe, Asia and South America. In 2005, their Artistic Gymnastic gymnasts won honors; the Rhythmic Gymnastics program produced championship athletes. At present, Nova boasts the #1 gymnast in the USA. Nova offers classes in Artistic Gymnastics, Rhythmic Gymnastics, Martial Arts and Dance for beginner through advanced, from ages 3 to adult.

Paerdegat Sports Center

1500 Paerdegat Avenue North,
718-531-1111 or www.paerdegat.com

Paerdegat Sports Center offers an

Continued on page 44



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SATURDAY, SEPTEMBER 10

10am - 5pm

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Fall Registration is NOW OPEN

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2011-2012 STUDENT PROGRAM REGISTRATION

September 6 - September 9, 4:00 - 9:00pm

September 10, 9:00am - 5:00pm



Ballet - Pointe - Modern - Jazz - Boys Programs
Creative Movement (3-4 yrs) - Pre Ballet (5-6 yrs)
Dance Fundamentals (6-7 yrs) - Tap - Adult Classes



photos by: Terriley Fox & Brenda Neulise

"Covenant's care reaches beyond dance... They go above and beyond what would be typically expected. Words cannot express the gratitude and affection I feel for Maria and her staff..." CR, academy parent

ROBERTA SOLOMON BALLET SCHOLARSHIP & BOYS SCHOLARSHIP AUDITIONS

September 24, 3:00 - 7:00pm

For girls and boys, 8-10 years, with little or no prior training. Call 718-891-6199 for an appointment.



2085 Coney Island Avenue

Kings Highway & Avenue R

718-891-6199

www.covenantballet.org

CBTB DANCE ACADEMY
Dancing for a Difference

Fall Activity

GUIDE

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after school program in which a staff member will pick-up your child after school and safely bring your child to the center. They enjoy healthy snacks and help with their homework and then...the fun begins. Licensed teachers supervise this program. A.C.D., Begin, and Union vouchers are welcome. The Paerdegat Sports Program offers lessons that are educational, recreational and help your child excel in their development while enhancing confidence. Activities available include gymnastics, swimming, soccer, basketball plus teen & pre-teen fitness.

Pole Position Raceway & Indoor Karting

99 Caven Point Road, Jersey City, N.J., 07305
201-333. RACE (7223) or www.PolePositionRaceway.com

Pole Position Raceway is three miles from Manhattan in Jersey City. Open to the public every day. Our state-of-the-art indoor karting center features two race tracks in an 80,000 sq. foot facility. Each track accommodates ten racers competing in side-by-side action, the safest and most exhilarating electric go-karting experience for adults and children (48 inches & taller). The karts are electric, made in Europe, and are capable of speeds of 45 mph! Pole Position Raceway displays racing memorabilia from famous racers from NASCAR, Motor Cross and Grand Prix along with video/arcade games and pool tables. We provide an authentic and exhilarating experience for Personal celebrations, including Birthday Parties for Kids from eight years, Bachelor parties, Bar-Mitzvah's, corporate events and Fundraisers. Our party rooms and spaces hold from 10-500 people. Pole Position Raceway works closely with event planners and caterers customizing each party to make it exciting, fun and safe. See: www.polepositionraceway.com or call 201.333.7223

Soccer Wiggles

3495 Nostrand Avenue (Kings Bay YM-YWHA Gymnasium)
347-693-5884 or www.soccerwiggles.com

Soccer Wiggles is a program for children ages 2 to 5 years old. It teaches children how to work as part of a team and develops social skills with other children and adults (such as taking turns and sharing play-time). It also develops a positive

self-image through the use of different activities and games. Register Now for Soccer Wiggles Triple Play Fall Session! We are going to play: Soccer, Baseball and Basketball. Soccer Wiggles is a lifetime experience program for you and your child with well structured classes and certified coaches.

Private Sessions are available for kids outside of the weekend classes.

YMCA of Greater New York

Bedford-Stuyvesant YMCA 1121 Bedford Avenue, 718-789-1497 or ymcanyc.org/Bedford

Dodge YMCA 225 Atlantic Avenue, 718-625-3136 or ymcanyc.org/dodge

Flatbush YMCA 1401 Flatbush Avenue, 718-469-8100 or ymcanyc.org/Flatbush

Greenpoint YMCA 99 Meserole Avenue, 718-389-3700 or ymcanyc.org/greenpoint

North Brooklyn/12 Towns YMCA 570 Jamaica Avenue, 718-277-1600 or ymcanyc.org/north

Prospect Park YMCA (357 Ninth Street, 718-768-7100 or ymcanyc.org/prospect

Things just seem to come together. There, families can participate in activities such as karate, basketball, cardio fitness and swimming, but they also value how they help meet the needs of the city's youth with after-school programs, quality child care and teen leadership opportunities. In fact, they're the largest youth-serving organization in New York City, serving more than 175,000 kids annually.

So become a member and feel the connection yourself.

DANCE

April's Dance-N-Feet

4626 Flatlands Avenue; (Bet. Schenectady Ave. & E. 46th St.) 718-692-4809

9411 Avenue L (Bet E. 94th & 95th Sts.) 718-272-1813

1866 Flatbush Avenue (Bet. Ave. K & E 38th St.) 718-258-2340

April's Dance-N-Feet is celebrating its 18th year, offering classes in tap, ballet, jazz, hip-hop, pointe, lyrical, gymnastics, hip hop competition, Caribbean dance, karate and boys classes, for beginners to advanced students. Adult classes are available

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Join the Grammy® Award-winning

Brooklyn Youth Chorus

Open auditions are being held now for BYCA's Fall 2011 season!

Auditioning girls ages 9 to 16, and boys 9 to 21
Voice Training / Musicianship / World-Class Performances

Visit BrooklynYouthChorus.org for more information.



Brooklyn Youth Chorus Academy 718-243-9447 ext. 221
info@brooklynyouthchorus.org 179 Pacific St., Brooklyn, NY 11201
Artistic Director DIANNE BERKUN

This program is supported, in part, by public funds from the New York City Department of Cultural Affairs.

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Photo by Heather Weston

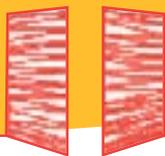
310 Atlantic Avenue • Brooklyn, New York 11201

119 Union Street • Brooklyn, New York 11231

718.797.5600

www.creativeartsstudio.com

BAX



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OPEN HOUSE

Sat, September 10 | 10:00am - 2:30pm

**dance, theater and tumbling
for young artists from tots to teens**

[Fall trimester classes start Monday, September 12, 2011]

For the Open House and Fall trimester class schedules, visit:

WWW.BAX.ORG

DANCEWAVE

Dance with us this Fall!



Classes for Babies, Toddlers, Kids,
Teens and Adults

Ballet, Modern, Hip Hop, Musical Theater,
Choreolab and more!

Fall Semester Classes Start September 15

\$5 Class Week! SEPTEMBER 8-14
Try any Dancewave class for only \$5 each
rsvp@dancewave.org

DANCEWAVE COMPANY AUDITIONS

Work with renowned choreographers and perform at
professional venues across New York City!

Dancewave Company I & II Sat, Sept 10, 1pm & Wed, Sept 14, 5pm
13 yrs & up, 2+ yrs dance experience required

Young Movers Ensemble Tues, Sept 13, 5pm
10-13 yrs, 1+ yrs dance experience required

Young Performers Ballet Ensemble Thur, Sept 15, 5pm
10-13 yrs, no experience required

Street Jazz Ensemble Sat, Sept 10, 1:30pm
12+ yrs, some experience required

Amazing Creatures Company Sat, Sept 10, 11am
7-9 yrs, some experience required

AUDITION FOR A SCHOLARSHIP!

Sat, Sept 17, 12pm rsvp@dancewave.org to secure your audition spot

DANCEWAVE 45 Fourth Avenue (at Dean Street) Brooklyn, NY 11217
(718) 522-4696 • info@dancewave.org

For more info visit: www.dancewave.org

Fall Activity

GUIDE

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as well. Private lessons or leveled classes are given for ages 2 - adult for reasonable prices. Their senior tap company and boys' troupe have performed with tap legends. We have 4 platinum award winning hip-hop competition teams ages 3-18: The Gems, Diamonds, Divas and Crystals. They have also danced in other Manhattan professional theater venues. The school's students have been accepted to LaGuardia High School (School of Performing Arts), Alvin Ailey School, and have performed in commercials.

BAX / Brooklyn Arts Exchange

421 5th Avenue
718-832-0018 or www.bax.org

BAX, which is located in the heart of Park Slope, has been recognized for excellence in arts education since 1991. BAX offers well-graded classes for tots to teens in DANCE including Creative Movement and a full range of levels in Modern/Contemporary Dance. The THEATER program includes Creative Dramatics, Acting Technique, and Improvisation...PLUS new class offerings, including Ballet, Tumbling, Teen Funk Fusion, Physical Comedy and more.

Brooklyn Dance Centers

2106 West 6th Street; 718-996-0319

6720 20th Avenue; 718-256-5320 or email bd1@thebrooklyndancecenter.com

Brooklyn Dance Centers have been serving the community for over 26 years. These schools for professional dance offer training for all ages and levels, beginner through advanced. Classes are available in ballet, pointe, jazz, modern, hip-hop, tap, acrobatics, break dancing, belly dancing, salsa, ballroom, hustle, Pilates, and yoga. Boys' only classes are also offered. Competition classes are by audition only. Please call for their registration dates and for more information.

CBTB Dance Academy

2085 Coney Island Avenue,
between King Hwy and Avenue R;
718-891-6199 or www.covenantballet.org

Formerly known as Covenant Dance Studio and Covenant Dance Theatre. CBTB introduces children to the beauty of ballet and nurtures precision and artistry in the technique.

The dedicated professional instructors inspire a love of dance in the students and cultivate a solid foundation that has carried students into performing arts schools, colleges and professional careers. CBTB Academy employs the ABT® National Training Curriculum for Primary through Level 3 which combines high quality artistic training with the basic of dancer health and child development. Founded and directed by accomplished dance instructor and choreographer, Marla Hirokawa, the school also offers Modern, Modern/Jazz and Tap as well as various adult classes.

Cynthia King Dance Studio

1256 Prospect Avenue
718-437-0101 or www.cynthiakingdance.com

Cynthia King Dance Studio provides a fertile training ground for students of all ages and abilities, embracing traditional to emerging styles. Ballet, Hip Hop, Jazz, B-Boy/Break Dance, Tap, Modern Dance, and Salsa are taught by experienced professional dancers.

The dance seasons culminate with original, unique student concerts with additional performance opportunities throughout the year. The spacious and lively studio has grown to include a working Junior Dance Company and special residencies with master teachers and choreographers.

Visit the website for a schedule of classes, faculty bios, registration information, listings of special events and auditions.

Dancewave

45 Fourth Avenue at Dean Street
Downtown Brooklyn B, D, Q, N, M,
R, W, 2, 3, 4, 5 to Atlantic/Pacific
Street
718 522-4696 or fax 718-522-4696
or www.dancewave.org

Dancewave is a nonprofit arts organization that transforms the lives of New York City youth through unique exposure to world-class, pre-professional performing arts training. Since 1995, Dancewave has offered education programs for young people with a rare combination of artistic integrity, educational rigor, nurturing support and access for all students. Dancewave programs include: Dance Training (The School at Dancewave, Summer Dance Intensive); Pre-Professional

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Develop Your Child's Gifts & Talents and Prepare for OLSAT&ERB Tests in Two Simple Steps.



**Step 1 FasTrackKids Core Program
Ages 3-7**

- Creative & Fun Learning Through Play
- Develop Social & Leadership Skills
- Expand Vocabulary & Knowledge
- Develop Communication Skills
- Develop Critical Thinking Skills
- Ensure success in school and life

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Williamsburg 347.987.4450	Kew Gardens 718.441.3762	Flushing 718.288.5152	Tribeca 212.346.7737

**Space is Limited. Call NOW to register
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*For best results, combine with FasTrackKids Core Program

**NOW ACCEPTING STUDENTS AGES 2.5-18
FOR OUR 2011-12 SCHOOL YEAR**

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Wednesdays-Saturdays,
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Dynamic Learning Center (DLC)



for
**TOMORROW'S
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www.DynamicLearningCenter.org

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**FREE Session
Sept. 9 4PM to 6PM,
call for reservation.**

Fall Activity

GUIDE

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Companies (Dancewave Company, Dancewave Company II, Young Movers Ensemble); Arts In Education (D-Wave in Motion, Public Schools Master Class Tour); and Community Performance (Kids Cafe Festival, Spring Celebration). The School at Dancewave offers dance classes for ALL AGES at the Dancewave Center and locations throughout Park Slope. Classes include Creative Movement, Ballet, Modern, Jazz, African, Hip Hop, Musical Theater and more!

