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# Family May 2011



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# Letter from the publisher

## Mother's Day is every day

**T**his magazine decided to forgo the usual focus on Mother's Day that will be so prominently highlighted and marketed this month by everyone else. The commercialization of the recognition of mothers makes a lot of businesses a lot of money, and I'm certain this year will be no exception.



Mothers all over the land will be taken out to brunch or dinner and thanked for their efforts and devotion with a meal, perhaps some flowers, or maybe both. Perhaps they won't go out, with the way the economy is, and served "breakfast in bed," or something like that.

In any case, the sentiment will be to try to give "Mommy" something

special to signify the day that has been set aside to do just that. It's actually a great idea, but it only works if the sentiment is real and the children one has worked so hard to raise, to nurture, to guide, and to educate, feel grateful and

pleased with the effort and the result.

If they are happy and loving, they will love you back and let you know you are being appreciated.

If they are caught in the throes of growing, they may not, but that doesn't necessarily mean they are not appreciating you or what you do or have done — it just means they are doing the life thing. Ah, the life thing.



Newborn Gregory

As a mother, the life thing means to me that every day is Mother's Day, because almost every day since I became a mother I have had some Mommy work to do. I

have, for the most part, enjoyed this work more than anything else I have ever done. It has been more rewarding and more fulfilling than anything else, and I have done a lot of things.

Wishing our absent Mommy and partner, Sharon Noble, congratulations on the recent birth of her son Gregory, and all of you mothers who read our magazines a Happy Mother's Day, means I am wishing you that every day, because as every mother knows, every day is Mother's Day.

Thanks for reading!

Susan Weiss-Voskidis, Publisher

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# First Person

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## Life in Queens can make one feel like royalty

BY ROBERT TROTTA

Since I grew up in Ozone Park and am now raising my own child in Astoria, I consider Queens to be the perfect borough for families — and consider myself very lucky.

Growing up, I was exposed to what life should be all about. I waited in the summer evenings for Mister Softee to pull up to my corner for an ice cream cone. There were fun block parties and bazaars. Playing stickball in the street or stoop ball in front of a neighbor's house was a pleasant routine in the summer, and snowball fights with friends were an essential part of winter. I experienced a historical blackout and huge snow blizzards, watched my city's sports teams win championships, and went to both catholic school (Nativity B.V.M., where the sister of baseball's Joe Torre, Sister Marguerite Torre, was my principal) and public school (John Adams High School, where I currently teach English and journalism).

I knew what it was like to get from Point A to Point B by whatever means available: by way of a car with my father, or by bus, train, taxi, bicycle, roller skates, or on foot. I knew what it was like to play on an actual baseball field, as an outfielder in the Ozone-Howard Little League. (The trophies are very dusty, but still stand tall.) And, I still remember all the trips to the UA movie theater on the corner of Crossbay Boulevard and Liberty Avenue — especially when I went with my cousin Rossella, who visited all the way from Italy, to see "Jaws III" in 3-D.

I remember feeling so grown up when I made my own money — a couple of bucks shoveling some an elderly lady's sidewalk and driveway for two hours was not a bad gig.

Trick-or-treating in the neighborhood was always a treat. Attending midnight mass at Nativity church was special every time, and the skies on Fourth of July were consistently bright and noisy.

That was "the life" then, and, although times have changed so much (remember how great it was to say that you were the proud owner of an Atari video game system?), life in Queens still has tons to offer — especially when it comes to creating new memories.



Matthew Troтта rides an airplane at the St. Anthony's Feast on Ditmars Boulevard last June.

I married my wife, Giovanna, in 2003, in Astoria, and we were blessed with a beautiful baby boy, Matthew Thomas, in 2006. We chose "Thomas" in honor of a cousin who gave his life as a firefighter on 9/11.

The most amazing things (among the trillion) that have come along since I've become a father are the opportunities that Matthew's existence has given me to relive so many of those memories I have as a child, and to do so in the very same place where I experienced them — Queens.

Astoria is a wonderland with so much diversity, so much vivacity and, yes, there are still street fairs where you can buy zeppoles and let your child enjoy a pony ride.

Here in Astoria, Matthew, Giovanna and I can hop on the N train for a 15-minute ride to a small, quaint little town called Manhattan. A MetroCard and our feet get us from our home to the 7 train, which brings us to Citifield —

although those trips have certainly dwindled since the 1986 Mets are no longer playing in 2011. Mister Softee still comes around (Matthew hears the truck's song coming from miles away), and we recently saw the movie "Gnomeo and Juliet" in 3-D! Matthew also helps me — "Papa" — shovel the snow, when he's not hitting me with snowballs.

The other day, Giovanna and I watched the movie, "Coming to America." Not only is it still a hilarious film, but it's very intelligent, too. When Eddie Murphy's character, Prince Akeem, is looking to find true love and happiness, he gets a globe and spins it to decide where he should travel to. It stops at North America. But where in the U.S.? Well, it is decided, either Los Angeles or New York. Finally, Prince Akeem's sidekick, Semi, played by Arsenio Hall, asks, "Where can one find a woman fit for a king?" Looking randomly at a map of New York, they find their answer — Queens.



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Presenter: Debbie Meringolo

Time: 9:45am to 12:00pm

**May Workshops**

**May 19th**

**Location: 144-61 Roosevelt Ave., Flushing, NY 11354**

Understanding the Sensory Issues with Children with ASD/Autism

Presenter: Lindsey Biel

Time: 9:45am to 12:00pm

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# Alternatives to college

Your teen has other options — which can lead to career opportunities

BY CANDI SPARKS

If tax season is not already stressful enough for most families, college acceptance notices are being mailed out at the same time. Just as paying taxes is mandatory, so is going to college. At least that had been the case for most families. But with the economy stinging the pocketbook, many young adults are rethinking whether they can put themselves and their relatives into debt when there's no longer a guarantee that there will be a good job — or employment in their field — when they graduate. For them, college might be seen as optional, at least for the moment.

For these young people, the decision not to go to college may be based on the desire to avoid taking out student loans. To begin one's adult life dreamy-eyed and deeply in debt is not attractive. Everyone knows someone who is either unemployed or underemployed. Taking on a large debt at this time is risky. Creditors are unforgiving, and bankruptcy laws have changed.

While this may make students apprehensive about taking out loans, their parents — who would like to help out with tuition — may not be able to afford more debt, either. It is tough to pay your child's tuition when the cost of living is rising; income to make the mortgage payments is not guaranteed; and boomers may be feeling the need to invest more for their own retirements.

It comes as no surprise that popular opinion about the importance of getting a college degree is gradually shifting every year, but few parents want their children wasting the best years of their young lives on the couch, tweeting or watching tele-

vision until inspiration strikes.

Instead, families can use this period of uncertainty to explore alternatives to going to college that can provide valuable experience for high school grads.

## Hone job-seeking skills

These days, people will change jobs at least seven times during their adult working lives, and perhaps even more with the state of the economy. The ability to locate employment opportunities, go through a series of interviews, land a position — and keep it — are critical skills that young people can develop. Job hunting takes time, energy, and practice. The competition in the market is making job hunting a

life skill that is needed, whether or not a person has attended college.

Carla, a Brooklyn-based mother of three, thinks that job-seeking preparedness is as important as emergency preparedness.

"I tell my kids, you just never know who you might meet. You need to be ready to interview anytime, any place, anywhere. By just being prepared, you might get the job on the spot," she says. Carla's graduating high school senior, Theo, has received a few college acceptance notices, but he also wants to consider his other options before heading off to college. At the moment, he has decided to check out the job market before formally responding to any college offers.

Theo is equipped with a USB wristband, which has electronic files of his resume, references, grade point average, and current report card, as well as other important information, stored in data files. He wears it in case he comes across an opportunity to interview, and says that it is a convenient way to have all of the necessary infor-



mation in one handy place. He also hopes that it shows any potential employer his commitment to job readiness.

Carla encourages her kids to use “big-picture thinking,” and spends time discussing with them what they would like to do in life. She is not pressuring Theo to make a decision about college right away, because she is more concerned about his “quality of life” and “finding the right fit, whether it is in a school choice, job setting or career,” she says.

Carla also says that “satisfaction is a big part of success,” and her emphasis is on raising happy children who use the power of making their own informed decisions. She recommends that job seekers use the website of the U.S. Department of Labor as a resource for information and assistance. The website also gives career guidance specifically for working and non-working teens.

### Get experience with internships

Many companies need short-term help, and are willing to fulfill staffing needs with interns. The interns go through an application, screening, and hiring process. The benefit of taking an internship (usually without pay) is that the position can be listed on the resume.

Interns are also viewed as future salaried hires in the industry, because they have had some job experience. Internships are limited-time opportunities, such as during the summers or on holidays. They may even be for shorter periods of time, such as over the course of a weekend, depending on the assignment and the company that is hosting the internship.

Internships can be searched on the Internet by geographic location, corporation, time period and industry. One of the most popular summer internship programs is at Major League Baseball.

### Volunteer abroad

Travel opportunities abound for those who want to do some good, see the world, and sneak in a vacation along the way. Organizations that provide volunteer opportunities may offer the perfect vehicle for a young adult to experience different cultures and to garner hands-on experience.

Opportunities to assist in the areas of agriculture, conservation, teaching, and medical work are just a few of the volunteer proj-

ects in countries such as Thailand, Vietnam, and China, among many others. The more reputable organizations have an application fee, screening process, and program fees, which help to provide a better quality program and volunteer experience. Depending on the location of the volunteer program, individuals may be required to submit to medical clearances and get the appropriate vaccinations. In addition, volunteers may have to pay for their airfare and travel insurance.

A Queens mother of an adopted daughter (who wishes to remain anonymous) decided that postponing college for a year to “do volunteer work, clear the mind, and think about things,” would be a better plan than dealing with a daughter who was already cutting classes and could be headed down the wrong path.

The daughter had been struggling with her identity and was asking her mother to let her take a trip to her homeland. The mother wanted her daughter to “get in touch with her roots and see what her life could have been like,” but said “making the decision was emotionally draining.”

Regardless, she supports her daughter’s search for herself—even if it involves overseas travel. The volunteer program is only for a few weeks, and the mother will meet her daughter overseas at the half-way point, so that they can share some of that discovery together. She is happy that her daughter can mix in a little personal time within a structured volunteer project. However, as she pointed out, not all volunteer opportunities require overseas travel. Some exist right here in New York in soup kitchens and in community garden projects.

Hopefully, we can help our young adults realize that time is precious, that they can blaze their own trail, and still create a happily-ever-after of their very own.

*For more information about job-seeking information and advice, visit [www.dol.gov](http://www.dol.gov).*

*To learn more about Major League Baseball’s internship, visit [www.mlb.com](http://www.mlb.com).*

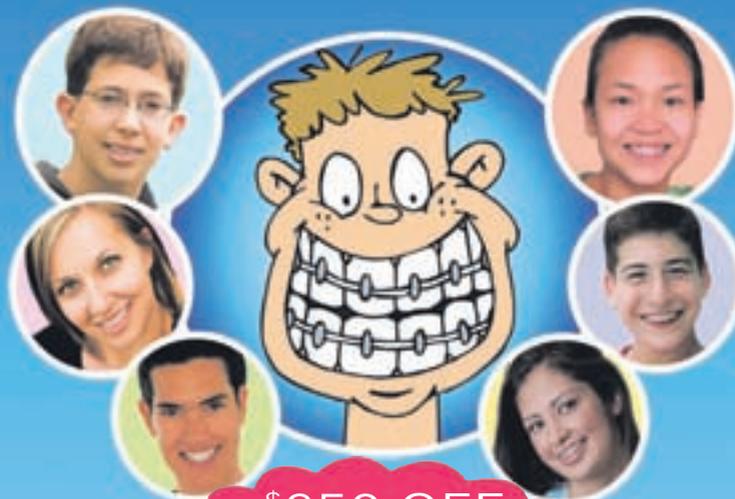
*For New York City-based volunteer opportunities, visit [www.nyc.gov](http://www.nyc.gov).*

*Candi Sparks is the author of the “Can I Have Some Money?” children’s book series sold on Amazon.com and is on Facebook and Twitter (Candi Sparks, author). She is also a Brooklyn-based mother of two.*

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## HEALTHY LIVING

DANIELLE SULLIVAN

# First for allergies

## Are firstborn children really at greater risk?

**B**rooklyn Heights mom Stephanie MacDougal knows about allergies. Her oldest daughter, Kayla, is allergic to trees, pollen, gluten and lactose. She was quite surprised that when her second daughter, Ava, was a child, she was bouncy, bubbly, and could eat anything and go anywhere — without

sniffing, sneezing, or coughing.

Researchers however, may not be so shocked.

A new study recently presented at the annual meeting of the American Academy of Allergy, Asthma and Immunology suggests that firstborn children are more likely to have hay fever, pinkeye due to allergy, and food allergies. The study surveyed parents of more than 13,000 children ages 7 to 15, and found that the prevalence of food allergy was four percent in firstborn children, 3.5 percent in second-born children, and 2.6 percent for children born later.

While the percentages do show a change in the prevalence of allergies due to birth order, the difference is significantly small. It leaves parents wondering if the risk of allergies in their later-born children will be slighter.

One Queens mom says she doesn't believe the study.