Full of Energy School of Dance

895 Flatbush Avenue; 718-675-1188

Full of Energy School of Dance offers the best instruction in the art of dance, specializing in ballet, Pointe, Latin, jazz, African, Broadway jazz, hip hop jazz, modern, tap, salsa, flamenco and guitar and piano lessons. They teach dance to children over the age of 3 and also offer classes for adults.

Instructors have many years of experience and are well qualified to mold the student into the near perfect dancer.

The school teaches the serious student how to achieve the highest level in the artistic performance in dance. Qualified dancers have the privilege of being in their "Company Classes," where only the most qualified dance together.

Joffrey Ballet School

434 Avenue of the Americas, 3rd fl, NYC

212-254-8520 or www.joffreyballetschool.com

The Joffrey Ballet School is the home of Baby Ballerinas, Hip-Hoppin' Street Jazz, Demi Soloists, and so much more. The world-renowned program is a world-renowned good time for you and your child. We have 60 years of excellence to share with your family. The dance classes begin at the age of two, with live music and performances that will create memories to last a life-time. Our themed-based birthday parties are fantastic with cakes by the "Cake Boss," and sprinkles of joy from the school faculty. Come grow with us.

Mark Morris Dance Group

**3 Lafayette Avenue
718-624-8400 or www.mmdg.org**
Under the direction of School

Director Sarah Marcus and School Administrator Elise Marafioti, The School at the Mark Morris Dance Center is a year-round, high-quality dance training program offered at affordable rates. The School reflects the spirit of the Mark Morris Dance Group in its celebration of dance and music. We believe that the study of various dance forms and music is essential to a child's education and development. The School offers a diverse range of classes for all ages and abilities and is a growing center of creative activity for children, community residents, and professional dancers. Additional information is available at www.mmdg.org.

Vicky Simegiatos Performing Arts Center

**7110-12 Third Avenue
718-680-0944 (weekdays after 5:00 p.m. - all day Saturdays)
www.vspac.com**

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Continued on page 50

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Fall Activity

GUIDE

Continued from page 48

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179 Pacific Street, Brooklyn
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718-230-4825 or www.npsom.org

The Noel Pointer Foundation Program offers extra curricular activities for after school programs in violin, viola, cello, piano and theory. Their daily program runs Monday-Friday, 9 a.m. to 3 p.m. In addition, they offer an extended program for working parents. The Noel Pointer School of Music is a string music program to teach violin, cello, viola and bass to elementary, middle and upper school students. The school is offering this valuable training to the youth of the city to encourage and nurture creativity and musical literacy in children who might otherwise not have the opportunity or exposure. The Noel Pointer School of Music is a feast of quality musical training. Learning to play a string instrument is a wonderful activity that opens up a whole new world for children. Join them this fall for a world of musical fun.

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Continued on page 52

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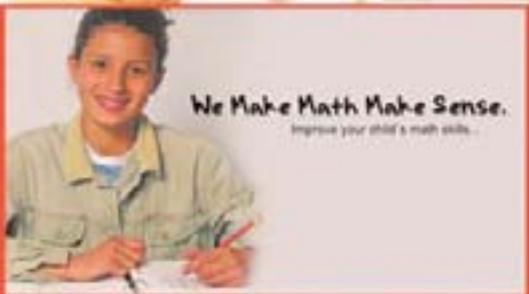
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Fall Activity

GUIDE

Continued from page 50

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Continued on page 54

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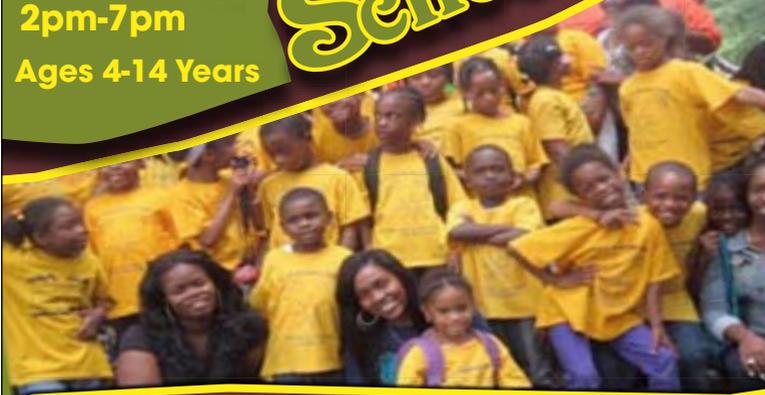
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Fall Activity

GUIDE

Continued from page 52

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LIONS AND TIGERS AND TEENS

MYRNA BETH HASKELL

Not making the cut

Oh, that varsity letter! Teens proudly adorn their team jackets with them. It brings with it prestige and notoriety. However, many teens — who enjoyed playing a sport throughout their childhood — don't make the varsity team. This doesn't have to be the end of their sports career, though. All a teen needs is the passion to play and the will to remain involved.

Dealing with the disappointment

Being cut from the team can be devastating to a teen's self-esteem. Parents and coaches can help soften the blow.

"Helping a teen handle being cut from a team ideally starts years earlier," says Jan Drucker, PhD, a clinical

psychologist and professor of psychology at Sarah Lawrence College. She believes it's imperative to have the right attitude from the start. "A parent who supports participation in sports, but does not push her child and get overly excited about wins, will set the stage for less excruciating bad feelings much later when there is failure."

She says parents can help their teens put this failure in perspective.

"Supportive parenting means empathizing with your teen's feelings while leaving your own feelings of disappointment or anger aside," says Drucker. "It isn't helpful to reinforce feelings of failure or to be Pollyannaish in dismissing the disappointment."

She suggests that parents facilitate a positive conversation about the experience. Ask your teen what he feels he has accomplished in the process, and what he enjoyed about trying out.

Steve Ettinger, a fitness expert, soccer coach, and author of "Wallie Exercises," knows how much being cut affects an athlete's self-esteem.

"Tryouts are a very tricky and sensitive time of year for coaches, parents and athletes," he says. "When a teen doesn't make the team, he will inevitably feel any combination of hurt, disappointment and anger. There are several factors the coach should take into account to make the process better for everyone. These might include keeping results anonymous, giving everyone equal time to prove their worth, and suggesting alternatives for athletes who might not make the team."

Moving forward

So your teen didn't make the team. What's next? Teen athletes need to experience their frustration or anger, find acceptance, and move forward.

If she wants to stay involved in the sport, perhaps a club team or another athletic organization, such as a Catholic Youth Organization, will do.

"If they're serious about continuing with the sport, the best option is to ask about a practice team," says Ettinger. "The athletes will get the same training, and their dedication and perseverance will show the coach that they're a great fit if a spot

opens up."

Also, some sports, such as gymnastics and diving, offer the option of teams putting up exhibition athletes. This is a great choice for athletes who want to improve and try out again.

Athletes can also try something new. They can use the skills they've acquired from one sport and transfer them to another. Football players who don't have the size for the football field might try wrestling or lacrosse. Some sports provide individual competition without team cuts, such as biking or martial arts.

If she no longer wants to compete, a team management position might be an option for your teen. Assisting as a score keeper or judge's helper can be a stepping stone for a coaching or officiating job in the future.

Tips and tales from coaches

"The best athletes are not always the best coaches. If you have a passion for a sport, staying involved and studying that sport on and off the field can still provide great opportunities and a lot of fun for years to come."

Kriston DeLisio, varsity soccer and youth league baseball, Woodstock, NY

"For gymnastics, determine the varsity coach's requirements for making the team. Attend club gymnastics to improve conditioning and work on weaknesses. I had a gymnast on my team who tried two other sports and was very successful. She attributes this to her hard work and discipline in gymnastics!"

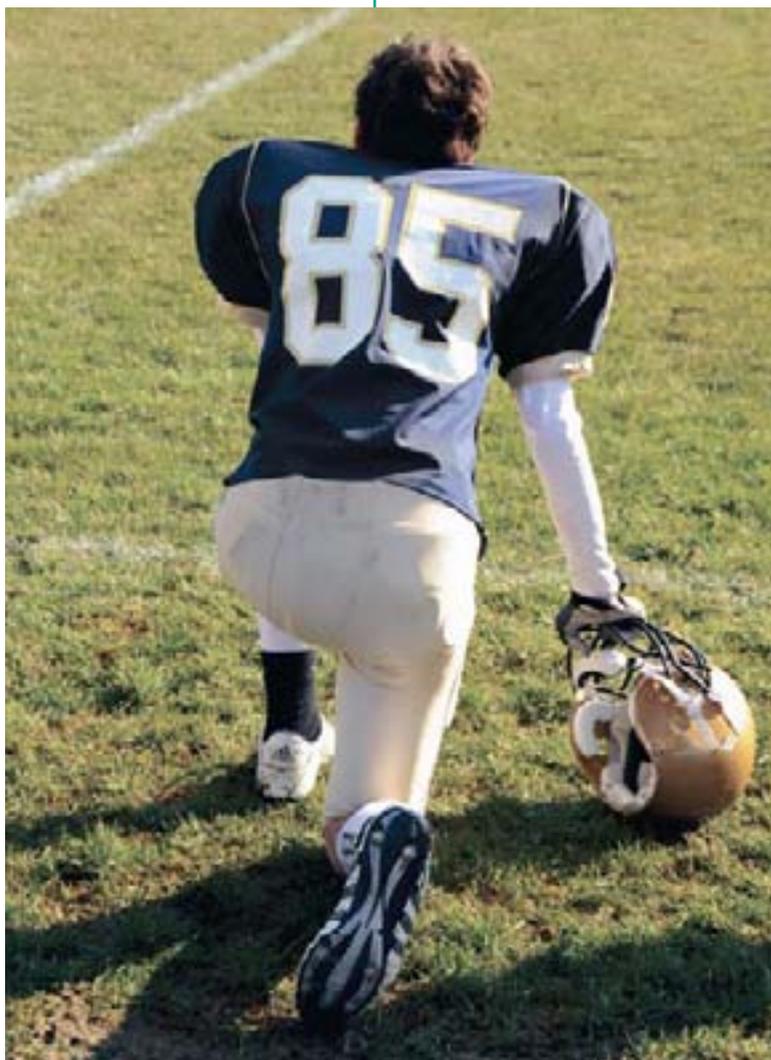
Rhonda Dixon, varsity and club gymnastics, Kingston, NY

Share your ideas

Upcoming topic: Teens splitting their time at the holidays (due to divorce or other reasons) — tips to handle it in the best way possible.

Please send your full name, address, and brief comments to myrnahaskell@gmail.com or visit www.myrnahaskell.com.

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



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Grandparents raising grandkids

BY CANDI SPARKS

Children need loving, nurturing and stable environments, and providing this requires a parent or guardian to give a great deal of consistent time, organization, multi-tasking, energy, love and financial support.

With most families, having less time and less money increases stress, making the responsibility of raising even one child feel overwhelming. Those who are raising multiple children may have more than their fair share of challenges and frustrations. As a result, many parents are calling on grandparents to help raise kids.

During the last decade, 5.8 million families lived with grandparents, and almost 40 percent of grandparents have been the primary caregivers for five or more years, with no biological parent present. Many times, this is due to an unfortunate turn of events, such as parental death, deployment, divorce, or illness. Many grandparents are being asked to do it again — to raise their grandkids — and they're stepping up to the plate.

"She is my only granddaughter, and my daughter is my only child, and I'm just so excited about being a grandparent," says Brooklynite Regina. "I smile from ear to ear, just to hear her call me Nana. My daughter and son-in-law are both in the military and have been deployed at the same time, and now I'm my granddaughter's legal guardian." In Regina's case, child care expenses are provided by the military, and supplemented by the grandmother, which is the best



possible scenario for all parties involved. However, this is the exception and not the rule.

Most grandparents raising children are forced to give up leisure time, the option of traveling, and their independence. Financially, raising a child can burden a senior's limited budget. Muriel, a retired Queens school teacher in her 60s, is raising two grandchildren, and knows the pressure of a limited budget.

"I would become overwhelmed — if I stopped to think about it. Having to maintain an edge in my 60s is a monumental task, but children are special people," she says. Muriel is on a fixed income, and says she is always looking for ways to save. She is an avid coupon clipper, buys in bulk from warehouses, and shops for school clothing and holidays at discount outlets.