"Our pediatrician has always said that since my husband has asthma and hay fever, the chances of our children having them were higher," says Terri Williams, whose four children, ranging in age from 3 to 17, have suffered from allergies since birth. "Like clockwork, each child has come down with asthma, but luckily has outgrown it as they got older," says the Glendale-based mom. "For us, this study doesn't hold water. I wish it did."

Dr. Paul M. Ehrlich, a partner at Allergy and Asthma Associates of Murray Hill, and clinical assistant professor of pediatrics at New York Uni-

versity School of Medicine, agrees.

"This is one of those funny statistics that you can only discern from a great height. The percentage differences involved are tiny," explains the doctor, who co-authored "Asthma Allergies Children: A Parent's Guide."

"There is also a question of whether we are too sanitary for our own good — that by over-cleaning our homes, we may be depriving our kids' immune systems of the challenge they need to toughen up; this is known as the 'Hygiene Hypothesis.'"

He says that parents may be more conscientious for the firstborn and less for the rest, which might explain why eldest children have more allergies, although some allergies occur too early for that to make any difference.

Since there is little a parent can do to prevent the inherent genetic risk of allergies, awareness is key. Regardless of the variation between firstborns and later-born children, one thing is for certain: allergies are on the rise.

"We are seeing a great rise in pollens and grasses — anything that is related to climate change. Spring comes earlier and summer lasts longer," explains Ehrlich.

The key to helping your children is proper diagnosis.

"Allergies are not necessarily being better diagnosed. Runny noses are being treated as allergies when they may be something else. Asthma is misdiagnosed 30 percent of the time," says Ehrlich.

As with every healthcare concern, a patient is his best advocate. If you suspect your child has allergies, or if allergies run in your family, a visit to a pediatric allergist is your best bet.

*Danielle Sullivan, a Brooklyn-born mom of three, has worked as a writer and editor in the parenting world for more than 10 years, and was recently honored with a Gold award for her health column by the Parenting Publications of America. Danielle also writes for Babble.*



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# Remembering our TV moms



BY MARYROSE POPPE

**M**others come in all sizes and shapes, with varying strengths and weaknesses, and nothing has shown the variety of approaches to motherhood quite like those portrayed on television shows.

I recently watched reruns of the 1960s western, “Bonanza” and realized that the main character, Ben

Cartwright, was probably one of TV’s first “Mr. Moms.” Ben was a rugged rancher, a widower, and a gentleman. He ran the outside of his home with a firm hand, and the inside with a gentle touch, much like I think many of the career moms of today do. Thinking of Ben also got me thinking about some of the other TV moms and the messages they send.

Remember pioneer Caroline Ingalls from “Little House on the Prairie?” She and her husband, Charles, packed up their wagon, left family and friends, and sought a new place to live so that their children could have a better life. She helped plow the fields, tend the farm, and raise seven children, some “chosen from her heart” along life’s journey. And, she did

all this while making a home out of a tiny, rustic house.

Then, of course, we had the “Waltons.” Liv, who very well might have been the first TV “sandwich generation” mom kept her husband, children, and in-laws happy, healthy, and secure through the trying times of the Great Depression — all under one roof!

Let’s not forget “Julia.” Diahann Carroll portrayed one of TV’s first single moms — a beautiful career woman, who had to raise her young son on her own after being widowed. Unbeknownst to the writers, she was an inspiration for all of the single



parents that would follow.

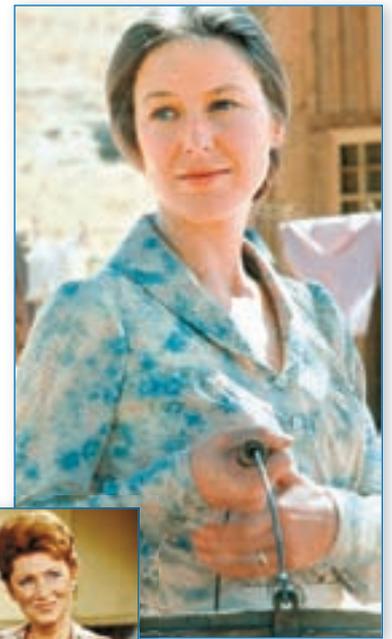
And “Eight is Enough” taught us that a stepmother can indeed become a “mom.” We learned that it takes heart

and soul, patience, endurance, and most of all, love and laughter to make a house a home.

Maybe our idea of a perfect mom would include a blend of a bit of magic from Samantha of “Bewitched”; a little zaniness from Lucy, of “I Love Lucy”; a bit of prim and properness from “Leave it to Beaver” mom June Cleaver; the legal mind of Clair Huxtable of “The Cosby Show”; the tenderness of Mrs. Cunningham from “Happy Days”; Alice’s (“The Brady Bunch”) housekeeping abilities; first-aid knowledge from “Dr. Quinn: Medicine Woman;” and let’s not forget the financial independence of an Angela Bauer from “Who’s the Boss?”

Of course, the sit-coms and dramas on television are fiction, but over the years, the medium has given us examples of many kinds of approaches to motherhood. The moms are all different from each other, and from most people in real life, but they all love their families, try to make sure things run smoothly, and serve as a positive example for their children, much like today’s real life mothers. We all have our strengths.

And we all have days when we feel that we are not living up to the task and are a bit overwhelmed, but on those days, we should pause and be inspired by the perseverance and successes of our favorite TV moms.



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# Painting a bright

Here's how to help your artistic child develop her portfolio

BY RISAC. DOHERTY

**S**o, you just found out you birthed a Picasso, and you're not sure what to do next?

When my daughter was in middle school, she was accepted into an accelerated art track, and I realized that I was not the only one who thought she might be artistically gifted. Still, at that point, I had no idea what to do to help her develop her skills.

If your child has shown interest and talent, there are benefits to encouraging her artistic growth, regardless of whether or not she wants to pursue a career in art. Most schools do not provide counseling specific to the arts, so it is helpful for parents to learn how to guide their children and make the most of their gift.

Parents sometimes have difficulty determining if their children are artistically talented. Barry Beach — an “arts counselor” who was the director of the Oregon College of Art and Craft — told me that parents may not be able to determine if their children are indeed gifted. He says parents should take notice if their children enjoy making art and are constantly interested in it.

“Note passion, rather than talent,” he suggests.

If you find that your child enjoys art, do some research and find out about local art classes in your area. Don't assume that time spent in art class in middle and high school will afford a child a full opportunity to develop her skills.

Remember, art class is only one period in a student's day. School art teachers will tell you there is very little “work” time for the students. If you consider the minutes devoted to set-up, clean-up and instruction, there is very little left over for creative work.

Beach encourages younger artists to take advantage of every opportunity, artistically.

“More art classes and art experi-

ences equal better prepared young artists,” he says.

## Classes

While researching extracurricular art classes — apart from checking the cost, scheduling and logistical issues — you need to be sure the student has an opportunity to meet with the teacher.

If the school offers a free trial class, take advantage of it! Most art classes are small, but the teacher's attention is usually divided amongst the students, and different instructors offer different amounts of help and guidance, according to their teaching styles.

Personality plays a large role in the proper pairing of an art teacher and his student. Some are demonstrative or unconventional in their teaching style, whereas others can be subdued and expect more independence from their students.

Good art teachers, like any good educators, will know how much guidance is appropriate for each student. Good art teachers will also be honest with their students and with parents about the artistic potential and the strengths and weaknesses of their pupils.

It is not essential for younger children to work with instructors with portfolio preparation experience, but I have always been a firm believer in establishing relationships with well-qualified professionals early on. If your child's art teacher knows how to help her prepare a portfolio later, she will provide her with helpful guidance at an early stage. Also, your child will be acclimated to her teaching style.

By the time your child is in high school, Beach says that “it's critical to see the art experiences and education of the instructors.” Teachers who did not study art in college may not be well prepared to counsel students regarding portfolio-quality artwork, he warns.

When shopping around for an appropriate art program for my daughter, who is a junior in high school, I was astonished by the number of

hours some art schools suggested or even required. One school required an up-front commitment of nine studio hours per week for each semester. This kind of commitment seemed nearly impossible, as SATs, SAT prep, college visits, driving lessons, sports, and assorted extracurricular activities loomed in the near future. I found a school that offered more flexible hours, and my daughter increased those hours, as needed, to complete her portfolio.

Beach hesitated to specify a minimum number of hours per week he would recommend for art classes, stating that students who exhibit the most passion, self-motivation outside classes, and “excitement for creating,” compile the best portfolios.

## Supplies

Along with registration for a serious art class comes sticker shock at the art store. Students working on their portfolios graduate from stores like Michael's (general art and hobby stores) to specialty stores, like Utrecht and Dick Blick, where one tiny tube of oil paint can cost \$30.

For a fee, some schools will provide a box of required supplies for the student.

Sometimes, a name-brand item is required (as with certain paints) and other times, the store-brand is acceptable. Ask the teacher if the cheaper brands will suffice, and seek out store staff, as they are usually art students who know the merchandise.

Be sure to have your student sign up for a student discount card and watch for sales.

## College

By the time the art student reaches her junior year in high school, she needs to start thinking about whether she would like to work towards a Bachelor of Art or a Bachelor of Fine Arts at a liberal arts college, or attend an art school, such as Cooper Union, Parsons or Pratt.

Portfolio requirements for every school vary. Some schools look for

# future



personal style and abstract creations, whereas others place a stronger emphasis on technical skills and traditional training.

A student should review each school's website to check the school's requirements and get a sense of the type of art the school prefers. With this information, she can work towards creating the diversity and types of pieces that would appeal to the school.

"Try as many art mediums and processes as possible ... from freshman year, on," Beach suggests to high school students. This way, he says, the student's varied experiences will help to narrow the college search, will facilitate her selection of a potential major (specialization within the art department), and will increase her ability to compile a diverse portfolio.

If an art student is considering liberal arts colleges and universities, she should inquire as to

whether or not the colleges accept or require art portfolios, and if the portfolios are used by the college for its decision for admission to the school, or only admission to the art department.

The submission of an outstanding portfolio can be helpful for a student with good academic credentials in a very competitive admissions season. Some liberal arts colleges will not accept portfolios at all. It doesn't mean the school's art department isn't good, it just means the student's artistic accomplishments will not be as helpful in her quest for entry into the school.

When the student goes to visit these schools, she needs to make arrangements to see the art department and, ideally, to meet with an art student or professor.

It can't hurt to bring a small portfolio, disc, or USB flash drive containing the student's work on the visit. Friendly admissions officers

are sometimes happy to see a student's work during an interview. At one small, liberal arts college, an art professor my daughter and I met with was willing to take a look at her flash drive and give her his comments on the spot.

By the time work on the student's portfolio is well underway, she should consider participating in a "portfolio day" at an art school. These are generally open to the public, when colleges and art schools (at the college level) set up tables where they engage the students in short discussions and presentations of their works.

The college representatives critique the art in a manner that reminds me of "American Idol," with some comments reminiscent of Simon (blunt and critical) or Paula (encouraging and complimentary). It is valuable experience that can help the student tailor the best possible portfolio while giving her the

opportunity to practice presenting her work.

Finally, Beach recommends that students enter some exhibitions and "juried competitions," normally judged by professional artists. It is a good experience, plus a peek into the real world of art. Of course, he cautions "everything in moderation."



So, in a few short months, my daughter will be leaving to become a studio arts major at a liberal arts college.

Perhaps one day, the crayon drawing that hung on my kitchen refrigerator will be worth something. You never know.

*For more information on portfolio preparation, go to [www.artschools.com/articles/portfolio](http://www.artschools.com/articles/portfolio), or [www.artscounselor.com](http://www.artscounselor.com).*

*Risa C. Doherty is an attorney and freelance writer from East Hills, NY, who has learned a lot about raising an artist in the last year.*

# Why music?

Listening to music at an early age can do wonders

BY MARY ALOIA

I was always amazed at how music transformed my children. When my oldest two were babies, music was one of the few things that calmed them BOTH — at the same time! When my youngest was born, my daughter was 6-years-old and my son was 5, and music was, again, the thing that we could all enjoy together. I loved fixing the rearview mirror on the back seat and watching them all bounce, clap and smile as we sang along to our favorite songs. Many, many times when they were little, I found solace in my car with my three children peacefully asleep as the music of Chopin, Brahms or James Taylor soothed their tiny souls. These were just a few of the signs that my children loved music... and why I love music — because it was my super nanny! Music can alter a child's mood instantly. We all have our personal

stories of using music to calm a colicky baby, singing a family lullaby to put our little one to sleep, or getting through an endless car ride singing "The Wheels On The Bus."

Music is very much a part of our everyday culture. Years ago — before iPods and iTunes — music was something that we MADE. Before the age of technology, when I was a child, music was either playing on the radio, sung by a church choir, or sung by my parents from the front seat of our station wagon. Eventually, I got a record player, then a tape player, and much later, a CD player (all of which are prehistoric now).

Music-making is something that we need to work on, something we need to create. Our experiences with music started in our early childhoods, and it is our job to create these important musical experiences for our own children.

Thankfully, more attention is being paid to the role of early childhood music exposure and how it influences our children. Why? Why music? The short answer is that music is fun, but extensive research has shown that exposing children to music stimulates their overall intelligence and emotional development, nurtures their self-esteem, and at the same time, encourages creativity, self-confidence and curiosity.