As a former teacher, Muriel knows the value of education. She is constantly researching scholarships, awards, and contests to offset the expenses of education for her granddaughters.

The girls play a lot of sports to learn about competing for what they want in life, and Muriel goes to most of the games to cheer them on. She says she has a better relationship with her grandkids than she did with her own daughter. For Muriel, the emotional satisfaction she gets from having great relationships with the girls and a job well done is "more than worth the sacrifices. I am happy again."

"Children are less inclined to battle with a grandparent," explained Paula Hinton, a licensed

During the last decade, 5.8 million families lived with grandparents, and almost 40 percent of grandparents have been the primary caregivers.

social worker with 25 years of experience in the field. Hinton also said that “this is often a smoother relationship that seems to be largely devoid of guilt and expectations.”

In 2008, Karen, a single mom from Staten Island, was laid off from work. After two years of job hunting, she landed a job out of state. By that time, her finances were in shambles, and she had to move in with her father, Karl. When Karen got the job, she and her father decided that it would be best for her sons to live with him, and she could return on long weekends and holidays.

“After a lot of crying and talking to my dad, we decided that it would be better if the boys stayed here,” she says. “They need a male role model and my dad is a hands-on, involved kind of guy. With the relocation and the new job, I cannot give them as much attention as he can. They would have to adjust to everything being new to them. By staying with my dad, they can keep the same friends, stay in the same schools, and live in the house that belongs to the family. I feel guilty for leaving the boys, and I keep reminding myself that I am not leaving them. I am just going to work — only work happens to be a few thousand miles away. The recession ruined me, financially. I don’t have many options at this point.”

Although he is in his 70s, their grandfather is delighted that he is healthy enough to raise the boys. Karl looks forward to Karen coming back to see the boys when she can.

“Don’t worry about it,” he says to his daughter. “Things will work out just fine.”

Most of the time, a grandparent raising her grandkids is a real ne-

cessity, as it is for Carol, a grandmother in the Bronx who is taking care of her grandkids while their parents receive treatment for substance abuse.

“As a parent, you don’t want your 30-year-old living in the basement. But as a grandparent, you can do more than just hug the kids goodbye after a visit,” says the 69-year-old. “As a mother, I was more concerned with the safety of their bodies, and now as a grandmother, I am more aware of their happiness and their souls.”

Carol says that raising grandchildren is a financial strain, but she does not want the children to be with anyone else. She says that she also hopes that her daughter and son-in-law can mend their broken relationships and that the family will someday heal.

Grandparents who are considering raising grandchildren should remember that they must be able to take care of themselves before they can take care of anyone else. If they regularly need to visit the doctor for scheduled check-ups and remember to take their medicine on time, it might be difficult for them to take care of young children.

If they are up to it, taking care of youngsters might keep grandparents more youthful and connected to the modern world. They might be more inclined to keep up with the latest technology than their peers, who are generally more secluded from intergenerational contact.

In having already raised kids, their past experiences can be a real plus. Sharing the past with grandchildren is a positive for both generations, and it helps to instill a sense of family history and connection that only grows more endearing as time goes by. Hearing stories about their ancestors, which keeps the history of a family alive, benefits these youngsters enormously.

Kids being raised by grandparents is not a new phenomenon, but in harsh economic times, it is one that seems to be growing more common.

Candi Sparks is a Brooklyn mother of two and author of the children’s books, “Can I Have Some Money?,” “Max Gets It!,” “Legend of the Earwax Kids,” and other titles sold on Amazon.com. Her website is candisparks.com, and you can “like” Candi Sparks (Author) on Facebook, and follow Candi Sparks on Twitter.

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Warm-up!

Simple steps before exercise can prevent sports injuries

BY GARY MILLER

The basis of any good exercise program starts with a proper warm-up. It provides the solid foundation that anyone from age 7 to 70 needs in order to start exercising. A warm-up has two important benefits for a person about to workout: prevent injury and increase the level of performance. However, most young athletes and adults alike do not give warming-up a second thought.

While warming-up, your focus should be on increasing your body's core temperature to prepare it for the training session you are about to start. The warm-up will increase your heart rate, increase your blood flow, improve your flexibility, and awaken your central nervous system.

There are many benefits you'll get from your increased body temperature: the likelihood of injury is reduced with improved motor ability; sports and athletic performance will be improved; you'll also have increased muscle efficiency, less risk for

muscle strain and tears, improved reaction time, and improved speed of movement of all the muscles.

Injury prevention

Most people today — both children and adults — lead very sedentary lifestyles and are overweight. They spend more time sitting down at a computer and resting than up and moving around. According to the National Academy of Sports Medicine, close to 35 percent of our population is overweight. This sed-

entary lifestyle causes muscles to become short, tight, inactive and weak. It will also decrease motor skill development in young children, and decrease reaction time in older children and adults.

A proper warm-up will address these issues, plus the issues of flexibility, weak muscles and poor motor skills through active and ballistic stretches and movements, plus core muscle activation exercises. All of this will lead to injury prevention because the body will start to produce the proper movement patterns required to do efficient exercises or skills that burn the most calories, build the most muscle, and increase endurance.

Increasing performance

After your body is given a proper warm-up, it will move much better because the central nervous system is fired up, the muscles are more pliable, there is improved circulation, and joint range of motion is enhanced. A good warm-up can also become a great core-building program as well — and, no, I don't mean you need a six-pack of abs, although those muscles are important — I mean your obliques, lower back muscles, gluteals and inner thigh muscles, all of which need to be worked.

Simply put, if your core isn't completely activated and working together, you will never reach the level of fitness required to live a quality lifestyle. But, when the core is working together, your results will improve tenfold, no matter what your goals are. Your balance, stability and strength will improve — all of which is needed to produce any skill, whether it is playing a sport, riding a bike, or carrying a bag of groceries up the stairs.

A proper warm-up can also help reduce the severity of post-exercise muscle soreness. The higher temperatures and increased blood flow that a warm-up provides are important for the delivery of oxygen to the muscles, and the prevention of build-up

of unwanted waste products, which can lead to muscle soreness.

Intensity and duration

It is difficult to recommend a specific intensity and duration of warming-up for every child and adult, but most research suggests that an increase in body and muscle temperature that produces sweat is adequate. This warm-up should last about 10 to 15 minutes, and will generally produce sufficient results that will prepare the body for more strenuous activities.

The duration and intensity of a warm-up can be adjusted according to the population of people working out, or the environment you are in. A warmer temperature and greater amount of clothing you are wearing will make you reach the desired body temperature sooner. It is also important to begin a major activity while still warmed-up. The rest time should, preferably, be no more than a few minutes between the major part of your exercise program or the activity you have planned for the day.

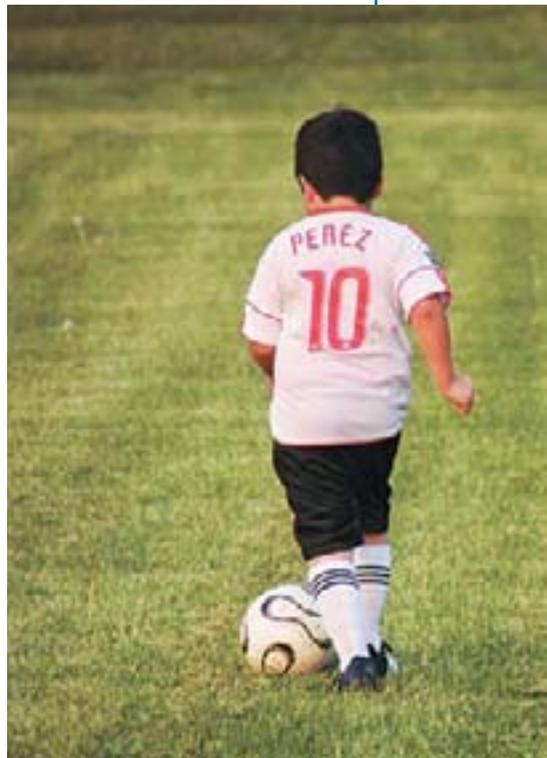
Warming-up vs. stretching

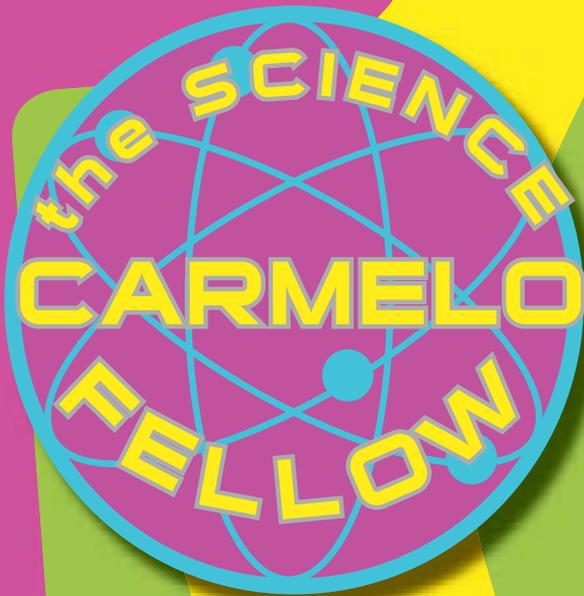
There is a difference between warming-up and stretching. Many people stretch and call it a warm-up. This is incorrect. It is important to warm-up before stretching in order to increase circulation and increase the elasticity of your soft tissues — mainly your fascia tissue — your muscles and tendons.

When you try to stretch the muscles without the proper active warm-up, the muscles are still "cold," and are more prone to an injury, such as a muscle tear or strain. The traditional static stretch should be implemented at the end of your workout to improve recovery time between workouts and calm the body down.

So remember the next time you or your child start a workout or training program to be sure to actively warm-up, so you can avoid injury and increase your chances of optimal performance and success!

Gary Miller, NASM, CPT, PES, CES, is the director of operations at the Victory Performance Center, the home of the Parisi Speed School. Miller has been a personal trainer for over a decade, and studies exercise science at William Paterson University. He has trained everyone from children to adults, executives, pro-athletes and celebrities.





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A TEEN'S TAKE

AGLAIA HO



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G is for great

Teen bonds with parents over love of animated films

Today, the movie theaters seem to be dominated by thrilling, live-action fantasies and sci-fi flicks filled with unbelievable special effects. These films usually pit unlikely heroes against vicious villains, and end with dramatic battle scenes with all the works. However, while these films are extraordinarily exciting, I still have a special place in my heart for classic, animated films.

As a teenager, I still get a kick out of watching animated movies with my family. Occasionally, we'll gather around the television and play old video cassettes (yes, they still do exist) of classic cartoons. It brings back so many memories from my childhood. My parents and I chat throughout the movie, remembering my crazy antics.

Nothing has changed. I still die from hysterics when I watch Jaq and Gus scurry around Cinderella's stepmother's estate. I'm still sadly terrified of the sinister, shape-shifting Maleficent from "Sleeping Beauty," and still thrilled to sing along with every song in "Beauty and the Beast." It's become a guilty pleasure.

So I literally leapt with joy when I learned that there was a new Winnie the Pooh movie. I couldn't wait to see it. I was only 4 or 5 years old when I saw "The Many Adventures of Winnie the Pooh," but I still remember

pretending I was part of the gang, hanging out with Pooh Bear, Piglet, Eeyore, Tigger, and the others.

My biggest fear about watching a G-rated cartoon was that I would be ridiculed for the rest of my life as the girl who watched "kid movies." Surprisingly enough, I was able to find a couple of friends to accompany me to see "Winnie the Pooh." Then again, it was a 90 degree day and seeing ANY (and I repeat "any") movie in an air-conditioned theater wasn't a bad idea. We were slightly embarrassed when we went to buy tickets for a matinee showing. Thankfully, the woman in the booth didn't seem to care.

From the minute we walked into the theater, we noticed that the audience was pretty much children ages 7 and younger. Wondering if this was a big mistake after all, we slumped down in our seats, praying for the theater to darken, so we wouldn't be noticed. Yet, as the movie started, we were overjoyed. I was reminded of why I love animated films.

I lost myself in the story, moved to tears by the purity of Pooh Bear. I found myself longing to be a kid again and frolic with my own stuffed animals. My friends and I laughed harder, cried louder, and smiled broader than any little kid in that room.