Can early childhood music learning really make our children smarter? Well, recent data from the University of Texas indicates that students who had an early childhood music education received higher SAT scores. Studies have also shown that music can benefit cognitive abilities — particularly spatial abilities, higher reasoning and motor skills, and greater understanding and higher achievements in language and math.

Music has also been proven to develop the "whole child." Music exposure has shown to increase overall intelligence in children by

shaping attitudes, interests and self-discipline. Music can be inspiring and motivational, even to the youngest listener, thereby helping with focus and listening skills. Music is blind to age, gender and ability.

## Give kids music!

Years ago, families would gather around the piano or the radio in the evenings and sing songs together. Over the years, we have lost this important family pastime, but there are still things that families can do to share the joy of family music. There are many fun and inexpensive ways for parents to explore music with their children.

Here are some interesting music-making ideas that you can try with your child:

- Sing with your child — You may not be the next American Idol, but chances are your child will think you are!

- Make music with things around the house — Get creative and look for everyday things that you can transform into musical instruments. How about making a maraca out of a plastic water bottle? Just fill an empty bottle with some dried beans and re-seal for an instant shaker!

- Introduce your child to different types of music — Add variety to your child's musical life by playing a different type of music each day. Classical, country, rock, rap, big band, jazz, or whatever you love! Just mix it up.

- Try playing a harmonica or a kazoo — An easy and inexpensive way to introduce your child to an instrument and have them experiment with creating different sounds and tunes. Play together and make your own band!

- Talk about music — As you listen to music or make music, talk about it! Talk about how the music makes you feel or what it may remind you of. Tell stories that involve music and singing.

- Try a music class — Exposure to an early childhood music and movement program will help to lay the foundation of childhood music learning.

Mary Aloia is the director of Staten Island Family Music. Staten Island Family Music offers Music Together classes at three Staten Island locations. To learn more, call (888) 731-8719, or visit [www.sifamilymusic.com](http://www.sifamilymusic.com) or [www.music-together.com](http://www.music-together.com).





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Photos by Rosalie O'Connor

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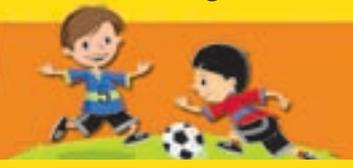
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# Bonding by book

Scrapbooking is a great way to preserve memories while making new ones

BY MARY TOMASULO

**T**ake those old records off the shelf. No, not your vinyls from the 1980s, but all of the photos of your favorite family moments, and spend time with your kids by using them to create a priceless book of treasured moments — create a scrapbook.

From Bensonhurst, Brooklyn, to Long Island City, Queens, scrapbookers are snipping photos and meeting for crops (when the hobbyists gather to arrange their pages). They are similar to the old-fashioned quilting bees, when a group of women came together to share conversation, material, and sewing tips. Scrapbooking is the fastest growing sector of the craft and hobby industry, and 30 percent of all U.S. households have at least one member who scrapbooks.

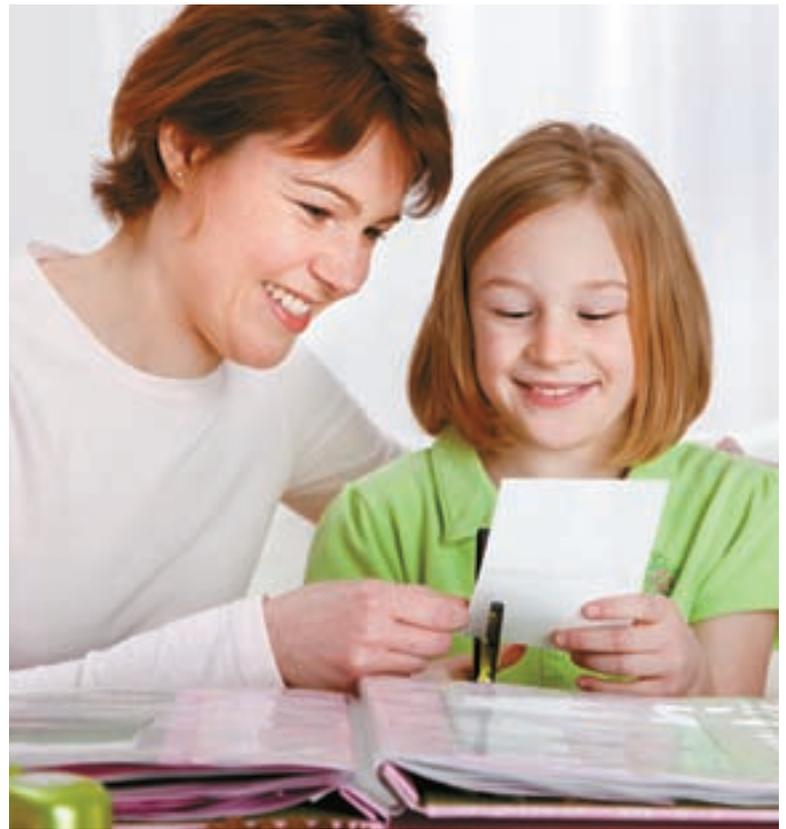
The best part of scrapbooking is that anyone can do it.

“All you need are an album, glue, scissors and photos, and you can get started,” explains Mattie Ettenheim, a Brooklyn resident and scrapbooker since high school. This expressive craft combines the love of photography with the art of collage.

She created a birthday wish book for her best friend, made up of notes and photos of family and friends. In the class she teaches in Manhattan, baby and wedding books are the most popular. She recommends working with ideas from different websites, and working with only one or two photos at a time.

Any event can be recorded by using photos, memorabilia, or anything else you can glue to a page.

“I get inspired by the photographs that I’ve taken, and scrapbooking becomes alive with my life,” said an interior designer who takes classes with Ettenheim. “I love to add funny titles.” She says that she keeps a notebook where she can sketch ideas and designs, and her scrapbook pages become a journal of her life. This stay-at-home-mom says she enjoys scrapbooking, because it is an absorbing distraction that



has her thinking about composition, color and the image.

Be creative and use your imagination when decorating your pages. Using wrapping paper from holiday gifts makes a lovely background for a page with December photos, and Valentine’s Day hearts can adorn the pages with your family sharing hugs and smiles. Birthday cards can be cut and pasted onto a page, while music lyrics can be background for photos of school musicals and summer campfires. Maps and postcards can accompany last summer’s getaway pics, and recipes for holiday dishes can be put together with family photos and handed out as gifts.

Scrapbooking as we know it today began many centuries ago in the form of friendship albums — old books which would contain mounted photos; memorabilia, such as newspaper clippings and letters; and sometimes, a lock of hair. Scrapbooking became popular in the 1980s and has grown

to a million dollar industry with craft supplies available for purchase in stores and online.

And if you’re not handy with scissors and glue, don’t worry, because scrapbooking has caught up with the digital age. Online resources and easy layout options allow you to create cards, calendars and scrapbooks with no mess to clean up.

“I love pictures, and looking back at them is fun,” says Sue Lape, a 35-year-old television researcher who does her scrapbooking digitally. She takes photos with her digital camera, edits them on her computer and then creates gift books, calendars, and scrapbooks — all using various websites. She says she has never made a traditional scrapbook, because there are so many tools available on the Internet.

So, whether you’re snipping and gluing, or moving your mouse, scrapbooking is a great hobby that anyone can enjoy.

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# A parent's guide to understanding learning styles

Identifying — and acting on — how your child processes information

BY NANINE IENGO

**M**y sister and I were born 13 months apart. We didn't really suffer from sibling rivalry — what was mine was clearly her's, and vice versa, without question. I do not know a life or a way of being that does not include her.

However, we are as vastly different as two people can be, not only physically (I'm 5'8 and she's 5'4; she's blond and I'm not), but in the way we approached and functioned in school — as were many siblings before and after us. I was an avid reader, greatly preferring books and low-key activities (chess, puzzles), while she ran straight into any physical activity she could (she was actually on a pre-Olympic gymnastics team and one of her fellow gymnasts participated in the 1980 Olympics).

The comparisons were inevitable and typical. I was tall and awkward, but made straight As, while she was small and lithe and was banished to the resource room — as were most kids who were non-typical learners, and therefore, labeled learning disabled in the 1970s and '80s.

I remember the first day we moved into a new school — my sister and I had to take placement reading tests in order to see where we fit among the three classes on our respective grades. I placed in the middle grade because, while I may have been a great student, it was very intimidating sitting in the principal's office, under scrutiny of the third grade teacher, the principal, and my parents, while trying to read passages

and answer questions.

My sister, a shaky test taker from the beginning, tested into the lower class. She ended up developing low educational self-esteem because of the low abilities and bad behaviors of the other students in her class. To her, and obviously to the school, she wasn't able — able to read well, to write well, or to be a good student.

But, here's the thing: she was. Every child is — the key to learning just needs to be uncovered.

And it wasn't until I first read about Dr. Howard Gardner's Theory of Multiple Intelligences way back in my undergraduate days that I understood this and put into perspective the great differences in our educational experiences, and my sister's great difficulties in school. My sister wasn't a bad student, she just needed a different approach to learning than what schools at that time were using.

The theory illustrates the many ways in which a person can learn and process information. There are currently eight widely-accepted intelligences, and they are:

- **Visual/spatial intelligence:** People who are visual/spatial learners are great at visualizing and representing their ideas in 3-D, are great with puzzles, and may grow up to become engineers, architects and artists. They tend to need to incorporate concrete examples when they learn, such as drawing a scene from a play if they are reading Shakespeare, or creating a replica of the Eiffel Tower if they are learning about France.

- **Linguistic intelligence:** People who are linguistic learners are great with words, both written and spoken. They love to play with words and find reading a pleasurable activity. In order for them to learn, they need to include note taking or journal writing when they are learning.

- **Logical-mathematical:** People who are logical-mathematical learners tend to be great at reasoning

and logic. Math and science are also strengths for these learners, as they approach learning in an investigative way, asking a lot of questions and applying their reasoning powers.

- **Bodily-kinesthetic:** People who are bodily-kinesthetic learners need to incorporate movement into their learning. They retain information when there is an action incorporated into the lesson. They often need to touch something or physically do something (creating a muscle memory) for it to become meaningful.

- **Musical:** Musical learners tend to be sensitive to noises, music, rhythms and patterns. They need to incorporate music (whether it is by singing, dancing, or moving) in order to learn something and create a memory. You will often find these learners tapping their feet when they are listening to someone talk and creating their own songs from what they are hearing so that they can better understand it.

- **Interpersonal:** Interpersonal learners tend to be the social butterflies of any group. They learn best by transmitting information to others and having others interact with them. Very extroverted, interpersonal learners are empathetic and do well in groups of people.

- **Intrapersonal:** People who are intrapersonal learners are highly intuitive and seen as shy or quiet. They have a keen ability for self-reflection, and tend toward working alone rather than in groups.

- **Naturalistic:** Naturalistic learners love to be in nature and study best when the natural world is involved.

Dr. Gardner did not primarily develop his theory for education, but the educational world has wholeheartedly embraced it. It makes the vocation of teaching and parenting a little easier if a teacher or parent understands the ways in which children see and approach their worlds.

## Resources

To find your learning style, visit [literacyworks.org/mi/assessment/findyourstrengths.html](http://literacyworks.org/mi/assessment/findyourstrengths.html).

To find your child's style, visit [www.scholastic.com/familymat-](http://www.scholastic.com/familymat-)

[ters/parentguides/backtoschool/quiz\\_learnstyles/index.htm](http://ters/parentguides/backtoschool/quiz_learnstyles/index.htm).

For more information on Dr. Howard Gardner, visit [www.howardgardner.com](http://www.howardgardner.com).



While there is usually a base type of intelligence, many of us do exhibit a combination of intelligences, and that is why it is so important that when teachers and parents approach any type of activity — whether it be reading, disciplining, teaching, or playing — they include a variety of ways to approach it.

Now, as an educator, I often look back on the pair of us and our educational and personal paths, and use it to inform my educational theories. And it is because of this that I have always aimed at providing my students with lessons that were developed with many different learning styles in mind. I usually didn't plan lessons until I got to know my students and the different styles they offered. I made sure to include activities or projects that would help me uncover the way they learned, and offered them a multitude of ways to access the different centers or projects in our class. This was easy in a preschool environment, but maybe not so much so in a higher elementary grade.

On the first day of class, I designed my classroom to provide opportu-

nities for small and large group, as well as individual activities (listening center, playdough, reading nook). During circle time or whole group work times, I allowed for the different ways a child may need to access the circle or whole group experience. A child was allowed to sit at the table, sit at the circle in a chair, sit holding a stuffed animal, or stand, as long as he wasn't disrupting the class.

When I first started teaching, I had a little girl in my class who was so sensitive to music that she was terrified of the music teacher. After bringing her outside of the classroom to calm down a few times, the music teacher and I decided that it was best for her to sit at the door in a chair. But, by the end of the music time, she was usually

in the circle dancing with the other kids.

To be honest — this does create more work at first, especially doing this for an entire class. But, as a preschool teacher, I found that approaching teaching in this way, creating lessons to include as many of the ways of learning as I could, challenged me and help me become a better teacher.

And now, I see this with my own parenting style. My 3-year-old son is also highly sensitive to sound, but is extremely musically inclined (not to brag too much). He plays simple scales on his piano, and has started writing music with my husband, and on his own.

However, when he enters a room full of screaming kids (say, at an indoor play area), he sometimes has a hard time functioning. I feel that it is up to me — and those who take care of him — to understand his learning needs, and help him understand them as well. This will help him in school, and will make things a little easier for him when he comes across information that he just doesn't understand.

We were taking music classes together at a local Music Together Studio, and after a few weeks, he just wasn't able to handle it. There were too many elements for him to process, and while he loved the music, the surroundings became too much. My husband and I feel that our son does love music, and we want to encourage his natural abilities, so we plan on enrolling him in one-on-one music lessons. Being able to identify his way of learning helps me, especially when the challenging times come up. And trust me, they do come up!

My sister and I sat down and filled out an online questionnaire to find our learning styles. Sure enough, what we had already assumed was true — I'm a linguistic learner, and she's a bodily/kinesthetic learner. I did the same for my son, and confirmed he is a visual/spatial and musical learner. I can't wait for my husband to take the test!

*Nanine Ingo is an Early Childhood Educator and Administrator who is working toward her Professional Certification in special education. While taking a leave of absence from the working world to be home with her son, she has developed a parent participation class called Toddler Lit 101, which is aimed at giving all children a love of reading.*

## FAMILY HEALTH

DR. SAMMY DE ANGELIS  
Obstetrician/Gynecologist,  
affiliated with Staten Island  
University Hospital

# Too posh to push?

## Are too many women favoring c-sections?

**A**t what point did we become too busy to push?

It has become increasingly popular in today's hectic world to scroll through our Smartphones to find a good time to schedule our c-sections. Pregnant women, all too often, are so busy with work, errands for their other tykes, and family responsibilities, that they are neglecting their bodies when it comes time to deliver.

As a practicing OB/GYN, my main goal is to provide great obstetrical care. I want every day of a woman's pregnancy to be a healthy one — including the day of delivery. I was trained — and still firmly believe — that the healthiest way to deliver a baby is vaginally.

In 2010, the U.S. cesarean section-rate hit an all-time high of 32 percent. We, as a country, have not only doubled our c-section rate, but have also doubled the rate of maternal complications, and the maternal death rate in labor — all due to the increase in cesarean sections being performed. There is a direct link between cesarean sections, maternal injury, and maternal death.

A cesarean section carries with it many risks, such as increased risk of infection, blood clots, hemorrhage with the need for a blood transfusion, longer hospital stay, longer recovery, incisional wound breakdown, and future risks with subsequent pregnancies. A cesarean section increases the chance of a woman dying in labor by 100 percent.

I am not saying that all cesarean sections are bad. Sometimes, delivering your baby by c-section is the safest way to deliver. If your baby's heart is not tolerating the forces of labor, or if you start to experience heavy vaginal bleeding, these may be signs that you need a c-section. Other reasons to have a c-section may include: the baby is too big to fit through the birth canal, the baby enters the birth canal other than head first, or the baby's umbilical cord slips into the vagina.

Celebrities have not helped women realize the risks of c-sections.



Victoria Beckham stated she was, "too posh to push," while Jennifer Lopez simply did not want to push out her twin babies. These are simply just not the appropriate reasons for a c-section.

Yes, you can deliver twins vaginally. No, you are not too posh to deliver your baby vaginally, the healthiest way. As a pregnant woman, you need to care about and protect your body every day — not just for the day of delivery, but also for your future pregnancies.

Talk to your OB/GYN and insist that everything be done to ensure a vaginal delivery, if possible. If you delivered by a cesarean section in the past, ask if you can deliver vaginally with this pregnancy. Eighty percent of women with a prior cesarean section will successfully deliver vaginally with their next pregnancy.

Take control of your body and insist that you are too posh to be pushed around. Know the facts, and good luck delivering your baby the healthiest way — by pushing.

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# Real parent power

Listen to your  
kids, and  
they'll listen  
to you

BY ASADAH KIRKLAND

**W**hat is real parent power? The power of a parent does not come from telling a child what to do, or from having “possession” of a child. And it surely does not manifest itself in the form of hitting a child in order to “discipline” him by instilling fear. It is not having “control” over children, but rather, knowing what characteristics and actions will, when combined, be the perfect recipe for helping a child grow into a good, contributing citizen.

All too often, parents desire to have “power over” young people. Have you even been in a job situation in which a person misused his power and always nagged you, made you do things you didn’t want to do, or constantly looked over your shoulder? Annoying, right? What was your feeling? What did you really want to say to him?

What did you want to do to him?

The behavior he displayed did not make you more powerful. His behavior was disempowering, because it showed lack of confidence in your abilities. It demonstrated a lack of trust. Overall, it made you resent him. Hmmm, does that boss’ behavior sound similar to anything a child might experience?

## Talk with your kids

At the top of my concern list is the route parents take when they say they’re “pushed to the limit.” I have heard it referred to as “the last resort,” when a parent feels she has to show her power by yelling at or hitting her child to discipline him. Parents say things like, “I have to talk to them five and six times!” or “He thinks just because he’s getting older, he can talk to me any old kind of way?” Yes, parents, I hear you. But there’s a reason behind a

child blocking out your communication, and there’s a way to make sure he doesn’t block you out — and it doesn’t involve hitting.

Think of it like this: there are people you genuinely like speaking to, because they have things to say that you like to hear, while there are others who may be less appealing to speak to, because they either can’t relate to you, or they’re saying things that are adverse to your beliefs. Nonetheless, as an adult, you have the power to tune a person out, or cut communication all together. Unfortunately, children can seldom do that with their parents. Just imagine always being questioned by someone, always having someone tell you what to do, always having someone suggesting her way is the best way, and invalidating your point of view. That’s a demonstration of being spoken TO or AT.

Being spoken WITH feels much different. There’s an actual exchange

of communication in the latter. If more adults had conversations WITH children, both parties would benefit from the understanding that would result.

The communication we have with children does not always have to be about jurisdiction, giving orders, implications, inspection, and other “adult interest” topics. Children don’t always have the same concerns adults have. Cleaning up the house and finishing homework may be really important topics for adults to address, but it’s not about addressing them. It’s about being wise enough to cater to a child’s interest by finding out what is important to him, and talking about that for a change.

The busy schedule and life challenges of a parent cannot supersede the importance of her children’s

interests. If adults don’t lend importance to what children say and think, children will quickly lose interest in what adults say and think. Getting the respect and trust of children cannot be forced. Those values develop out of their experiences with and observations of adults.

Children’s ideas count, and their viewpoints are valid. Adults only have to listen, watch, and use their wisdom to direct the paths of children.

### Let the sun shine

During a recent book discussion, a wise gentleman likened babies to little suns. He said that when children are born, they shine brightly, and life experiences tend to dim those lights over time.

“That’s it!” I thought. Can we, as parents and educators, motivate and cultivate children so that those rays KEEP shining brightly, well into their teen years? Can we give them enough tools and happiness to shine brightly as adults?

During that discussion, I think everyone involved realized that we could be doing more to foster more growth in these little lights. Hitting a child to discipline him dims the lights. Yelling at a child dims the lights. Invalidating the efforts of a child dims the lights. We only have to think of the things in our lives that make us feel bright. Once we do that, then we can look at

whether or not we give out the behavior we’d like to take in.

Many adults rationalize the spankings they got as children and say, “Well, those spankings did OK by me — I turned out to be a better person because of them.” The idea here is that being hit by their parents kept them from doing harmful things. But, people, was the decision to not repeat the harmful acts done out of fear, or out of reason? Children will only make good decisions if they have the ability to REASON — to think or argue logically.

A parent who does not take the time to give a child thinking and negotiating skills will raise a child who will become a less powerful adult. Think about it: not being able to reason and negotiate as an adult will cost the adult a job

and a good relationship — all because the parent took more time to discipline the child and make him STOP things, rather than taking the time to allow the child to experience and explore things. Granting a child freedom has nothing to do with letting him run all over the place, it means helping the child feel liberated with the ability to eliminate life’s barriers — with the skills you give him.

Those in power lead easier lives. There is nothing wrong with granting children easier lives. Whether you envision others having all the power, or whether you equip your child with the ability to harness his power, and use it, is only a decision. Power, when displayed, shapes and molds the way one thinks, sees or acts. Power inspires. It lends vision and fortifies faith.

Dig deep and find your power. It’s that stuff that makes you creative, confident, able, and loved by others. Then, look at your child, and REALLY observe the power he was born with, and find ways to strengthen what you discover. Put a new twist on the power exerted in your home. Don’t let it be about your control over anyone. Let it be about how much light all of you can muster up and give out to the rest of the world.

*Asadah Kirkland is the author of “Beating Black Kids.” For more information, visit [www.beatingblackkids.com](http://www.beatingblackkids.com).*

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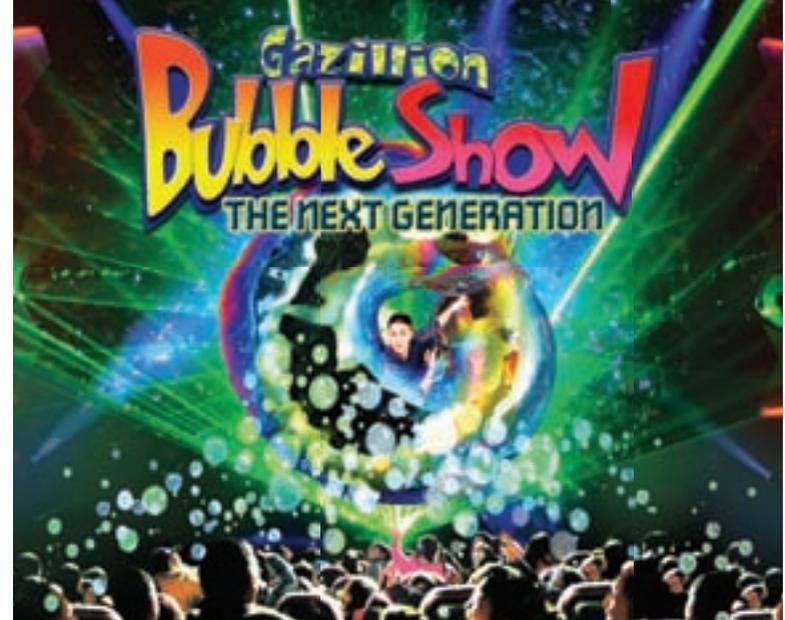
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BRIAN KANTZ

# Anything you can do, I can do better

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We can take our two boys, who are 6 and 4 years old, to the high school basketball game on a Friday night, toss down a couple of bucks, and the rugrats don't know if the player knocking down three pointers is the acne-faced kid from Home-room 2F or LeBron James. And they don't care, either. They just enjoy being a part of the excitement.

The same goes for theater productions. A couple of bucks gets you four primo seats to an always spirited, well-rehearsed, well-produced ver-

sion of a classic musical. Sure, sometimes the house lights inexplicably turn on for 10 seconds during the middle of a key scene, or a large hunk of the set falls to the stage with a thunderous clap, but the overall entertainment value is not bad, not bad at all.

Recently, we

took the boys to see a production of Irving Berlin's "Annie Get Your Gun," which just so happens to be one of my all-time favorites. My wife and I had the pleasure of seeing Bernadette Peters belt out the role of Annie Oakley on the Great White Way one rainy spring evening a few years back (well, more than a few years now, I guess), and I've been singing those beautiful moonshine lullabies in my head ever since.

While the lyrics and rhythms from "Annie Get Your Gun" have made a lasting impression on me, I had no idea that one song in particular would have a similar effect on my young sons.

Let's take it straight to Act II. The boys had already made it to intermission without incident. No one got stuck between the cushions of the folding auditorium seats. No one blurted out, "Daddy, I have to poop!" during a quiet moment between songs. No one cried when the first "gun" was fired on stage. During intermission, we had rewarded their good behavior with a fund-raiser-sized box of Skittles for each kid. Happily, they ate the candies in their seats (don't tell the student-ushers) as the second act began. All was well.

Then, it happened. Call it enlightenment. Call it an epiphany. Call it the simple recognition of an age-old fact. The show's two main characters launched into a rendition of the song "Anything You Can Do," and both boys were mesmerized by what clearly ought to be the official anthem of sibling rivalry. "Anything you can do, I can do better. I can do anything better than you. Anything you can be, I can be greater. Sooner or later, I'm greater than you." I could see it in their delighted little grins. Both of my boys got this song. They knew its meaning. Even at a young age, they live it everyday.