Just because animated films are generally a lot tamer than live-action

ones, doesn't mean that they are reserved just for kids. Animated features are suitable for everyone. Children, teens, and parents can easily enjoy an animated classic just like my family has for so many years. Cartoons tend to have simple, short and sweet messages behind them. While most teens and adults alike may scoff at the redundancy of these themes, many times these are the lessons that we always neglect. For example, "Shrek" teaches us not to judge a book by its cover, and, let's face it: we're all a little judgmental about everyone's exterior. "Ratatouille" teaches us to never give up on a dream, although many of us do. Animated films help revive long-forgotten, important lessons that help shape a better community.

Additionally, these movies are colorful, cheerful, and playful — pretty much everything our real world isn't. They help us forget the hardship and stress of our lives. These films are for the dreamers in all of us. We all want that glass slipper to fit. They teach us to never stop believing in ourselves and what we can do.

I encourage all parents to rewind those old, classic, animated films and share them with their families. For parents of young children, this will be a good opportunity to introduce these legendary movies to them. For parents of older kids and teens, it's the perfect way to bond and relive memories. Try it out, and you'll be surprised. After all, everyone longs for a wonderful, happily ever after!

Aglaia Ho is a 15-year-old student from Queens who enjoys writing. Her work has been published in Creative Kids, Skipping Stones, Daily News/Children's Pressline, and The State of the Wild.



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TWICE THE ADVICE

JACQUELINE AND
KERRY DONELLI

Explaining 'where babies come from'

Dear Twins,

I am pregnant with my second baby and my youngest, who is 6, keeps asking how the baby got there. His grandmother keeps saying an angel brought her. I'm uncomfortable with this, but am too embarrassed to talk about sex to him!

Jacqueline says: Simply say the baby grows from an egg in the mommy's womb, pointing to your stomach, and comes out of a special place, called the vagina. There is simply no need to explain the act of sex at this point in time. (He wouldn't understand it anyway.)

Kerry says: If this doesn't satisfy his curiosity, continue that the man's sperm joins the woman's egg and then the baby begins to grow. Most young kids will accept this answer. Age-appropriate books on the subject are also helpful.

• • •

Dear Twins,

I was taken by surprise when I walked in on my 5-year-old girl and the neighbor's 6-year-old boy playing "doctor." I am really confused. How should I have handled this?

Jacqueline says: It's best not to make a big fuss and simply direct the children to another activity. Sit down and talk with your child. Tell her that although you understand the interest in her friend's body, their bodies should be covered from others and in public. Tell her that in no way should she feel guilty, but setting boundaries from others is important.

Kerry says: This is also a good time to talk about "good touch" and "bad touch." Tell your daughter that her body is her own and she has the right to privacy. No one should touch her if she doesn't like it, and she should tell him to stop if he



does. Make sure she understands that it's important for her to tell you if anyone does.

• • •

Dear Twins,

My brother and his wife walk around nude in front of their young kids. He thinks there is nothing to be ashamed of, and Americans are too uptight. (His wife is French.) I am going away, and my son will be staying with them for the weekend. Should I ask them to cover up just for the weekend?

Kerry says: Families set their own values for nudity, modesty, and privacy, and every family's values are different. Explain your brother's free-spirit nudity to your son. Ask your son if he is comfortable with this. If he is not, find another situation.

Jacqueline says: It is an imposition to ask other families to act differently in their own homes, because you have privacy issues. However, if you really can't handle it, change the arrangements for the weekend. In my opinion, you're being a bit uptight.

• • •

Dear Twins,

My co-worker's baby died last weekend of sudden infant death syndrome. I hear it is very common, and am horrified at the idea of my 1-year-

old suffering such a fate. What can I do to help prevent it?

Kerry says: Sudden infant death syndrome is the leading cause of death for infants 1 month to 1 year of age. Approximately 2,000 babies in the U.S. die each year from the syndrome. That said, there are ways to dramatically reduce your baby's risk. For one, always place your baby on his or her back to sleep. Your baby should also sleep on a firm sleep surface. Lastly, be sure to keep soft objects, toys, and loose bedding out of your baby's sleep area.

Jacqueline says: Another no-no is smoking around a newborn. For the record, the National Center for Health Statistics has reported a more than 50 percent drop in sudden infant death syndrome death rates and a decrease in stomach sleeping from 70 percent to 15 percent. This is the equivalent of saving more than 3,500 American babies each year.

• • •

Dear Twins,

We just moved to a new city due to my husband's job transfer, and we have a 3-month-old baby. I'm a stay-at-home mom and very happy, and we have wonderful neighbors. However, one neighbor keeps asking me to watch her 1-year-old for "just a few minutes" while she runs to the store to get some formula, etc. These "few minutes" have stretched into hours, then into half days and finally into whole days. What should I say to her? She is really taking advantage of me!

Jacqueline says: Yes, she is taking advantage of you. The question is, why are you letting her? The next time she asks you to watch her kid, simply refuse. If she asks why, tell her it's because she is taking advantage of you.

Kerry says: Tell her you are unable to watch her child as you are so busy you can barely keep an eye on your OWN. Leave it at that. I've said it before, and I'll say it again: no one can take advantage of you unless you let her.

Jacqueline and Kerry Donelli, twin sisters, are multiple 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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What we did on our summer vacation

Astoria father recalls best of a season spent in Queens

BY ROBERT TROTTA

This summer, my wife Giovanna and I wanted to make sure we kept our 5-year-old son Matthew active, excited and happy during his vacation. And while we were able to go to Pennsylvania for a visit to Sesame Place with a few friends, we spent most of July and August right here in Queens — particularly in Astoria — and, as a result, our summer was terrific.

We went to the movie theater at Kaufman Studios on a couple of occasions to see “Cars 2” and “The Smurfs” (and I got to catch the movie I was waiting months to see, “Rise of the Planet of the Apes”). Not too far from the theater is the American Museum of the Moving Image, and we had a wonderful time there, seeing various props from classic films — and Matthew and me dancing goofily in front of the museum’s camera.

Astoria Park had so much to offer

this summer. Our whole family was able to see a beautiful fireworks show — and a breathtaking view of the sun as it descended behind Manhattan skyscrapers across the East River. A July carnival was also a nice treat. Rides, cotton candy, and the House of Mirrors made for a fun-filled evening that was only about a 10-minute walk from our front door.

Preschool ended in June, but Matthew’s education certainly didn’t come to a halt during the months that followed. He began soccer lessons at that park, and at the Astoria Sports Complex, Matthew — equipped with goggles and a swim cap for the first time — began to learn how to swim.

We bought an inexpensive, but just-the-right-size swimming pool at, of all places, Rite Aid, and the backyard of the Trotta home became a tiny resort. Matthew had several play dates with friends, and the pool was the perfect way to conquer the heat — the hot and humid air took a backseat to the fun that was had by all.

If we didn’t have our own, going to the Astoria Pool would not have been a terrible option. In fact, the Daily News named it the best public pool in the entire city. The July 31 article complimented “the largest pool in the biggest city in America,” for its cleanliness, exciting mushroom fountains for kids, and gorgeous views.

Then there were the good, old-fashioned moments that we shared — including waiting for the birds to



swoop down and eat the white bread that we threw on top of the garage, and running to the corner to buy a chocolate ice cream cone with sprinkles from Mister Softie before he drove away. It really exemplified how those little things can mean so much to a little boy (and took me back to my childhood).

Believe it or not, it was even a treat for Matthew to walk with Mommy to the laundromat and help her, by throwing the clothes into the machines and dropping the quarters in to get things started. And, yes, I journeyed to the laundromat with my mom, too.

Other small, simple “trips” added to the enjoyment Giovanna and I got out of watching how much Matthew was enjoying his summer, such as a ride on the N train from Astoria to Manhattan, or a visit to Chuck E. Cheese on Northern Boulevard.

Don’t get me wrong, seeing Big Bird and Elmo in person, flying down a water slide on a giant tube, and watching a colorful parade at Sesame Place were great. And, yes, a cruise to Bermuda would have been super, too. But in tough economic times like these, there were plenty of things to do in our own backyard. Especially when that backyard is Astoria, Queens.



(Top) Matthew had a great time taking soccer lessons in Astoria Park. (Above) Play dates in the new swimming pool turned the backyard into a tiny resort.

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GROWING UP ONLINE

CAROLYN JABS

The future of education

Sending children off to school is an act of faith. How can you be sure that they will learn what they need to know, especially in a world where technology is so important and changes so quickly? Parents want to feel confident that the school they've chosen is up to speed, but it's difficult to be certain, especially when the education your child is getting is so different from the one you remember.

Fortunately, parents now have a crib sheet from the International Society of Technology in Education. Its recently released Horizon Report identifies six technology trends that are reshaping education today, tomorrow, and in a few years. Just knowing the jargon for these innovations may give you more insight into what's happening at your child's school. Here's an overview:

Happening now

Cloud computing is a dreamy name refers to usable software that is not stored on the device. If you use Google Docs or Flickr, you've done cloud computing.

Schools are realizing that instead of purchasing expensive software, they can give students better access to a wide variety of up-to-the-minute tools in the cloud.

Kerpoof.com, for example, introduces students to powerful apps that allow them to tell stories, draw pictures, and produce videos that can easily be shared with classmates. At llabcentral.org, students can do virtual science experiments using equipment not available at their schools.

Mobiles are devices that allow computing on the go. Laptops and Smartphones qualify, but many educators are especially excited about tablet, including the iPad. Some high schools now present incoming freshmen with a tablet that will store every book the student uses, as well as classroom presentations and assignments. Mobiles can also be used in laboratories, on field trips, and in performance spaces.

If you want to turn your own mobile device into an educational tool for your child, check out the reviews of educational apps at the International Educational Apps Review at iear.org.

Coming soon

Game-based learning has come a long way. Early educational games like Math Blaster and Reader Rabbit were dull drill-and-practice exercises that peppered students with right-wrong questions. Now, educators are introducing games that stimulate complex environments like cells (Immune Attack) and disaster relief (Evoke).

Although some teachers aren't comfortable with the open-ended nature of games, many find that a well-chosen game engages and motivates young learners in ways other instructional methods can't match.

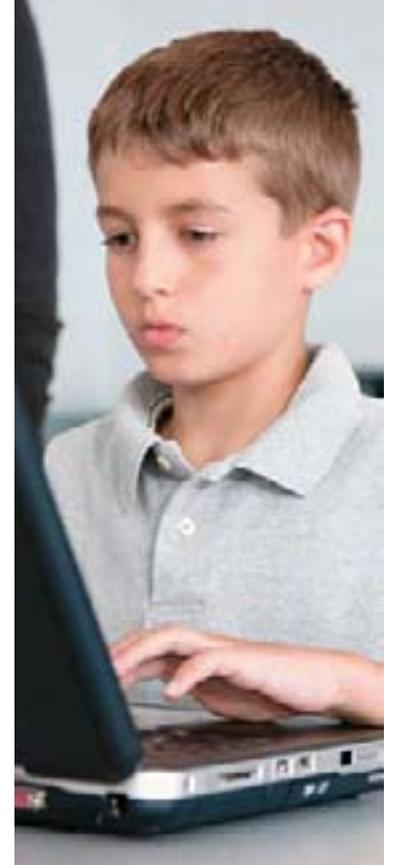
Open content got going a decade ago when Massachusetts Institute of Technology put all of its courses online. Now kindergarten through 12th grade educators are beginning to see advantages in sharing classroom materials at sites like Thinkfinity.com, a site that includes thousands of free lesson plans, or CK-12.org, a site that lets teachers customize textbooks by picking and choosing science materials that they think will be most effective with their students. Students, too, have access to open content as websites like neoK12.com.

Open content makes learning available regardless of a student's location, so it is ideal for students who are home-schooled or unable to attend school because of travel or illness. It also helps students master a new set of skills related to finding, evaluating and using new information.

In three to five years

Learning analytics provides teachers with more precise information about what and how children are learning. Unlike high stakes tests, which give an annual snapshot of what a child has mastered, analytic tools allow teachers to evaluate as they go.

Personal learning environments



grow out of the fact that every student learns differently. One child absorbs new ideas by listening. Another instantly grasps anything that is presented in a chart or graph. A third does best with a captioned video. Personal learning environments encourage students to think about and engage with learning materials that work best for them. The role of teacher changes dramatically because educators function as guides who point to the materials they need.

A glimpse into how this works is available in a YouTube video made by a seventh grade student who uses Symbaloo to organize her learning at go.nmc.org/oltyt.