After the show was over and the boys jumped into the back seat of

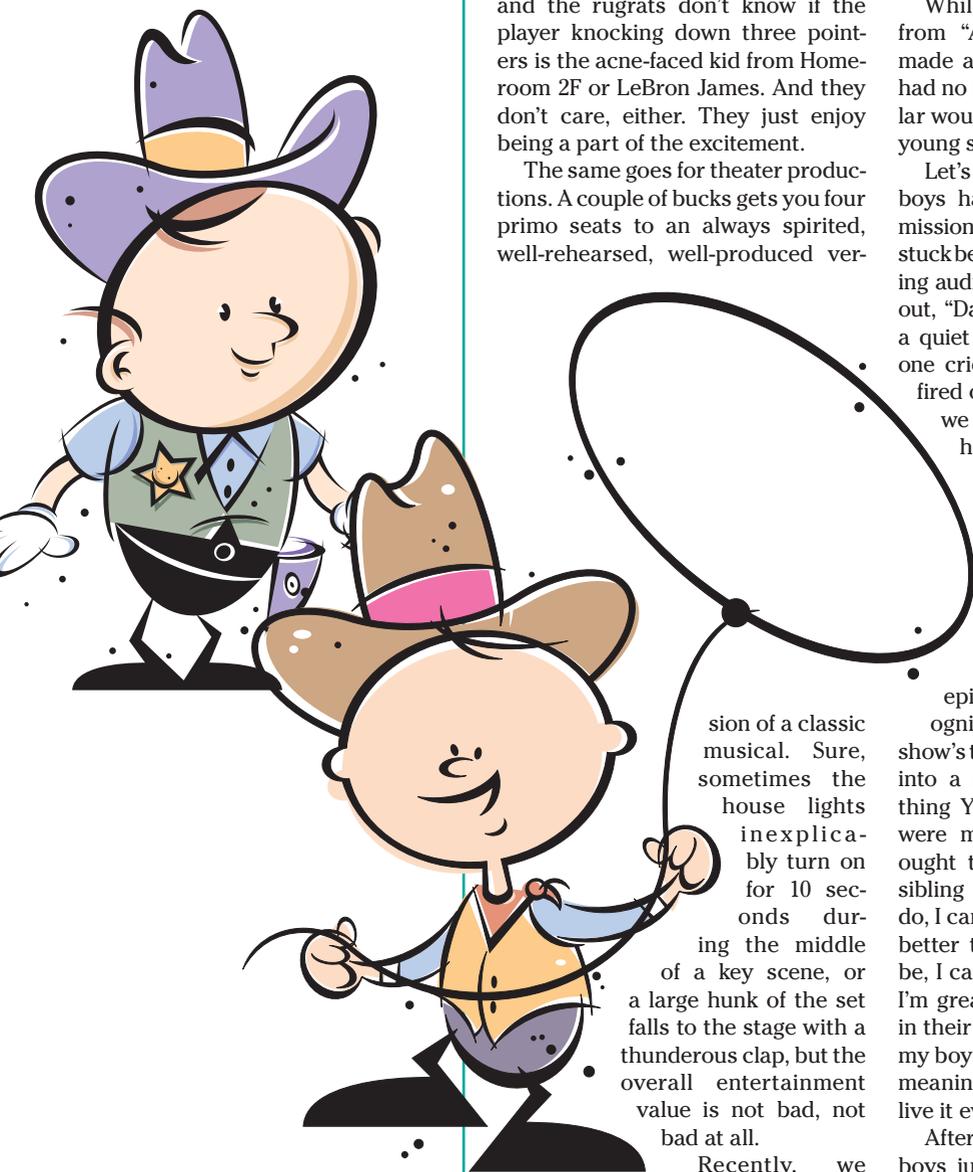
the car for the ride home, it started. First one, then the other, sang little bits of the song — and, of course, began bickering over who had the words right, who sang it better, who was singing the boy's part and who was singing the girl's part and who was and was not keeping his hands to himself. Luckily, the pure joy of singing this wonderful song — by now, my wife and I had jumped in on the second verse — was enough to diffuse the situation.

In a way, though, it was beautiful to listen to them go at it for a moment. There's just no way around sibling rivalry. I have three brothers, and although I wouldn't classify us as ultra-competitive, there's always been enough one-upmanship and friendly competition to go around. I wouldn't expect any less from my own two sons. It's the way of the world and, ultimately — hopefully — some good comes out of it. At its best, sibling rivalry pushes us to excel and achieve and reach our goals with the incentive of that friendly competition. Of course, it's essential that it be kept at that level.

So, when sibling rivalry flares up between your kids at home, know that it's natural. And to calm things down when things get a little too heated between siblings, go ahead and tap "Anything You Can Do" on your playlist and encourage everyone to join in with this delightfully silly tune:

"Anything you can say  
I can say softer.  
I can say anything  
Softer than you.  
No, you can't. (Softly)  
Yes, I can. (Softer) No, you can't.  
(Softer)  
Yes, I can. (Softer) No, you can't.  
(Softer)  
Yes, I can. (Softer)  
YES, I CAN!" (Full volume)

*Brian Kantz can't carry a tune to save his life. At least he still sounds better than his three brothers. Visit Brian online at [www.briankantz.com](http://www.briankantz.com) or drop him a note at [thenewbiead@yahoo.com](mailto:thenewbiead@yahoo.com).*



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## GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD

# Pizza without guilt

**W**ho doesn't love pizza night? Moms love taking a break while serving a meal that everyone agrees on. Many dads consider pizza a favorite food. Children seemingly never tire of it. Plus, it's budget friendly. But there's often that nagging worry that pizza is a "junk food." Is it?

"With the right choices, a weekly pizza night can certainly fit into a healthy family meal plan," reassures Janice Newell Bissex, a Boston-area dietician and co-author of "No Whine with Dinner: 150 Healthy, Kid-Tested Recipes from The Meal Makeover Moms."

Consider these tips for ordering up a healthful pizza:

- **Go for thin.** A thin crust has fewer carbs and calories than a deep dish or

stuffed crust. A few pizza parlors are even starting to offer a whole wheat crust.

- **Eat less (or eliminate) meat.** Pepperoni is consistently the number one favorite meat topping. Unfortunately, it's loaded with grease and salt. If it isn't "pizza" without pepperoni, ask for half of the usual amount to be placed on the pie. Ditto for sausage. Instead, opt for grilled poultry, shrimp, Canadian bacon, or ham. Or, replace the meat with meaty mushrooms, like portobellos. You'll hardly notice the difference.

- **Order vegetable toppings with abandon.** Here, the sky's the limit. Load up on black or green olives, red or green pepper, onion, artichoke hearts, spinach, sliced or sun-dried tomatoes, fresh basil or broccoli. Aim for at least three veggies on a pie. They add bulk, flavor, and nutrients, making a small portion more satisfying.

- **Get saucy.** Most pizzas contain sauce, while some contain chunks of tomatoes. Either way, enjoy them guilt free. The lycopene in whole tomatoes is more available in tomato chunks and sauce. Herbs and garlic add antioxidants along with their flavor.

- **Lighten up the cheese.** While a good source of protein, calcium, and potassium, pizza's cheese also contains saturated fat.

Since many pizza preparers layer it on thick, it's easy to overdo it.

"If the cheese completely covers the top of the pizza, consider asking your pizza guy to go light on the cheese next time," suggests Bissex. At the table, sprinkle on grated Parmesan or Romano cheese. It's flavorful in small amounts and even provides that fifth taste of "umami," or deliciousness.

- **Fill up on salad.** Bissex's family often starts with a salad or vegetable-based soup to take the edge off everyone's hunger. Studies show that people who eat a high-volume, low-calorie food like salad — or a broth-based soup — as an appetizer, eat fewer calories overall.

## Your own pizza parlor

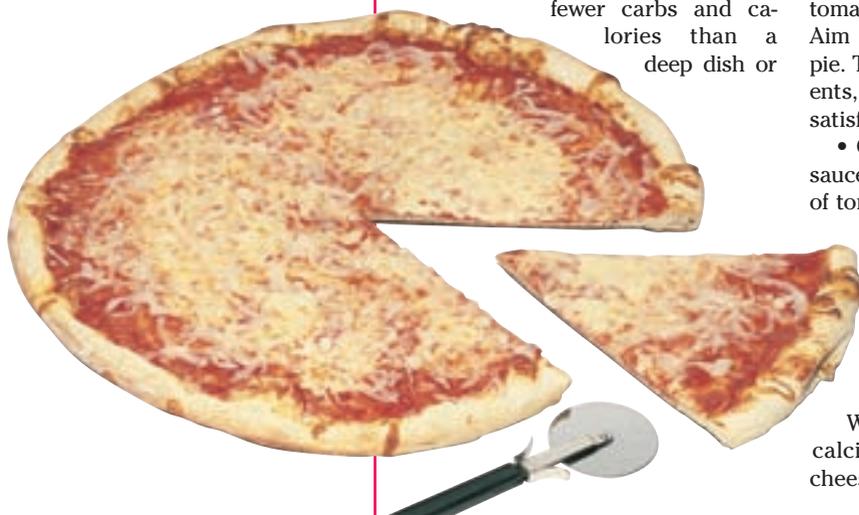
How hard is it to make a pizza at home? Not very. You can pick up a pre-baked crust or fresh or frozen dough, and with a little planning, you can bake your own pizzas. Invest in a pizza stone and peel for best results.

"[My] pizza may be made from dough I make in my breadmaker. But on days when there's time constraints, I'll add toppings — diced tomatoes, sauteed spinach, onions, and mushrooms — to a frozen cheese pizza," explains Camille Prindle, a suburban Chicago-based mother of four, who prefers baking her own pizza.

Bissex concurs. "My girls love pesto pizza topped with sauteed onions, red bell pepper, and spinach. My husband and I like to also add artichoke hearts and mushrooms. To get your kids excited about all those veggies, set up a make-your-own-pizza bar, and then let the kids add whichever toppings whet their appetite."

Pizza can be an indulgent meal with an overload of calories, saturated fat, and sodium — or it can be a healthful meal that's "just right."

*Christine M. Palumbo, RD is an award-winning Naperville-based dietitian and mother of three who loves a good quality restaurant pizza. She also enjoys whipping up a totally from-scratch pizza from time to time. Follow her on Facebook at Christine Palumbo Nutrition.*



## Sausage, Mushroom and Cannellini Pesto Pizza

Makes 10 servings

### INGREDIENTS

- 1 15-ounce can cannellini beans, drained and rinsed
- 2 tablespoons prepared basil pesto
- 1 tablespoon lemon juice
- 1 tablespoon water
- Kosher salt and freshly-ground black pepper
- 1 tablespoon extra virgin olive oil
- 8 ounces mushrooms, coarsely chopped
- 1 12-ounce package chicken sausage (use your favorite flavor), casings removed and the meat crumbled
- 2 12-inch pre-made pizza crusts
- 2 cups shredded part-skim mozzarella cheese

**DIRECTIONS:** Place the beans, pesto, lemon juice, and water in the bowl of a food processor and process until smooth and creamy. Season with salt and pepper to taste and set aside. Preheat the oven to 450°F (or the temperature indicated on your prepared pizza crust package). Heat the oil in a large, nonstick skillet over medium heat. Add the mushrooms and cook, stirring frequently, until softened, about 7 minutes. Add the crumbled sausage and saute until fully cooked, about five minutes. (The time will vary depending on whether the sausage was precooked or not.) Spread the bean puree evenly over the two pizza crusts. Top each with

the mushroom and sausage mixture. Top evenly with the cheese (1 cup per pizza crust). Bake according to pizza crust package directions and until the cheese melts. Cut each pizza into five slices and serve.

**TIP:** The bean puree and mushroom-sausage mixture can be refrigerated or frozen for later use, if you only want to make one pizza at a time.

**NUTRITION INFORMATION:** (1 slice): 320 calories, 12 g fat (4.5 g saturated), 600 mg sodium, 33 g carbohydrate, 3 g fiber, 20 g protein, 25 percent calcium, 15 percent iron

Used with permission by "No Whine with Dinner: 150 Healthy, Kid-Tested Recipes from The Meal Makeover Moms" (M3 Press, 2011).

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SHARON C. PETERS, MA

# How to tell your child she's adopted

**Dear Sharon,**

We have a 5-year-old daughter who is adopted. We haven't told her, and we have mixed feelings about when — and if — we should. Do you have any advice for us?



**Dear parents,**

I believe that it is important to create a foundation of trust between a parent and child, so it is usually a good idea to let a child know she is adopted relatively early in her childhood.

As children grow older, questions invariably arise about physical appearance, genetic health risks, and life story details that are important for all children to know. Since adoption is more common and public than it was years ago, it can be easier for parents to find the relaxed and confident tone that is helpful to children as the parents share the information about their child's birth and "arrival home" to them.

There are plenty of opportunities to explain details and answer questions as a child grows, but here are a few things to keep in mind as you begin:

There is not an exact way to tell a child her story, in part because

every parent is different and, therefore, frames important discussions in unique ways.

Many 5-year-old children are interested in babies, and how they come into the world. This can be a good starting place to explain that babies grow in a woman's "stomach" and that sometimes a "birth" mother does that part of the process. Depending on the circumstances, parents I know have also explained how the birth mother was happy to make the baby, but couldn't take care of it after it was born and found people who wanted to and were able to be parents when the baby needed a home forever.

Talking to a child about how much she is wanted — and how happy you are to have her — is invariably helpful. Parents I know have described how much time they took to decide to have a baby, how much they wanted to be parents, and how excited they were about meeting their very special little one. Talks such as these are reassuring to all children, but especially to someone who has been adopted.

It is important to remember to find a quiet time and place to have the

conversation, so it is not interrupted. It is also important to be patient and to go over one piece of information at a time, giving plenty of space for children to ask questions and for you to respond. A child's reactions and questions are the best way to limit the confusion that can surface when children try to sort through complicated topics such as adoption.

It is also important to make this talk age appropriate. A 5-year-old child will have different thoughts and need different specifics than a 10 year old. Finding children's books about adoption can help explain things in such a way.

Many parents I know have made their own books to explain their adoption stories. Children have often helped, adding pictures and text that they are interested in including. Such activities can help a child understand, review, and participate in her own story. As a birth, step, and adoptive mom, I can personally say that there are wonderfully unique things about each form of being a parent. The love and commitment in each case is no different, and in each case, the life story of the child has been important to share and discuss.

Sharon C. Peters is a mother and director of Parents Helping Parents, 669 President St., Brooklyn (718) 638-9444, [www.PHPonline.org](http://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](mailto:SWeiss@cnglocal.com).



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TWICE THE ADVICE

JACQUELINE AND KERRY DONELLI

# To breast-feed or not to breast-feed?

Dear Twins,

I am pregnant again, and I've decided not to breast-feed, as I found it very physically uncomfortable. But my husband is pressuring me to do it, as he hears it's better for the baby to breast-feed. My mother didn't breast-feed me, and I turned out just fine! Is it better to breast-feed, or can I just use a good formula?

— Signed, *To breast-feed or not breast-feed*

**Kerry says:** Yes, breast-feeding can make a difference and is superior in several ways. For one, breast milk boosts immunity and therefore, helps your baby resist certain ailments such as stomach problems, allergies, asthma and ear infections.

Breast-feeding also decreases the mother's chance of breast cancer and developing diabetes. Breast-feeding helps to build strong bones, too. It also helps shed unwanted pregnancy weight gain. Lastly, it increases bonding between the mother and infant. Therefore, as long as it's not due to any medical reason, I suggest you breast-feed for at least six months.

**Jacqueline says:** I agree with Kerry, however, breast-feeding isn't right for everyone, and infant formula is an acceptable alternative.

Dear Twins,

My son is super hyperactive. His teacher complains that he can't sit still and concentrate, and he is distracting the other students. He is rambunctious at home, so my husband and I encourage him to run around and play outside, which seems to help. My sister recently told me she thinks he might have ADHD. What are the symptoms, and is it curable?

— Signed, *Mother of a bouncing ball*



**Kerry says:** Attention deficit hyperactivity disorder (ADHD) presents itself as hyperactivity, impulsiveness, distraction and inattention in children. Your child should be evaluated by a psychologist. You can breathe easy, however, because treatment — which should combine the use of medication and behavioral therapy — is very effective for children who have ADHD.

**Jacqueline says:** Don't forget, treatment also includes your loving patience and support!

Dear Twins,

My daughter is now in the 10th grade. Something has gotten into her. I've noticed she never laughs anymore, she sleeps in after school, she stopped running, and is not interested in food like she used to be. Moreover, her grades have gone down. When I try to talk to her about it, she says she's fine. How can I tell if my child is depressed?

— Signed, *Worried mom*

**Jacqueline says:** Children and teenagers can be depressed; it is not just a grown-up's illness. Signs of depression include frequent sadness or crying; decreased interest in activities, or inability to enjoy previ-

ously favorite activities; low energy; social isolation; poor communication; frequent complaints of not feeling well; often absent from school; poor grades; poor concentration; and change in eating or sleeping patterns, to name a few.

It sounds like your daughter has at least four of the above symptoms. I would talk to her doctor and get a referral to a mental health provider right away.

**Kerry says:** Has she had a drug test? Nonetheless, I suggest that she take Jacqueline's advice and have her evaluated by a mental health provider to be assessed for depression right away. She can feel back to her old self again with therapy and, if necessary, medication.

• • •

Dear Twins,

Last week, I took my baby in for his immunization shots, and now I'm worried sick that he might be autistic! Now I'm watching him like a hawk, concerned with every move he makes that it's a sign of autism. Did I make the right choice by giving him his shots? Should I be this worried?

— Signed, *Fretting that I made the wrong decision*

**Jacqueline says:** The ongoing debate between autism and immunizations seems to never end! Scientific evidence does not suggest that the mumps, measles and rubella vaccines cause autism, according to the National Institute of Child Health and Human Development in Bethesda, Md. That said, some groups claim that a certain type of mercury, called preservative thimerosal, is found in certain vaccines and may be responsible for autism. That said, there is no evidence to date that vaccines cause autism. So stop your fretting.

**Kerry says:** The signs of autism include the inability to communicate verbally and non-verbally, relate to others and the world around them, and to think and behave flexibly. If you aren't detecting these signs, you shouldn't worry yourself.

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](mailto:TwiceTheAdvice2@gmail.com).



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## OUR RELATIONSHIPS

JOAN EMERSON, PhD

# Attachment theory

**I**n the field of couple's therapy, an issue that suddenly seems to be central to being a happy, contented duo is actually nothing new — but it's usually thought of in a different context.

"Attachment" used to be thought of as a process only between infant and parents. But these days, the idea of attachment is validated as an adult need. Recently, I heard Sue Johnson, the formulator of Emotionally Focused Therapy, speak of the importance of attachment behaviors in an adult relationship.

The theory of attachment says that no matter how old people are, how successful, powerful, or independent, all people still need to be able to re-experience those early feelings of being cared for, held, looked in the eye, touched and stroked, comforted, and told appreciative things — just like they (hopefully) were treated as babies and young children. Even as independent adults, people still need this experience from significant others; it's the way people calm themselves from

the ongoing stressors of life.

This is a concept I can identify with, and sometimes, annoyingly so, since part of me wishes I wasn't dependent upon my partner for this feeling of peace, and could refuel my own self before going back out into the world.

Attachment theory says that people can't completely satisfy this need on their own, but rather, partners must help each other. Not even a best friend can fulfill this, because the satisfactions come from the physical connection, as well as the emotional. Being able to get and give this peaceful feeling to each other is the emotional bedrock upon which couples build the more rational aspects of relationships. Without this peaceful, loving connection, couples might wind up fighting over a myriad of issues. But where anger really comes from, is the disappointment that a partner's basic needs are not being met.

It's hard to deny that everyone yearns for this attachment experience, and it's probably universal that couples feel an intense attachment connection in the early stages of relationships. So, people want a safe haven, a place where they can feel calmed and supported by their partners. Achieving this feeling is such a basic drive that — in order to be brave enough to reach out and ask for reliable, loving, and protective behaviors — couples have to know it's safe, and that it won't be denied, ignored, or made light of by the other person, because that would be too crushing.

In order to take this risk of depending on the love and acceptance of others, therefore, people need to have a deep confidence that they can be their imperfect, stumbling selves, and that their significant others know who they are and

fully love and value them, because of — and in spite of — their less-than-perfect ways.

The first step in achieving attachment, therefore, seems to be a willingness to share your innermost feelings, concerns, needs, fears, hopes, and dreams, and let your partner get to know that part of you. If you keep things in and don't share, a distance will start to develop between you and your partner, and attachment gets even harder to achieve.

How to reveal yourself, and what to do to help your partner reveal himself to you in return, requires the sacred rules of communication. First, both partners must agree that the conversation is strictly about understanding each other. Invite your partner to share feelings of what he's finding hard these days and what he wishes for. Then, reflect back to him what you heard. Once he says, "Yeah, you got it right," thank him for sharing.

When it's your turn to talk, speak from your own experience, using "I" statements to help your partner hear what it is that you've been dealing with. When he seems to understand, say, "Thanks for listening." If you get to this place of listening and really understanding, you've achieved your goals. Figuring out where to go next is the topic for another conversation.

When you talk, blame is the danger you must guard against. If one of you senses that you're being blamed for problems in the relationship, defensiveness and counterattacking usually follow, and you can't fully listen to your partner.

But it's the physical holding part of attachment that cannot be minimized. It gives each person in the relationship a peace and safety that they can only get from each other. It doesn't take long for these feelings to be generated; almost as soon as you relax against each other with an affectionate touch, you begin to feel a release of tension. Attachment theory has a lot to say about how couples can take care of each other.

*Dr. Joan Emerson is a New York psychologist who specializes in couples therapy. Visit her website at [www.Joan-Emerson.com](http://www.Joan-Emerson.com).*



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# No bones about it

Calcium is a mighty mineral battling PMS, cancer and more

BY SANDRA GORDON

**N**o doubt, you know getting plenty of calcium is one of the best ways to ward off bone-thinning osteoporosis later in life. But that's not all. The latest research shows that there are at least five new reasons for the recommended daily intake (or more) of this mighty mineral — 1,000 mg for adults up through age 50, including pregnant or nursing women. Read on to find out all that this super nutrient can do for you besides help build bone.

## Combating colon cancer

Among women in the U.S., colon cancer is one of the three most common types of cancer. Research shows, however, that a diet rich in calcium may help prevent this invasive disease.

A study in the *Journal of the National Cancer Institute*, for example, which pooled preliminary data from 10 studies in five countries involving 534,536 participants, found that those who consumed the most milk had the lowest risk of colon cancer.

The theory: Without adequate cal-

cium, bile and fatty acids — natural byproducts of digestion — can irritate the colon, causing a constant state of cell repair that's an invitation for cells to become cancerous. The more cells regenerate, the more their DNA has the opportunity of being exposed to toxic agents that can cause them to divide too rapidly, explains calcium researcher Peter R. Holt, MD, professor of Medicine at Columbia University in New York City. Calcium, however, binds with these pesky colon acids, preventing them from doing their damage.

## Downsizing PMS

With more calcium in your diet, women are apt to suffer less from the mood swings, headaches, smoldering irritability and anxiety associated with that time of the month. A major study recently showed that a daily dose of 1,200 to 1,500 milligrams of calcium can reduce the classic signs that a period is approaching by 50 percent.

"Premenstrual symptoms indicate that a woman has an underlying calcium deficiency," says study researcher Susan Thys-Jacobs, MD, director of the Metabolic Bone Center at St. Luke's-Roosevelt Hospital in New York City. With plenty of calcium in tow, you'll feel better at PMS time. You'll also help prevent osteoporosis, since the same hormones instigate both conditions.

"If you suffer from PMS, you're also probably losing bone," Dr. Thys-Jacobs says.

## Preventing high blood pressure

Typically called "the silent killer," because it's often symptomless until it's too late, high blood pressure can lead to heart disease, the leading cause of death for both men and women in the U.S. High blood pressure is also a formidable threat if it develops during pregnancy, a condition called preeclampsia.

Calcium from dairy products,

## Making the calcium connection

To help meet the recommended calcium intake of 1,000 mg a day, strive to consume at least three low-fat or nonfat calcium-rich foods daily, such as those that follow.

If you're lactose intolerant, don't write off dairy products. Try consuming foods such as milk, cheese or yogurt with meals.

"Food slows the rate lactose enters your intestine, so your body can handle it better," says Greg Miller, PhD, president of the Dairy Research. Lactose-free milk and cottage cheese are also other options, as is soy milk, but check the label to make sure it's fortified with at least 30 percent of the daily value for calcium.

Food	Serving size	Calories	Calcium	Added bonus
Low-fat or nonfat yogurt	1 cup	210/100	350/400 mg	Contains active cultures, which helps make yogurt especially digestible if you're lactose intolerant.
Fat-free (skim) milk	1 cup	90	250 mg	One of the easiest ways to get more calcium. Swap water or soda for skim milk at meals. Make oatmeal, canned soups, prepared pancakes and cake mixes with milk instead of water. Order a skinny latte instead of regular coffee at coffee bars.
Fat-free, lactose-free milk	1 cup	90	300 mg	A decent substitute for regular milk.
Fat-free frozen yogurt	½ cup	100	450 mg	The best brands provide 45% daily value for calcium. (Check the Nutrition Facts panel.) This is more calcium than a glass of milk.
Lowfat ice cream	½ cup	120	150 mg	Contains a fraction of the fat and calories of regular ice cream.
Calcium-fortified orange or grapefruit juice	1 cup	120/100	350 mg	A glass of either has more than a full day's supply of the antioxidant vitamin C; orange juice is also a good source of folate.
Low-fat cheese such as mozzarella	1-inch cube	50	150 mg	Half the fat of regular mozzarella.
Calcium-fortified cottage cheese	½ cup	80	200 mg	Double the calcium of regular cottage cheese.
Firm tofu	1/5 block	50	150 mg	Firm tofu offers nearly 10 percent more calcium than soft varieties.
Salmon (with bones)	¼ cup	90	100 mg	Easy to incorporate; substitute for tuna in your sandwich on occasion.



however, in combination with a balanced, low-fat diet, may help keep blood pressure in check.

In a major government study called Dietary Approaches to Stop Hypertension, “calcium was one of several nutrients that lowered blood pressure,” says Eva Obarzanek, PhD, a researcher with the National Heart, Lung and Blood Institute.

In fact, out of the study came new diets, such as eating plans that are rich in fruits and vegetables, moderate in low-fat or nonfat dairy foods, and low in sodium and sweets. A typical diet of this type, which is widely distributed to high blood pressure patients in the U.S., recommends two to three servings of low-fat or nonfat calcium-rich dairy foods a day, such as skim milk, nonfat yogurt and low-fat cheese.

### Conquering kidney stones

If you’ve ever had a kidney stone, you know those minute collections of minerals that form in the kidneys can cause excruciating pain when they pass through the urinary tract and out of the body.

Most kidney stones are made from calcium and oxalate, a salt-like substance found in foods such as

beets, spinach, rhubarb and nuts. Your body also makes its own steady oxalate supply.

Normally, calcium and oxalate remain dissolved and are excreted in the urine. But stones can form when calcium and oxalate become too concentrated in the kidneys, becoming a solid — not unlike sugar settling to the bottom of your coffee cup.

A 12-year Harvard study involving more than 90,000 women, however, found that those with the highest calcium intake had the lowest risk of kidney stones. The theory? Calcium binds with oxalate during digestion, canceling out the possibility that stones will form down the pike. A caveat: The same study also showed that taking calcium supplements without food may actually increase the likelihood that kidney stones will form in some people.