Obviously, schools and individual teachers vary enormously in their willingness and ability to adopt these new technologies. Still, knowing about them may help you make sense of what's happening — or not happening — in your child's classroom. At the very least, you'll seem more knowledgeable at the next parent-teacher conference.

To learn more about what's on the horizon, download the entire International Society of Technology in Education report at www.iste.org/learn/horizon-report.aspx.

Carolyn Jabs, MA, has been writing about families and the Internet for more than 15 years. She is the mother of three computer-savvy kids. Other Growing Up Online columns appear on her website www.growing-up-online.com.

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Going Places

LONG-RUNNING

Dinosaur display: American Museum of Natural History, Central Park W. at 79th Street; (212) 769-5000; www.amnh.org; Daily, 10 am–5:30 pm, \$24 (\$18 students, \$14 children).

Children learn about the largest dinos, the long-tailed sauropods, by examining the innovative model.

“The Ohmies: Morning Wish Garden”: Peter Jay Sharp Theater, 416 W. 42nd St. at Ninth Avenue; (212) 864-5400; theohmies.com; Thursdays, 11 am, Saturdays, 10 am, noon and 3 pm, Sundays, Noon and 3 pm, Now – Sun, Sept. 25; \$35.

Dance along to this new musical.

Blooming Babies: Brooklyn Children’s Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; Saturdays and Sundays, 11:30 am, Now – Sun, Oct. 9; Free with museum admission.

Children 18 months to 2 and 1/2 years participate in interactive activities with their caregivers.

Family Weekend: Brooklyn Bridge Park Pier 6, Old Fulton St. at Furman Street; (718) 802-0603; www.nycgov-parks.org; Saturdays and Sundays, Noon–2 pm and 4–6 pm, Now – Sun, Oct. 30; Free.

Different themes every weekend, from recycling to art.

Creatures of the sea: Brooklyn Children’s Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; Tuesdays, Saturdays and Sundays, Noon–12:30 pm, Thursdays, 2 – 2:30 pm, Now – Sun, Oct. 9; \$7.50 (members and children under 1 free).

Explore under the waves for children of all ages.

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, 1–2 pm, Now – Sun, Aug. 28; Free.

Children join with a naturalist for cool activities and experiments.

Nature crafts: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Saturdays and Sundays, 2–3 pm, Now – Sun, Aug. 28; Free.

Children engage in fun activities.



Hand it to them!

This show is all about hand-held fun.

On Thursdays in September, bring your little one to Williamsburg’s Brick theater for the interactive show, “Puppetonia!”

The hour-long performance features music, bubbles and, of course, puppets, as it teaches children, ages 0 to 4, important social skills, early academics,

thinking skills, motor skills, and self-expression.

Each week, it’s a new show, so you can come back for more.

“Puppetonia!” at the Brick [575 Metropolitan Ave. between Union Avenue and Lorimer Street in Williamsburg, (718) 907-6189], Thursdays in September at 10 and 11 am. \$16 (\$12 in advance), free for parent or guardian. For info, visit www.bricktheater.com.

Family disco night: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Saturdays, 6 pm, Free.

Eat, drink and shake your groove things!

Bingo night: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Sundays, 6, Free.

Prizes and fun for the whole family.

Sunday singalong: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Sundays, 12:15 pm, Free.

Come sing, clap, dance or just watch.

Songs and stories: Lefferts Historic Homestead, 452 Flatbush Ave. between Empire Boulevard and Eastern Parkway; (718) 789-2822; www.prospectpark.org; Sundays, 2 and 3 pm, Now – Sun, Aug. 28; Free.

Join Tammy Hall and listen to tales from around the world.

Story time: Gerritsen Beach Public Library, 2808 Gerritsen Ave. between Bartlett Place and Gotham Avenue; (718) 368-1435; www.brooklynpubliclibrary.org; Mondays, 11 a.m. Now –

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!

Mon, Aug. 29; Free.

Children birth to 5 years hear stories and sing songs.

Read and play: Greenpoint Public Library, 107 Norman Ave. at Leonard Street; (718) 349-8504; www.brooklynpubliclibrary.org; Mondays, 10:30 am, Now – Mon, Aug. 29; Free.

Children birth to 5 years make friends.

Toddler time: Kings Highway Public Library, 2115 Ocean Ave. at Avenue R; (718) 339-2783; [Http://www.brooklynpubliclibrary.org](http://www.brooklynpubliclibrary.org); Mondays and Tuesdays, 11 am, Now – Tues, Aug. 30; Free.

Children 18 to 36 months play games and hear stories.

Toddler time: Gravesend Public Library, 303 Ave. X between West First and West Second streets; (718) 382-5792; www.brooklynpubliclibrary.org; Mondays, 11 am, Now – Mon, Nov. 21; Free.

For children birth to 5 years.

Storytime: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Mondays, Wednesdays and Fridays, Noon, \$2.50.

Come hear a few stories with a simple craft to go with it.

Drawing workshop: Ulmer Park Public Library, 2602 Bath Ave. at 26th Avenue; (718) 265-3443; www.brooklynpubliclibrary.org; Mondays, 3 pm, Now – Mon, Aug. 29; Free.

Children practice techniques.

Game day: Kings Highway Public Library, 2115 Ocean Ave. at Avenue R; (718) 339-2783; [Http://www.brooklynpubliclibrary.org](http://www.brooklynpubliclibrary.org); Mondays, 3:30 pm,

Going Places

Continued from page 71

Now – Mon, Aug. 29; Free.
For teens.

Singalong: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Tuesdays, 11:00, \$2.50.

Come clap, dance, sing or just watch!

Story play with First RIF: Homecrest Public Library, 2525 Coney Island Ave. between Gravesend Neck Road and Avenue V; (718) 382-5924; www.brooklynpubliclibrary.org; Tuesdays, 11 am, Now – Tues, Nov. 29; Free.

Children birth to 5 years play with toys.

Read and play: Sunset Park Public Library, 5108 Fourth Ave. at 51st Street; (718) 965-6533; www.brooklynpubliclibrary.org; Tuesdays, 1 pm, Now – Tues, Aug. 30; Free.

For children birth to 5 years with and without disabilities.

Story play: New Utrecht Public Library, 1743 86th St. between Bay 16th and Bay 17th streets; (718) 236-4076; www.brooklynpubliclibrary.org; Tuesdays, 1:15 pm, Now – Tues, Aug. 30; Free.

Children birth to 5 years hear stories, join RIF and earn books.

Toddler story time: Sheepshead Bay Public Library, 2636 E. 14th St. at Shore Road; (718) 368-1815; Http://www.brooklynpubliclibrary.org; Tuesdays, 2:30 pm, Now – Tues, Aug. 30; Free.

Children enjoy music and dancing.

Anime club: New Utrecht Public Library, 1743 86th St. between Bay 16th and Bay 17th streets; (718) 236-4076; www.brooklynpubliclibrary.org; Tuesdays, 3 pm, Now – Tues, Aug. 30; Free.

Children play games, read manga and watch movies.

Arts and crafts: McKinley Park Public Library, 6802 Ft. Hamilton Pkwy. at Ovington Avenue; (718) 748-8001; www.brooklynpubliclibrary.org; Tuesdays, 3:30 pm, Now – Tues, Aug. 30; Free.

Children create projects.

Dancing under the stars: Park, Fourth St. at Fifth Avenue; www.park-slopefifthavenuebid.com; Tuesdays, 7–9 pm, Now – Tues, Aug. 30; Free.

Dance to live music presented by the Park Slope Fifth Avenue Business Improvement District.

Farmers market: The New York Botanical Garden, 2900 Southern Blvd. at the Mosholu Gate; (718) 817-8700; pbrel@nybg.org; www.nybg.org/green-market; Wednesdays, 9 am–3 pm, Now – Wed, Nov. 23; Free.



Become a rock star!

At this place, your kids will literally be bouncing off the walls, and that's OK.

For the past two years, Brooklyn Boulders has offered wall climbing classes for all levels of kids ages 5 and up.

And on Sept. 10, it celebrates its second year with a big party, featuring zip line runs, treasure hunting, a cornhole tournament, a photo

booth, giveaways, and more.

For the adventurous youngster, it's a birthday bash they won't want to miss!

Birthday bash at Brooklyn Boulders [575 Degraw St. between Third and Fourth Avenues in Gowanus, (347) 834-9066], Sept. 10 at 5 pm. Admission \$22, plus cost to rent gear. First 500 people get a free T-shirt. For info, visit www.brooklynboulders.com.

Affordable, locally grown produce and fresh, nutritious baked goods.

Little Scientist: Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; Wednesdays, 11:30 am–12:30 pm and 2:30–3:30 pm, Now – Wed, Aug. 31; Free with museum admission (plus \$5 egg hunt fee).

Children 5 and older investigate the world of natural science with hands on activities.

Babies and books: Bushwick Public Library, 340 Bushwick Ave. at Seigel Street; (718) 602-1348; www.brooklynpubliclibrary.org; Wednesdays, 1 pm, Now – Wed, Aug. 31; Free.

Children birth to five years.

Arts and crafts: Gerritsen Beach Public Library, 2808 Gerritsen Ave. between Bartlett Place and Gotham Avenue; (718) 368-1435; www.brooklynpubliclibrary.org; Wednesdays, 2 pm, Now – Wed, Aug. 31; Free.

Children make projects.

Arts and crafts: Homecrest Public Library, 2525 Coney Island Ave. between Gravesend Neck Road and Avenue V; (718) 382-5924; www.brooklynpubliclibrary.org; Wednesdays, 2:30 pm, Now – Wed, Aug. 31; Free.

Children make projects.

Chess: Homecrest Public Library, 2525 Coney Island Ave. between Gravesend Neck Road and Avenue V; (718) 382-5924; www.brooklynpubliclibrary.org; Wednesdays, 3 pm, Now – Wed, Aug. 31; Free.

For all ages.

Creative writing: McKinley Park Public Library, 6802 Ft. Hamilton Pkwy. at Ovington Avenue; (718) 748-8001; www.brooklynpubliclibrary.org; Wednesdays, 3:30 pm, Now – Wed, Aug. 31; Free.

For teens.

Movie time: Ulmer Park Public Library, 2602 Bath Ave. at 26th Avenue; (718) 265-3443; www.brooklynpubliclibrary.org; Wednesdays, 4 pm, Now – Wed, Aug. 31; Free.

Children enjoy age appropriate selections.

Rollie Polie Guacamole: Park, Fourth St. at Fifth Avenue; www.park-slopefifthavenuebid.com; Wednesdays, 6–7 pm, Now – Wed, Aug. 31; Free.

Children's concert, presented by the Park Slope Fifth Avenue Business Improvement District.

Dance-around: The Moxie Spot, 81

Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Thursdays, 11, \$2.50.

For children.

The Yak Packers: Rubin Museum of Art, 150 W. 17 St. between Sixth and Seventh avenues; (212) 620-5000 X 344. www.rmanyc.org; Thursdays, 10:30–11:30 am, \$10 child and parent (\$5 members).

Children 2 to 4 with accompanied by an adult touch, explore and create projects inspired by Himalayan art.

Reading is fun: Ulmer Park Public Library, 2602 Bath Ave. at 26th Avenue; (718) 265-3443; www.brooklynpubliclibrary.org; Thursdays, 3 pm, Thurs, Sept. 1 – Thurs, Nov. 17; Free.

All ages earn books by reading.

Arts and crafts: McKinley Park Public Library, 6802 Ft. Hamilton Pkwy. at Ovington Avenue; (718) 748-8001; www.brooklynpubliclibrary.org; Thursdays, 3:30 pm, Thurs, Sept. 1 – Thurs, Nov. 17; Free.

Children 5 years old and up draw and create fun projects.

Teen time: Bushwick Public Library, 340 Bushwick Ave. at Seigel Street; (718) 602-1348; www.brooklynpubliclibrary.org; Thursdays, 4 pm, Now – Thurs, Nov. 17; Free.

Books, games and music with friends.

Game day: Gerritsen Beach Public Library, 2808 Gerritsen Ave. between Bartlett Place and Gotham Avenue; (718) 368-1435; www.brooklynpubliclibrary.org; Thursdays, 4 pm, Thurs, Sept. 1 – Thurs, Nov. 17; Free.

Teens play Playstation and other video games.

Stargazing: Brooklyn Bridge Park, Old Fulton St. at Furman Street; (718) 802-0603; www.nycgovparks.org; Thursdays, 8:30–10:30 pm, Now – Thurs, Sept. 29; Free.