### Beating breast cancer

And finally, calcium may also help reduce the risk of breast cancer, especially if you’re a milk drinker. A Finnish study involving more than 4,600 women concluded that those who drank roughly three eight-ounce glasses of milk a day had the lowest risk of breast cancer, compared to those who didn’t. Researchers suspect that calcium, as well as several other components in milk, such as conjugated linoleic acid, may have potent breast-cancer-fighting properties.

## Sizing up your supplement

In an ideal world, it’s best to get your calcium from food, because it contains a complete package of nutrients that may help fight disease. Yet, it’s estimated that many women consume less than half of the daily recommended calcium intake. (You could be one of them if you frequently drink water or diet soda instead of milk at meals.)

If this sounds like you, consider taking a calcium supplement with vitamin D for added health insurance; vitamin D helps fine-tune calcium absorption. (However, if you have a personal or family medical history of kidney stones, first talk to your doctor.)

If you plan to go the supplement route, “use it to top off the

calcium you get from your diet,” advises Robert Heaney, MD, a calcium researcher and professor of medicine at Creighton University in Omaha, NE. Heaney recommends taking 500 mg of calcium a day and trying to get the remaining 500 to 1,000 mg of calcium from food.

Calcium supplements come in different forms, such as calcium carbonate, Tums (a.k.a. calcium carbonate) and calcium citrate. Because all are absorbed more or less equally, your main concern when choosing a supplement and estimating how many supplements you need to take each day is how much pure, elemental calcium your supplement contains. Finding out is easy — just look on the nutri-

tion facts on the label. Moreover, to make sure your body absorbs the maximum amount of calcium from your supplement, heed these ground rules:

- Take it with meals. Because food helps slow the rate at which calcium is absorbed in your intestine, take a calcium supplement with food, preferably with larger meals.

This will increase the amount of calcium your body absorbs from a supplement by 10 to 15 percent, says Dr. Heaney.

- Divide and conquer. Spread your supplement out in several doses. For example, if you’re taking 500 mg of calcium a day, take 250

mg at lunch and another 250 mg at dinner to increase the number of times your intestine is exposed to calcium. (You might do this by taking a multivitamin with calcium at lunch, and then taking a straight calcium supplement at dinner.)

- Aim for a name brand. Compared with store brands and small-time manufacturers, brand-name supplement makers generally have more knowledge and experience — and a professional reputation to protect. You may pay a little more for a name-brand supplement, but you’ll gain greater confidence that you’re buying a quality calcium product your body will absorb.

**Top  
Tips**



## GROWING UP ONLINE

CAROLYN JABS

# A better approach to cyber-bullying

BY CAROLYN JABS

**I**nternet bullying has become an epidemic: according to the National Crime Prevention Council, more than 40 percent of all teenagers with Internet access are bullied online. Governments are passing laws to prevent and punish online harassment. President Obama has even convened a White House conference to address cyber-bullying.

All this attention makes parents feel as though they ought to DO something — until they try to talk to their kids. Then they discover that the cyber-bully label oversimplifies what's actually happening.

"Technology is simply making what's happening far more visible," says Dannah Boyd, a fellow at the Berkman Center for Internet and Society, who has interviewed teens about their online experiences. "If we want to combat bullying, we need to start by understanding the underlying dynamics."

This is good news for parents because it means you can apply everything you know about human nature to what's happening online. At the same time, parents need to

acknowledge that this is uncharted territory. Kids don't have all the answers about online aggression, but neither do adults. What young people need are parents who will talk them through difficult situations as they occur, and help them make nuanced decisions that foster and preserve positive relationships both online and off. Here are some suggestions:

• **Figure out what's actually going on:** Cyber-bullying has be-

come a useless catch-all term. To zero in on problematic behaviors, use the quiz at [cyberbullying.org](http://cyberbullying.org), which lists 19 activities ranging from mean comments on Facebook to hijacking accountants. The quiz can jump-start conversation with your child. Has he heard about people who do these things? Have any of them happened to him? Has he participated in them? Keep this conversation curious and non-judgmental, with a goal of convincing your child that you're an ally when he encounters something he can't handle.

• **Respond instead of reacting:** Adolescents are trying to figure out how to manage relationships independently. When things go wrong there's a temptation to lash out. Instead, teach your child to take a deep breath, step back, and think about what's happened. Who are the people involved? Do they understand what they've done? Has your child had a friendship with the person in the past? Does he want one in the future? The one exception is if your child — or another child — is physically threatened. Then, as the responsible adult, you need to alert authorities.

• **Insist on respect:** You taught your child not to hit when he was a toddler. Now, do the online equivalent. Some of the old rules are as relevant online as they are in real life: if you don't have anything nice to say, don't say anything at all!

• **Recognize gender differences:** Researchers have noted that boys and girls often have different styles when it comes to aggression. Often, boys take physical aggression seriously, but shrug off online attacks. Girls — who are typically more adept at verbal bullying — may be more vulnerable to online aggression. Some research confirms girls are more often targets of online harassment in part because a girl's reputation can still be ruined by sexual slurs, while a boy's reputation may be enhanced by it. For boys and girls, parents should send a strong

message that X-rated communication is not acceptable. That means no sexting, no "slut lists," and no explicit sexual content of any kind.

• **Talk about vulnerability:** Bullying is prominent in adolescence because young people are unsure of who they are. Insecurity can make them more sensitive to criticism; sometimes, it makes them deflect attention from themselves by being critical of others. In both cases, parents can help by reminding their children that people aren't perfect. How we handle vulnerability — in ourselves and in others — is a real measure of the kind of people we are.

• **Teach resilience:** Resilience is the ability to transcend adverse circumstances. Parents who swoop in to solve an online problem may actually miss an opportunity to nurture this important quality in their children. When bad things happen, Edith Grotberg, of the International Resilience Project, encourages parents to talk to children about three things: I have (what resources can the child count on), I am (what personal qualities transcend the problem), I can (what actions can be taken to alleviate the problem). Children who learn to think through problems along these dimensions develop a set of skills that will have lifelong benefits.

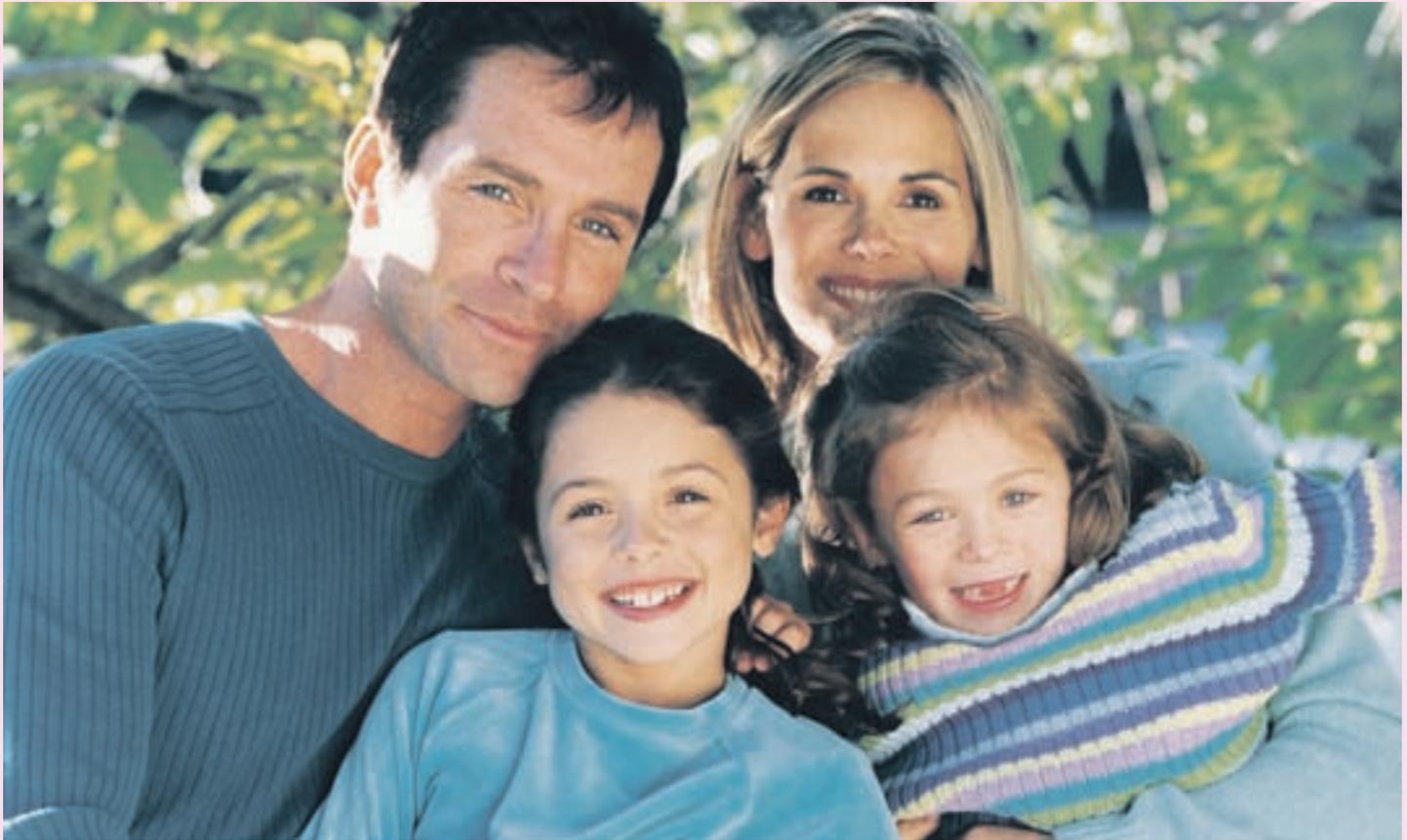
Experts continue to debate the statistics about bullying, but parents need to stay focused on the actual experiences of the children they know. Turning a blind eye to online aggression is a disservice to young people, but so is hysterical hyperbole. Young people need what they've always needed — adults they can trust to stand by them as they learn to build constructive, rewarding relationships online and off.

*Carolyn Jabs, MA, has been writing about families and the Internet for over 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](http://www.growing-up-online.com).*

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## LIONS AND TIGERS AND TEENS

MYRNA BETH HASKELL

# Daydream nation

## Help your teen stay focused — even in spring

**H**as your teen's head been in the clouds lately? Maybe it's spring fever. Although, if your son or daughter is graduating from high school this spring, it's probably the more serious condition called "senioritis." Many seniors are literally "out to lunch" once spring break commences. They've had enough — plain and simple. They are ready for the next stage in their lives, and they want to celebrate and enjoy.

No matter what the ailment, parents can help facilitate a successful finish to the demanding school year.

### Distractions

Teachers will often say that one can tell it's the end of the year by walking past a classroom. Students

are distracted and restless. They might be staring out the window instead of at the white board.

"It's difficult for teens to focus in the spring for a number of reasons. Many teens have not yet learned how to practice adequate self care, such as good eating, sleep, and stress management habits," says Colleen Cook, PhD, assistant dean of student life and coordinator of counseling and career and health services at Ohio Wesleyan University. "This often leaves them feeling tired and burned-out by the time spring comes around. Add in the distractions of nicer weather and outdoor activities, and it's easy to see why teens become distracted."

Seniors often have a worse case of spring fever than their younger counterparts. This is widely known as "senioritis."

"Graduating seniors should find a healthy balance between enjoying their final days in high school and making healthy and safe choices," suggests Cook.

### Preventing burnout

Teens deal with pressures throughout the school year from various sources, however, they also come from within. Overachievers, in particular, can begin to experience burnout as pressures build. A little bit of pressure is not a bad thing, but too much pressure can be a detriment.

In the spring, teens tend to be out later at night due to various social events, such as spring musicals, proms, and awards nights. Sleep deprivation can increase stress levels, and a lack of sleep, coupled with time management issues, can catapult your teen into academic disaster.

"Parents should teach their teens the importance of balance and healthy lifestyle choices — healthy eating, exercise, sleep habits, and relaxation strategies," advises Cook. "Inform them of red flags to look out for that might indicate that they are 'out of balance,' such as anxiety or irritability."

If teens are aware of these issues, they will more likely remain physically and emotionally healthy.

"Parents also need to realize that teens will only take their advice seriously if they model it themselves."

Remember to be on the lookout for more serious concerns that might present in a manner similar to burn out (i.e. depression, anxiety, and substance abuse), advises Cook. If parents suspect a more serious issue, they should contact a mental health professional.

### Spring cleaning

Sometimes teens need a fresh start. Suggest a major re-haul of her desk and book bag. The mere purging of old materials, or creating new short-term goals, could be enough to get your teen back on track.

Study times may have to be re-scheduled due to the demands on the calendar. If teens choose a consistent study schedule, they are more likely to stick to it. Allow time for fun after the work is done!

Lastly, if you notice your teen's grades are slipping, communicate with her teachers before it's too late. Classroom teachers can aid in helping your teen get back on track.

### Tips and tales

"When my oldest daughter got lackadaisical, I would take her license away, so she would have to study and do her assignments in order to drive."

*William Hung, Saugerties, NY*

"Give your teen something special to look forward to if he finishes well. Finishing well demonstrates perseverance and dependability — skills that are crucial when looking for a job!" *Brenda Bovee, Hyde Park, NY*

### Share your ideas

Upcoming topic: School is about to start and your teen is stressed. Thoughts for easing the transition?