Join fellow astronomers to gaze at the heavens. Limited telescopes available.

Movie night: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Fridays, 6:15, Free.

Shorts and a full length family appropriate movie.

Babies and books: Dyker Public Library, 8202 13th Ave. between 82nd and 83rd streets; (718) 748-6261; www.brooklynpubliclibrary.org; Fridays, 10:30 am, Fri, Sept. 2 – Fri, Nov. 18; Free.

Infants to 18 months listen to music and stories.

Fun Fridays: Eastern Parkway Public Library, 1044 Eastern Pkwy. at Kings-ton Avenue; (718) 778-9330; www.brooklynpubliclibrary.org; Fridays, 4

Going Places

pm, Fri, Sept. 2 – Fri, Nov. 18; Free.

All ages welcome to play video games, draw anime characters and meet with friends.

Recording studio: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Saturdays and Sundays, Noon–4 pm, Sat, Sept. 3 – Sun, Oct. 30; Free with volunteer time.

Need a place to record your latest hit? Come to Beat Cave and work on-site with an in-house engineer. For individuals 26 years and younger.

Arts and crafts: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Saturdays and Sundays, 1–3 pm, Sat, Sept. 3 – Sun, Nov. 6; Free.

Naturalists lead structured fun for children, combining outdoor nature games and indoor crafts.

Discover tour: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Sundays, 3 pm, Sun, Sept. 4 – Sat, Nov. 5; Free.

Children take a walk with a naturalist and learn little known facts about the park and its animals.

Babies and books: Bushwick Public Library, 340 Bushwick Ave. at Seigel Street; (718) 602-1348; www.brooklynpubliclibrary.org; Tuesdays, 11 am, Tues, Sept. 6 – Tues, Nov. 15.

Infants to 18 months old hear stories and listen to songs.

Reading RIF: Ft. Hamilton Public Library, 9424 Fourth Ave. at 94th Street; (718) 748-6919; www.brooklynpubliclibrary.org; Tuesdays, 2:30 pm, Tues, Sept. 6 – Tues, Nov. 15; Free.

School age children earn free books by reading.

Toddler time: Sheepshead Bay Public Library, 2636 E. 14th St. at Shore Road; (718) 368-1815; <http://www.brooklynpubliclibrary.org>; Tuesdays, 2:30 pm, Tues, Sept. 6 – Tues, Nov. 15; Free.

Children birth to five years old hear stories, play games and earn books by reading.

Reading is fun: New Utrecht Public Library, 1743 86th St. between Bay 16th and Bay 17th streets; (718) 236-4076; www.brooklynpubliclibrary.org; Tuesdays, 3:30 pm, Thurs, Sept. 1 – Thurs, Nov. 17; Free.

For teens. Earn books by reading.

Babies and books: Clinton Hill Public Library, 380 Washington Ave. between Lafayette and Greene avenues; (718) 398-8713; www.brooklynpubliclibrary.org; Tuesdays, 4:15 pm, Tues, Sept. 6 – Sun, Nov. 13; Free.



Outdoor 'Adventure'

Get ready for one big adventure.

On Sept. 13, Red Hook's Louis Valentino Jr. Park and Pier hosts a special outdoor screening of a 1985 cult favorite, still loved by children and adults alike.

"Pee-Wee's Big Adventure" follows a big-kid-at-heart's quest to get back his beloved red bicycle, going from the Alamo Mission in

San Antonio, Texas, to the movie sets of Burbank, Calif.

Paul Reubens stars as the goofy, titular character, and director Tim Burton brings the playful, rated-PG script to life.

"Pee-Wee's Big Adventure" at Louis Valentino Jr. Park and Pier (Coffey Street at Ferris Street in Red Hook), Sept. 13 at 8 pm. Free. For info, visit www.nycgovparks.org.

Infants to 18 months hear stories or listen to songs.

Story time: Sunset Park Public Library, 5108 Fourth Ave. at 51st Street; (718) 965-6533; www.brooklynpubliclibrary.org; Tuesdays, 4:30 pm, Thurs, Sept. 1 – Thurs, Nov. 17; Free.

Children 5 to 12 hear stories and make crafts.

Story and play: Leonard Public Library, 81 Devoe St. between Manhattan Avenue and Leonard Street; (718) 486-3365; www.brooklynpubliclibrary.org; Wednesdays, 4 pm, Wed, Sept. 7 – Wed, Nov. 16; Free.

Infants to 5 years old hear stories and listen to songs.

Writing workshop: Coney Island Public Library, 1901 Mermaid Ave. at W. 19th Street; (718) 265-3220; www.brooklynpubliclibrary.org; Wednesdays, 5 pm, Wed, Sept. 7 – Wed, Nov. 16; Free.

Teens learn to write short stories, es-

says or poems.

Chess club: Carol Gardens Library, 396 Clinton St. at Union Street; (718) 596-6972; www.brooklynpubliclibrary.org; Wednesdays, 6 pm, Wed, Sept. 7 – Wed, Nov. 23; Free.

For all ages, learn or improve skills.

Story play First RIF: Bedford Public Library, 496 Franklin Ave. at Fulton Street; (718) 623-0012; www.brooklynpubliclibrary.org; Fridays, 11 am, Fri, Sept. 9 – Fri, Nov. 18; Free.

Children birth to 5 years old hear stories and play with toys.

Read and play: Greenpoint Public Library, 107 Norman Ave. at Leonard Street; (718) 349-8504; www.brooklynpubliclibrary.org; Mondays, 10:30 am, Mon, Sept. 12 – Mon, Nov. 14; Free.

Infants to 5 years old with and without disabilities meet, make friends and play games.

Homework help: Crown Heights

Public Library, 560 New York Ave. between Maple Street and Lincoln Road; (718) 773-1180; www.brooklynpubliclibrary.org; Mondays, 3:30 pm, Mon, Sept. 12 – Mon, Nov. 14; Free.

Wii and Nintendo: The Moxie Spot, 81 Atlantic Ave., between Hicks Street; (718) 923-9710; themoxiespot.com; Saturday, Sept. 17, 6 pm; Saturday, Oct. 15, 6 pm; Saturday, Nov. 19, 6 pm; Saturday, Dec. 17, 6 pm; Saturday, Jan. 21, 6 pm; Saturday, Feb. 18, 6 pm; Saturday, March 17, 6 pm; Free.

Prizes, games and food.

SAT, AUG. 27

"The Butt Book": Greenlight Bookstore, 686 Fulton St. between S. Elliott Place and S. Portland Avenue; (718) 246-0200; greenlightbookstore.com; 11 am; Free.

Author Artie Bennett will be on hand to read and sign copies of his popular children's book.

Fishing clinics: Prospect Park Audubon Center, enter park at Lincoln Road and Ocean Avenue; (718) 287-3400 X 303; www.prospectpark.org/audubon; 1 pm; Free.

Children 15 and under learn the recreational sport of fishing with fish friendly techniques. Sponsored by Macy's.

SUN, AUG. 28

Brighton Jubilee Festival: Brighton Beach Avenue, Brighton Beach Ave. at Coney Island Avenue; (718) 544-4592; www.nycarms.com; 11 am; \$25 (\$20 women) competition entry fee.

All day food, music and entertainment, featuring the Strongest Arm Wrestling competition beginning at 1 pm.

TUES, AUG. 30

Wacky Tuesday: 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 (Free for museum members and children under 1).

Children five and younger explore science, art and culture.

THURS, SEPT. 1

Game day: Cortelyou Public Library, 1305 Cortelyou Rd. at Argyle Road; (718) 693-7763; www.brooklynpubliclibrary.org; 4 pm; Free.

Teens play Playstation and other video games with friends.

Stargazing: Brooklyn Bridge Park Pier 1 (promenade), Old Fulton St. at Furman Street; (718) 802-0603; www.nycgovparks.org; 8:30–10:30 pm.

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Going Places

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Join with members of the Amateur Astronomers Association to explore the heavens above. Limited telescopes available.

FRI, SEPT. 2

Drum beats, little feet: Rubin Museum of Art, 150 W. 17 Street, between Sixth and Seventh avenues; (212) 620-5000 ext. 344. www.rmanyc.org; 11 am–noon; \$10 child and parent (\$5 members).

Children move their body in imaginative poses.

SAT, SEPT. 3

Magic show: David Rubenstein Atrium - Lincoln Center, Bdwy between 62nd and 63rd streets; (212) 875-5456; www.lincolncenter.org/atrium; 11 am; Free.

Mario the Magician and Slight of Hand Band perform.

SUN, SEPT. 4

Nature crafts: Salt Marsh Nature Center, 3302 Avenue U; (718) 421-2021; 1 pm; Free.

Children explore the outdoors and make a unique project.

TUES, SEPT. 6

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

Teens between 12 and 18 years old read a selected novel and then bring in a one-to-two paragraph review to be published in the Goodreads publication.

"The Highlander": Louis Valentino Jr. Park and Pier, Coffey St. at Ferris Street; www.nycgovparks.org; 8–10:30 pm; Free.

Immortal Scottish warrior, dashing sword play, Sean Connery and popcorn. Can it get any better?

WED, SEPT. 7

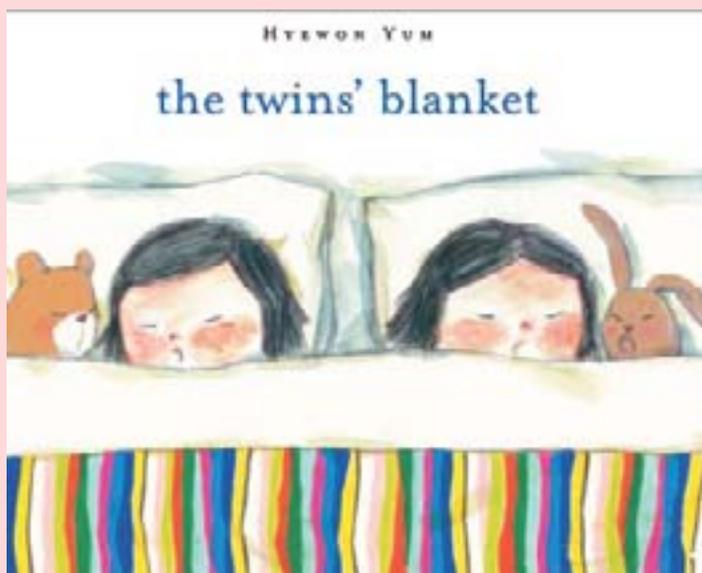
Story craft: Mill Basin Public Library, 2385 Ralph Ave. at Veterans Avenue; (718) 241-3973; www.brooklynpubliclibrary.org; 4 pm; Free.

Children listen to stories and create a project based on it.

THURS, SEPT. 8

Tween time: Jamaica Bay Public Library, 9727 Seaview Ave. at Rockaway Parkway; (718) 241-3571; www.brooklynpubliclibrary.org; 4 pm; Free.

Games, crafts and hang with friends.



Really seeing double

Double your fun with a reading of "The Twins' Blanket" by Hyewon Yum on Sept. 11 at 4 pm at the Powerhouse Arena. Author Yum, a twin herself, reads from her latest children's book about five-year-old twins who have always shared everything, but now must learn not to.

The picture book is appropri-

ate reading for children ages four to eight and for twins, siblings and even onlies.

The event is free, but reservations are strongly recommended.

The Powerhouse Arena [37 Main St. at Water Street in DUMBO, (718) 666-3049], Sept. 11 from 4 to 5 pm. Free. For info, visit www.powerhousearena.com.

SUN, SEPT. 11

Hyewon Yum: PowerHouse Arena, 37 Main St. at Water Street; (718) 666-3049; www.powerhousearena.com; 4–5 pm; Free.

Author reads from "The Twins' Blanket." RSVP requested.

TUES, SEPT. 13

Story play: Borough Park Library, 1265 43rd St. between 12th and 13th avenues; (718) 437-4085; www.brooklynpubliclibrary.org; 3 pm; Free.

Children birth to 5 years old play with toys and hear stories.

"Pee-Wee's Big Adventure": Louis Valentino Jr. Park and Pier, Coffey St. at Ferris Street; www.nycgovparks.org; 8–10:30 pm; Free.

Directed by Tim Burton, starring Phil Reubens as the adventuring Pee-Wee Herman and the late Phil Hartman.

WED, SEPT. 14

"Anime": Clarendon Public Library, 2035 Nostrand Ave. between Farragut and Glenwood roads; (718) 421-1159;

www.brooklynpubliclibrary.org; 4 pm; Free.

Teens watch episodes with friends.

THURS, SEPT. 15

Poetry slam: Coney Island Public Library, 1901 Mermaid Ave. at West 19th Street; (718) 265-3220; www.brooklynpubliclibrary.org; 4 pm; Free.

All ages welcome. Read your own or listen to others.

Stargazing: 8:30–10:30 pm. Brooklyn Bridge Park Pier 1 (promenade). See Thursday, Sept. 1.

FRI, SEPT. 16

Toddler time: Clinton Hill Public Library, 380 Washington Ave. between Lafayette and Greene avenues; (718) 398-8713; www.brooklynpubliclibrary.org; 11:15 am; Free.

For children 18 to 36 months.

Arts and crafts: Gerritsen Beach Public Library, 2808 Gerritsen Ave. between Bartlett Place and Gotham Avenue; (718) 368-1435; www.brooklynpubliclibrary.org; 3 pm; Free.

Children of all ages welcome to create a unique project.

SAT, SEPT. 17

Maker Faire: New York Hall of Science, 47-01 111th St., between Avenue of Science; (718) 699-0005 X353; www.nyscience.org; 10 am–6 pm; \$10-\$40.

For Do It Yourselfers everywhere. Meet creative resourceful people of all ages who like to tinker, design and create. Hundreds of makers presenting fun and unusual creations, artisanal foods, woodworking and live music.

SUN, SEPT. 18

Maker Faire: 10 am–6 pm. New York Hall of Science. See Saturday, Sept. 17.

Conservation workshop: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (646) 452-1975; education@ra.org; www.prospectpark.org/audubon; 1–3 pm; Free.

Children three to eight learn about their local environment through fun hands-on activities. Must be accompanied by a guardian or parent. Reservations suggested.

MON, SEPT. 19

Arts and crafts: Jamaica Bay Public Library, 9727 Seaview Ave. at Rockaway Parkway; (718) 241-3571; www.brooklynpubliclibrary.org; 4 pm; Free.

For children of all ages.

Going Places

TUES, SEPT. 20

Story and play: Mapleton Public Library, 1702 60th St. between 16th and 17th avenues; (718) 256-2117; www.brooklynpubliclibrary.org; 11 am; Free.

Infants to 5 years old hear stories, play with toys and earn free books.

Teen time: Bedford Public Library, 496 Franklin Ave. at Fulton Street; (718) 623-0012; www.brooklynpubliclibrary.org; 4 pm; Free.

Enjoy books, games and music or just hang with friends.

Brian Selznick: Peter Jay Sharp Theater, 155 W. 65th St. at Lincoln Center; www.symphonyspace.org/genrefamily; 6 pm; \$12 (\$15 non-members).

Author of "The Invention of Hugo Cabret."

WED, SEPT. 21

Arts and crafts: Clarendon Public Library, 2035 Nostrand Ave. between Farragut and Glenwood roads; (718) 421-1159; www.brooklynpubliclibrary.org; 3:30 pm; Free.

Children of all ages.

"Anime": 3:30 pm. Clarendon Public Library. See Wednesday, Sept. 14.

THURS, SEPT. 22

Fall arts and crafts: Homecrest Public Library, 2525 Coney Island Ave. between Gravesend Neck Road and Avenue V; (718) 382-5924; www.brooklynpubliclibrary.org; 4 pm; Free.

Children create an art project.

Arts and crafts: Mapleton Public Library, 1702 60th St. between 16th and 17th avenues; (718) 256-2117; www.brooklynpubliclibrary.org; 4 pm; Free.

Tweens and teens make fun projects.

Tween time: 4 pm. Jamaica Bay Public Library. See Thursday, Sept. 8.

Bedtime with Ezra Jack Keats:

Brooklyn Public Library's Central branch, Flatbush Ave. at Eastern Parkway in Grand Army Plaza; (718) 230-2100; www.brooklynpubliclibrary.org/branch_library_detail.jsp?branchpageid=265; 7:30 pm; Free.

Children 3 to 8 listen to a story and get a free Keats book to take home.

Stargazing: 8:30–10:30 pm. Brooklyn Bridge Park Pier 1 (promenade). See Thursday, Sept. 1.

FRI, SEPT. 23

Movie time: Bedford Public Library, 496 Franklin Ave. at Fulton Street; (718) 623-0012; www.brooklynpubliclibrary.org; 3:30 pm; Free.

Children enjoy an age appropriate flick.



Celebrating 'Myself'

It's never too early to introduce your child to the joys of Walt Whitman.

And Compagne de' Colombari's free musical-theater adaptation of the poet's great work, "Song of Myself," is a great place to start.

"More Or Less I Am" features original music performed by an international mix of actors, musicians, and children speaking and singing Whitman's words.

Members of the audience will also be encouraged to play a role during the all-ages performances.

You'll have two opportunities to catch the show: the first, on Sept. 10 at the Brooklyn Historical Society, and the next day on Sept. 11, at the Old Stone House, to commemorate the 10th anniversary of Sept. 11.

"More Or Less I Am" at the Brooklyn Historical Society [128 Pierpont St. at Clinton Street in Brooklyn Heights, (718) 222-4111], Sept. 10 at 2 pm, and at the Old Stone House [Fifth Avenue at Third Street in Park Slope, (718) 768-3195], on Sept. 11 at 3 pm. Free. For info, visit www.colombari.org.

SAT, SEPT. 24

Harvest days: Lefferts Historic Homestead, 452 Flatbush Ave. between Empire Boulevard and Eastern Parkway; (718) 789-2822; www.prospectpark.org; 1–4 pm; Free.

Children reap, cook and eat the potatoes that they planted last May, then work the press and drink fresh apple cider, churn butter and run potato sack races.

SUN, SEPT. 25

Harvest days: 104 on Lefferts Historic Homestead. See Saturday, Sept. 24.

THURS, SEPT. 29

Stargazing: 8:30–10:30 pm. Brooklyn Bridge Park Pier 1 (promenade). See Thursday, Sept. 1.

FRI, SEPT. 30

Toddler time: 11:15 am. Clinton Hill Public Library. See Friday, Sept. 16.

Writing workshop: Barnes and Noble Park Slope, 267 Seventh Ave. at Sixth Street; (718) 832-9066; 5 pm; Free.

Teens get helpful hints on their styles.

SAT, OCT. 1

"The Story Pirates": Leonard Nimoy Thalia, 2537 Bdwy. at 95th Street; www.symphonyspace.org/genrefamily; 11 am and 2 pm; \$11-\$25.

Smart and zany troupe creates musical sketch comedy.

SUN, OCT. 2

Raptor workshop: Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; Noon–3 pm; Free.

Children learn about hawks, falcons, owls and other birds of prey.

Dan Zanes and Friends: Jack H Skirball Center for the Performing Arts, 566 LaGuardia Pl. at Washington Square; (212) 352-3101; www.skirballcenter.nyu.edu; 3 pm; \$25.

Children's concert featuring material from "Little Nut Tree."

FRI, OCT. 7

Writing workshop: 5 pm. Barnes and Noble Park Slope. See Friday, Sept. 30.

SAT, OCT. 8

"Women of the Calabash": Leonard Nimoy Thalia, 2537 Bdwy. at 95th Street; www.symphonyspace.org/genrefamily; 2 pm; \$11-\$25.

Musical performance combining traditional instruments, lush vocals and musical forms.

SUN, OCT. 9

Concert: Southpaw, 125 Fifth Ave. at St. Johns Place; (718) 230-0236; www.spsounds.com; 12:30 pm; \$10 (\$8 in advance; children under 2 free).

Children friendly show featuring Little Miss Ann Band with special guest Suzi Shelton and Baze from Baze and His Silly Friends.



cinematters



LAURA GRAY

Elephant's big ears turn him into a star

Dumbo *Rated G*

Your little “ginger” has endured red-head jokes, taunts and jeers since kindergarten. Those adorable red curls you love are the very feature she despises. Your efforts to change the way she views her hair have been a failure. So the start of a new school year prompts the old familiar fears — for you and your daughter.

But a new teacher changes everything. Your daughter's classroom teacher is everybody's favorite — and she's a ginger, too! When she points out that she and your daughter share that special trait, your daughter's classmates are just a tiny bit jealous. The teasing stops, and your daughter learns that “the thing that brings you down, can carry you up and up and up!”

That's exactly what Timothy Mouse points out to his dejected little friend Dumbo in the classic Disney animated film, “Dumbo.” Available this month on Blu-ray and DVD is “Dumbo: The 70th Anniversary Edition,” complete with special features, interactive games and more. Watch it with your children and then discuss its poignant story using our Talk Together points. Later you can play “Up, Up and Away!” with our Play Together game.

In “Dumbo,” Mrs. Jumbo, the elephant, is thrilled when her little bundle of joy arrives via stork. But when his oversized ears unfurl, the other



Dumbo and his friend Timothy discover that he can use his oversized ears to fly.

circus elephants make some cruel comments. At the circus, a mean boy taunts Dumbo and even tries to drag him away. That's when Mrs. Jumbo steps in to defend her baby. The crowd runs screaming from the tent and Mrs. Jumbo is chained and labeled a “mad elephant.”

Dumbo is all alone when Timothy Mouse befriends him. Together, they discover that Dumbo can use his large ears to fly! With Timothy's help, he becomes the star of the circus, earning his own private train car and freedom for his mother. He learns that what makes him differ-

ent also makes him special — in so many wonderful ways!

Talk together

Mrs. Jumbo loves her new baby from the start. How do you think she feels when she sees Dumbo's big ears? Why do the other elephants make fun of him? Why does Mrs. Jumbo react to them the way that she does?

Dumbo thinks the boys who are teasing him are just playing. When does he get scared of them? Why does his mother respond so violently?

At first, Dumbo is not ashamed of his ears. When does he realize he is different? How does he feel about his ears? Everybody has something that makes him unique. What makes you special? For instance, it could be your red hair, your sense of humor, or your beautiful singing voice.

Why does Timothy Mouse become friends with Dumbo? What does he do to help Dumbo cope with being away from his mother? What makes Timothy a good friend?

Missed a Cinematters column? Visit us at [Facebook.com/Cinematters](https://www.facebook.com/Cinematters) and read recent articles for your family's next film adventure!

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Play together: Up, up and away!

Just how far will your individuality carry you?

You will need:

- Balloons (1 per person)
- Music

Players should sit in a circle on the floor with their balloons in their laps. Choose someone to be “it;” he or she should stand in the middle of the circle. Someone else

should be able to start and stop the music.

When the music begins, “it” should begin tossing the balloon into the air and keeping it afloat. Don't let it hit the ground!

When the music stops, “it” calls out the name of another player who joins him or her in the middle. The new “it” now must keep

both balloons in the air while the music plays and the first player sits down.

Continue playing until everyone has had at least two chances to be “it.” Point out that you should always look for ways your uniqueness can carry you “up and up and up” — just like that special flying elephant!

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The technicians at Charm Beauty Salon & Spa use advanced Intense Pulsed Light (IPL) technology to permanently reduce and remove unwanted follicles. Areas treated include lip, chin, brows, ears, neck, bikini line, inner thighs, belly button, toes, and areolae. You can split treatments between multiple areas, but for best results, just focus on one. Unlike many laser treatments, IPL is effective on all hair colors and types.

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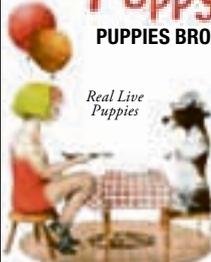
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It figures

BY CYNTHIA WASHAM

SCHOOL STATS

71 Percent of adults who favor mandatory, annual student testing to assess the quality of public schools

26 Percent of school-age children who are unsupervised after school

50 Percent reduction in the risk of illicit drug use among children who attended preschool and after-school programs.

More than 71,000 Number of students who took courses during the 2008-09 school year through the Florida Virtual School, the country's oldest state-wide, Internet-based, public high school.

More than 100 Number of courses the Florida Virtual School offers, including Chinese, macroeconomics and advanced-placement art history.

59 Percent of students who consider kick-ball the best recess game.

14: Age of Californian Jordan Romero when he became the youngest climber to reach the top of Mt. Everest in May 2010:

11: Age when Cecilia Cassini, also of California, started selling her own line of designer clothes, often seen on celebs, including Miley Cyrus.

70 Percent drop in suspensions at schools in Hawaii that adopted a program promoting positive thinking:

15 to 20 Minutes per day teachers at participating schools spent teaching positive behavior.

47 Percent of American adults who do not believe children should have to learn a foreign language to graduate from high school.

Nearly 100 Percent of European students required to learn a second language, usually English.

62 Percent of students in Luxembourg who learn three or more languages.

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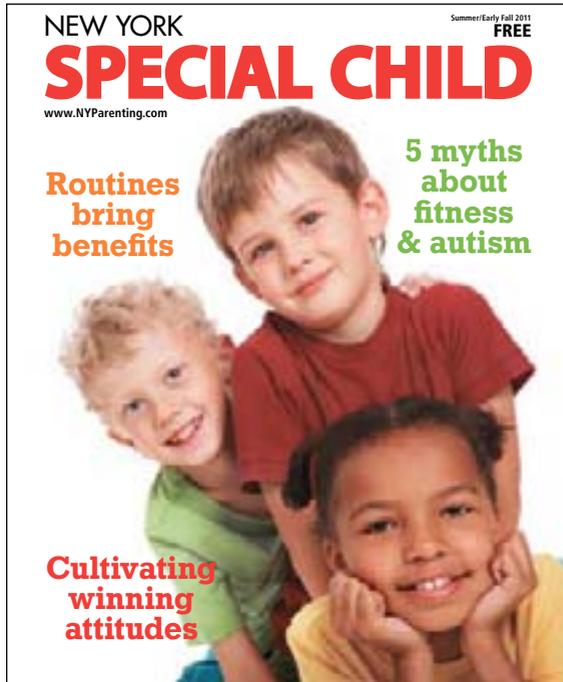
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New & Noteworthy



Show their love

It's no mystery why this beanie is a bestseller.

This edgy, earflapped hat designed by Lynette Loveridge will let everyone know who your little one loves best. The beanie is made of soft gray-and-black striped fabric with red lining and a "MOM" heart tattoo appliquéd on the front. Not feeling the stripes? A grey and black houndstooth print is also avail-

able. And you also have the options of choosing "DAD" or leaving off the applique altogether. No matter which parent you choose to celebrate, the soft-knit fabric stretches and is comfortable enough to be worn everyday.

Beanie by Get Your Craft On, \$19.95 in sizes newborn to 2T. For info, visit www.etsy.com/people/getyourcrafton-shop.

Total lunar-cy

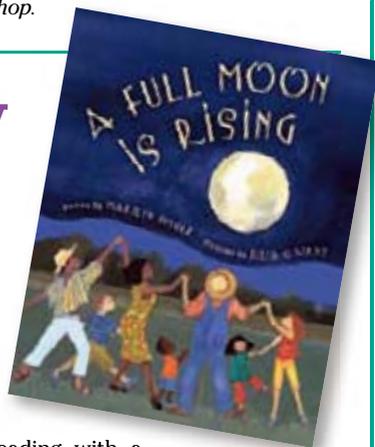
If your little one has ever been struck by the beauty of the night sky, she'll be drawn to Marilyn Singer's new collection of poems, "A Full Moon is Rising."

Paired with detailed watercolor illustrations by Julia Cairns, each ode explores how people from around the world — from NYC to Mali — celebrate our celestial neighbor. The hardcover, published by Lee & Low Books, also includes an appendix with details about the inspiration behind each of the Brooklynite's poems and an introduction about the phases of the moon, so your reader — preferably ages 6 and older — can pursue her astronomical or anthropological interests.

On Sept. 10, you can follow up a

reading with a delicious visit to Manhattan's Museum of Chinese in America, when they will be celebrating their "Mid-Autumn Moon Festival" with moon cakes, lanterns and more.

"A Full Moon is Rising" by Marilyn Singer, \$19.95. For info about the book, visit leeandlow.com, and for details about the festival, visit www.mocanyc.org.



Green scene

Those old, empty Capri Sun juice pouches are now put to a good use.

TerraCycle reuses food packaging and turns the plentiful trash into lunch coolers, backpacks and other perfect for back-to-school products such as pencil cases and notebooks.

Kids can even start their own TerraCycle Brigade by collecting their used wrappers from lunch, mailing them in, and, in the process, earn cash for their school. For every piece of packaging TerraCycle receives, the Brigade will be awarded two points, which can be put toward buying a specific charity gift, or be converted to money and used as a fund raiser for the school.



And, of course, you can support the green cause by buying their up-cycled products.

TerraCycle drink pouch totes or messenger bags, \$8.99-\$14.99. For products, visit www.dwellsmart.com/products/terracycle-bags-selections. For more info about recycling and fund raising, visit www.terracycle.net.



A fashionable necessity

Say goodbye to clunky, old-fashioned medical ID bracelets.

Hope Paige makes trendy pieces that can fit any style or personality, from young child to teen, thanks to its bright, colorful rubber; mesh; crystal; bead; or rope designs. And of course, the accessories also carry life-saving information about the wearer's medical condition, whether

they are diabetic or allergic to peanuts or penicillin.

The company also offers traditional styles, as well as pendant and dog tag necklace options.

Hope Paige medical ID jewelry, \$19.95 to \$29.95. For info, visit www.Hopepaige.com/StopandShop or www.Hopepaige.com/LiveBetter, or call (855) 519-3681 or (855) 467-7208.

Twinkle to these stars

Now songs made famous by some of your favorite musicians can lull your baby to sleep.

With Baby Blanket Music's "Lullaby Arrangements," you and your little one can enjoy calming versions of tunes associated with Billy Joel, Elton John, Madonna, Michael Jackson, John Mayer or Simon & Garfunkel. Each album features 10 songs that pay homage to one of these pop stars.

Vibraphones and music boxes as well as classical woodwinds, pianos and harps render the familiar melo-



dies on these CDs suitably soothing for the car or the nursery.

Baby Blanket Music lullaby arrangements CD, \$14.99. For info, visit www.smileymusic.net.

Every dollar you save for college is a dollar you won't have to borrow.

SAVING vs. BORROWING



This hypothetical example does not represent the return on any particular investment. The final account balance does not reflect any taxes or penalties that may be due upon distribution. Actual costs of borrowing and returns on savings will vary and may be higher or lower than those shown. Source: <http://apps.collegeboard.com/loancompare/loancomparison.do>

College students are graduating with the highest level of debt in history, so it's more important than ever to understand the benefits of building your college fund with New York's 529 College Savings Program *Direct Plan*.

For starters, New York's 529 lets you build your account tax-deferred. When it's time, you can withdraw the money tax-free for tuition, room & board, books and fees.* And New York taxpayers can earn an annual state income tax deduction of up to \$10,000 for couples filing jointly (or \$5,000 for individuals).**

And now New York's plan has 16 investment options and among the lowest fees in the nation.

See all of the benefits at
ny529savings.com

Or call **1.800.376.9166**



Investment returns are not guaranteed, and you could lose money by investing in the plan.

* Earnings on non-qualified withdrawals may be subject to federal income tax and a 10% federal penalty tax, as well as state and local income taxes. Tax and other benefits are contingent on meeting other requirements and certain withdrawals are subject to federal, state, and local taxes.

** Up to \$10,000 is deductible from New York State taxable income for married couples filing jointly; single residents can deduct up to \$5,000 annually. *May be subject to recapture in certain circumstances — rollovers to another state's plan or non-qualified withdrawals.*

Before you invest, consider whether your or the designated beneficiary's home state offers any state tax or other benefits that are only available for investments in such state's qualified tuition program.

The Comptroller of the State of New York and the New York State Higher Education Services Corporation are the Program Administrators and are responsible for implementing and administering the *Direct Plan*. Upromise Investments, Inc. and Upromise Investment Advisors, LLC serve as Program Manager and Recordkeeping and Servicing Agent, respectively, and are responsible for day-to-day operations, including effecting transactions. The Vanguard Group, Inc. serves as the Investment Manager. Vanguard Marketing Corporation markets, distributes and underwrites the *Direct Plan*.

No guarantee: None of the State of New York, its agencies, the Federal Deposit Insurance Corporation (FDIC), The Vanguard Group, Inc., Upromise Investments, Inc., nor any of their applicable affiliates insures accounts or guarantees the principal deposited therein or any investment returns on any account or investment portfolio.

New York's 529 College Savings Program currently includes two separate 529 plans. The *Direct Plan* is sold directly by the Program. You may also participate in the Advisor Plan, which is sold exclusively through financial advisors and has different investment options and higher fees and expenses as well as financial advisor compensation.

For more information about New York's 529 College Savings Program Direct Plan, obtain a Program Brochure and Tuition Savings Agreement at www.ny529savings.com or by calling 1-800-376-9166. This includes investment objectives, risks, charges, expenses, and other information. You should read and consider them carefully before investing.

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WEEKENDS JULY–SEPTEMBER

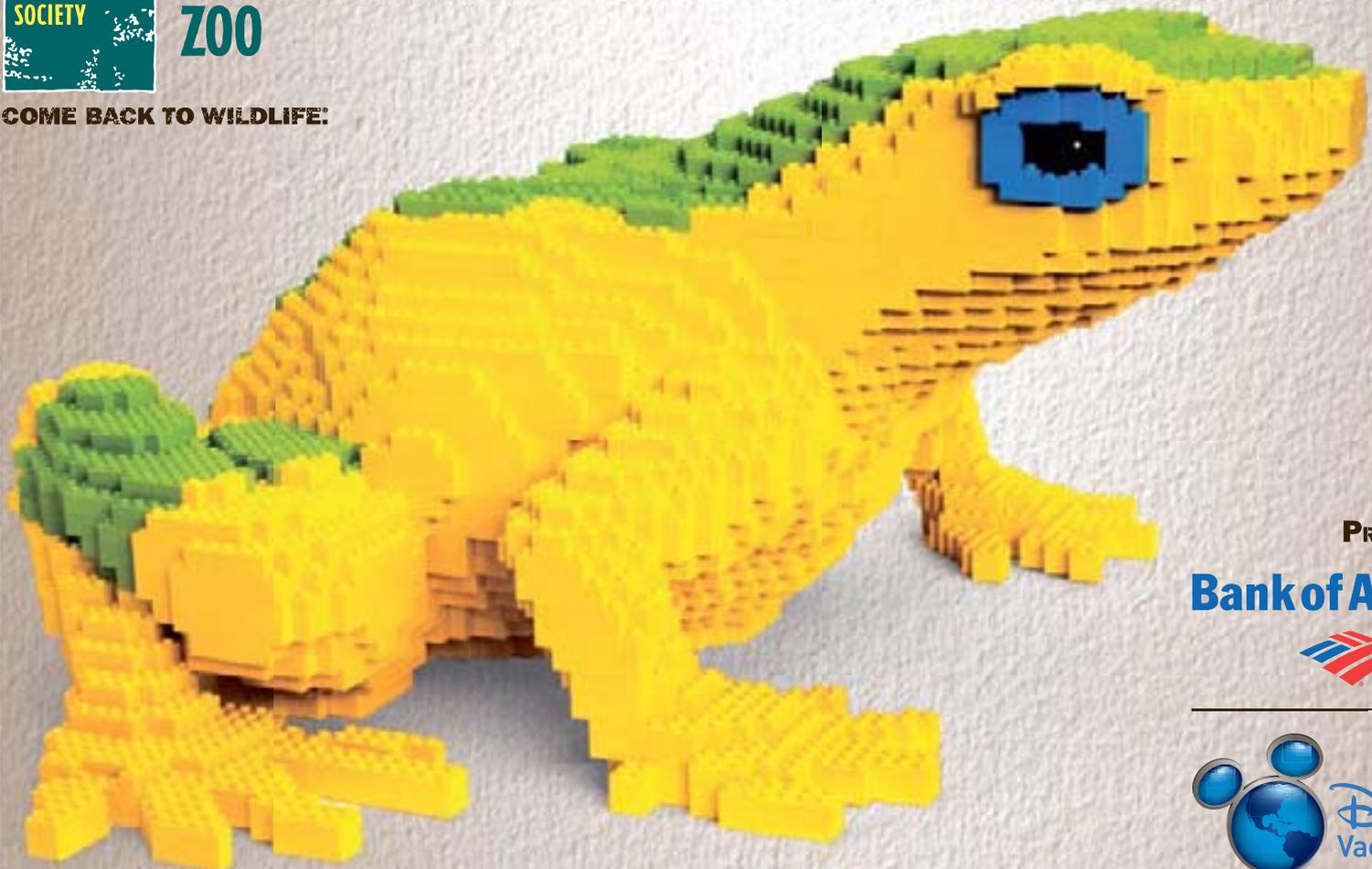
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