*Send your full name, address, and brief comments to myrnahaskell@gmail.com, or visit [www.myrnahaskell.com](http://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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# Going Places

## LONG-RUNNING

**Dinosaur display:** American Museum of Natural History, Central Park W. at 79th Street; (212) 769-5000; [www.amnh.org](http://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.

**Penguin encounter:** Atlantis Marine World Aquarium, 431 East Main St. (631) 208-9200; [ndamico@amwny.com](mailto:ndamico@amwny.com); [www.atlantismarineworld.com](http://www.atlantismarineworld.com); Daily, 11 am, 1:30 and 3:30 pm; \$50 (\$45 members) plus museum admission.

A 45 minute Interactive program allowing visitors to get up close and personal with an African Penguin.

**Yoga:** Central Queens YM & YWHA, 67-09 108th Street; (718) 268-5011; [www.cqycc.org](http://www.cqycc.org); Fridays, 1–1:45 pm, Now – Fri, June 17; \$145 (\$180 non-members).

New moms get back into shape.

**Game day:** Queens Library at Bay Terrace, 18-35 Bell Blvd. at 23rd Avenue; (718) 423-7004; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Fridays, 2:30 pm, Now – Fri, May 27; Free.

Checkers, chess and other board games.

**Teen happy hour:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 3:30 pm, Now – Fri, May 27; Free.

Friends, board games, video games and music.

**Chess club:** Queens Library at Auburndale, 25-55 Francis Lewis Blvd. at 45th Drive; (718) 352-2027; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Fridays, 3:30 pm, Now – Fri, May 27; Free.

Master Paul gives hints on the game.

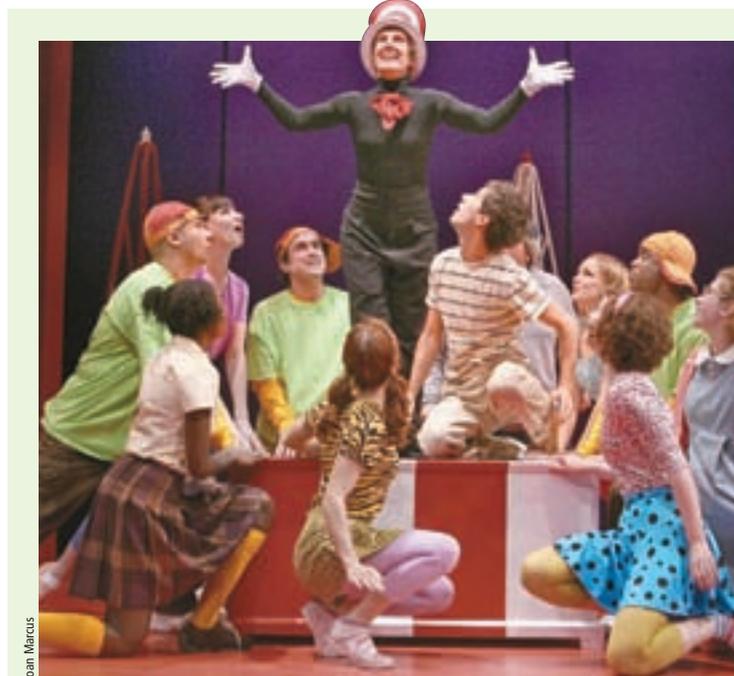
**Crochet workshop:** East Elmhurst Public Library, 95-06 Astoria Blvd. at 95th Street; (718) 424-2619; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 3:30 pm, Now – Fri, May 27; Free.

Teens make projects for all levels.

**Game players club:** Queens Library at Hillcrest, 187-05 Union Tpke. (718) 454-2786; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Fridays, 4 pm, Now – Fri, May 27; Free.

Board games for children six to 14.

**Reading buddies:** Auburndale Pub-



Joan Marcus

## ‘Seussical,’ a musical

**I**t’s Dr. Seuss classics like you’ve never heard them before.

In “Seussical,” a musical adaptation of the beloved children’s tales, the talented performers of Theatreworks USA transform into Horton the Elephant, Gertrude McFuzz, The Cat in the Hat and more familiar characters. And you can catch it with the whole family when it comes to the Queens Theatre in the Park

on May 28.

Experience the fun as these beloved stories collide into one that is full of adventure and, of course, staying true to Dr. Seuss, imagination.

“Seussical” at Queens Theatre in the Park [Flushing Meadows Corona Park, Claire Shulman Playhouse, (718) 760-0064], May 28 at 11 am and 1 pm. Tickets \$12. For info, visit [www.queentheatre.org](http://www.queentheatre.org).

lic Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, May 27; Free.

Children in grades kindergarten through second grade practice reading skills.

**Book buddies:** Bayside Public Library, 214-20 Northern Blvd. at 215th Street; (718) 229-1834; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, May 27; Free.

Children in grades kindergarten through third grade read books with a teen buddy.

**Drama club:** Central Library, 89-11 Merrick Blvd. (718) 990-0700; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, June 10; Free.

The ten week program is designed for teens who want to learn about theater and performance.

**Book buddies:** Fresh Meadows Public Library, 193-20 Horace Harding Expy. at Peck Avenue; (718) 454-7272; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, May 27; Free.

Children kindergarten through third grade share stories with a teen reading buddy.

## 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](mailto: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!

**Math help:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); Saturdays, 10 am, Now – Fri, June 24; Free.

Tutoring for children in grades four to 8.

**Tutoring:** Queens Library at Bayside, 2124-20 Northern Blvd. (718) 229-1834; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Mondays, 3:30–5 pm, Saturdays, 10 am–noon, Now – Sat, June 25; Free.

Teen volunteers offer homework help.

**Arts and crafts:** Lakeshore Learning Store, 2079 Hillside Ave. at Marcus Avenue; (516) 616-9360; [mgermain@lakeshorelearning.com](mailto:mgermain@lakeshorelearning.com); [www.lakeshorelearning.com](http://www.lakeshorelearning.com); Saturdays, 11 am – 3 pm, Free.

Children three and up create fun projects.

**BOOST:** Averne Public Library, 312 Beach 54th St. at Rockaway Beach Boulevard; (718) 634-4784; [www.queenslibrary.org](http://www.queenslibrary.org); Weekdays, 3 pm, Mon, May 2 – Tues, May 31; Free.

Youth counselors and staff help with homework help.

**Computer time:** Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; [www.queenslibrary.org](http://www.queenslibrary.org); Weekdays, 3 pm, Mon, May 2 – Fri, May 27; Free.

Laptops for teens and children available for research and homework assignments.

**Knitting and Crochet:** Douglaston/Little Neck Public Library, 249-01 Northern Blvd. at 249th Street; (718) 225-8414; [www.queenslibrary.org](http://www.queenslibrary.org); Mondays, 4 pm, Now – Mon, June 13; Free.

Helen Bodner helps beginners through expert with their projects.

# Going Places

**Teen chess club:** Queens Library at Bayside, 214-20 Northern Blvd. (718) 229-1834; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Mondays, 6 pm, Now – Mon, June 20; Free.

Volunteer instructors teach beginners.

**Storytime:** Barnes & Noble, 176-60 Union Tpk at Utopia Parkway; (718) 380-7077; [www.barnesandnoble.com](http://www.barnesandnoble.com); Tuesdays and Thursdays, 10 am & 7 pm, Now – Thurs, June 30; Free.

Children enjoy stories and a cookie break.

**Teen tuesdays:** Queens Library at Hillcrest, 187-05 Union Turnpike; (718) 454-2786; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Tuesdays, 4 pm, Now – Tues, June 21; Free.

Play games, do crafts, listen to music and hang with friends.

**Knights of Queens:** Queens Library at Queens Village, 94-11 217 St. at 94th Avenue; (718) 776-6800; [www.queenspubliclibrary.org](http://www.queenspubliclibrary.org); Wednesdays, 3:30 pm, Now – Wed, May 25; Free.

Children six to 16 learn chess basics. Equipment provided.

**Manga club:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); Wednesdays, 3:45 pm, Now – Wed, May 25; Free.

Teens watch clips and discuss the genre.

**Big Apple Circus:** Cunningham Park, 73rd Ave. and Francis Lewis Boulevard; (800) 922-3772; [bigapplecircus.org](http://bigapplecircus.org); Saturdays – Mondays, 10 am–6 pm, Tuesdays – Fridays, 10 am–8 pm, Sat, May 21 – Sun, June 5; \$15.

Acrobatics, juggling, aerialists and more.

## FRI, APRIL 29

**Friends of East Elmhurst:** East Elmhurst Public Library, 95-06 Astoria Blvd. at 95th Street; (718) 424-2619; [www.queenslibrary.org](http://www.queenslibrary.org); 7 pm; Free.

Membership meeting.

**Queens Jazz Orchestra:** Flushing Town Hall, 137-35 Northern Boulevard; (718) 463-7700; [www.flushingtownhall.org](http://www.flushingtownhall.org); 8 pm; \$40 (\$32 members).

The 17 piece group performs the music of Benny Goodman, Oliver Nelson, Fats Waller and Clark Terry.

## SAT, APRIL 30

**Young chefs:** Alley Pond Environmental Center, 228-06 Northern Blvd. 718-229-4000; [www.alleypond.com](http://www.alleypond.com); 10:30–noon; \$18 (\$23 non-members).

Children seven to 10 make broccoli cheese quiche.

**Run for the Wild 2011:** The Bronx Zoo, Bronx River Parkway at Exit 6; [www.wcs.runforthewild.org](http://www.wcs.runforthewild.org); 8:30 and



## Circus dances on

**T**his circus certainly knows how to bust a move!

Starting May 21 under the Big Top at Cunningham Park, you can enjoy the Big Apple Circus as its international cast of characters performs in “Dance On.” There’s a troupe of monocyclists and lasso twirlers from China; a mind-bending group of Mongolian contortionists; a kinetic collection of Kenyan athletes who defy gravity; a herd of hoofers — twelve miniature

horses in an equine chorus line; and an Ethiopian juggler with a lively up-tempo act.

Backed by live music from the Big Apple Circus Band, the performers will be cavorting in the aisles — and you’re sure to be dancing in your seats!

*Big Apple Circus in “Dance On” at Cunningham Park [73rd Avenue and Francis Lewis Boulevard, (800) 922-3772], May 21-June 5. Tickets \$15. For info, visit [www.bigapplecircus.org](http://www.bigapplecircus.org).*

8:45 am; \$30 registration fee.

Third annual 5K race. This year’s race is dedicated to helping save the penguins.

**Adoption workshop:** Family Focus Adoption Services, 54-40 Little Neck

Pkway. (718) 224-1919; [www.familyfocusadoption.org](http://www.familyfocusadoption.org); 10 am; Free.

**Spring festival:** King Manor Museum, 150th St. and Jamaica Avenue; (718) 206-0545; [www.nycgovparks.org](http://www.nycgovparks.org); Noon–4 pm; Free.

Celebrate May Day with stories and traditional festivities.

**Symphony 101:** Lefferts Public Library, 103-34 Lefferts Blvd. at 103rd Avenue; (718) 843-5950; [www.queenslibrary.org](http://www.queenslibrary.org); 1 pm; Free.

Members of the Queens Symphony Orchestra offer a class for children and adults about the different families of traditional symphonic music through demonstrations and a multi-media presentation.

**Young chefs:** Alley Pond Environmental Center, 228-06 Northern Blvd. 718-229-4000; [www.alleypond.com](http://www.alleypond.com); 1:30–3:30 pm; \$12 (\$16 non-members).

Little ones learn about eggs. For five and six year olds.

**Piano concert:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); 2 pm; Free.

Pianist Dr. Albert Zak performs Beethoven’s Sonata in C-sharp Minor, Chopin’s Sonata in B-flat Minor and Mussorgsky’s Pictures at an Exhibition.

**Symphony 101:** Bayside Public Library, 214-20 Northern Blvd. at 215th Street; (718) 229-1834; [www.queenslibrary.org](http://www.queenslibrary.org); 3 pm; Free.

Members of the Queens Symphony Orchestra offer a class for children and adults about the different families of traditional symphonic music through demonstrations and a multi-media presentation.

**Opening reception:** Flushing Town Hall, 137-35 Northern Boulevard; (718) 463-7700; [www.flushingtownhall.org](http://www.flushingtownhall.org); 3:30–5:30 pm; \$5 admission (Members free).

Visual arts and media created by Queens based students.

## SUN, MAY 1

**Antique auto show:** Queens County Farm Museum, 73-50 Little Neck Pkwy. 718-347-3276; [www.queensfarm.org](http://www.queensfarm.org); 11 am–4 pm; \$5 (\$2 children 6-12).

Members of the NY Antique Auto Club exhibit their cars along with vendors of auto memorabilia.

**Arbor festival:** Queens Botanical Garden, 43-50 Main Street; (718) 539-5296; [www.queensbotanical.org](http://www.queensbotanical.org); 11 am–4:30 pm; Free.

Vendors, demonstrations, and a musical performance by Bash The Trash and Charanams.

**Joel Fan and Friends:** LeFrak Concert Hall, Queens College, 65-30 Kissena Blvd. 718-793-8080; [www.kupferbergcenterarts.org](http://www.kupferbergcenterarts.org); 2 pm; \$36, \$34, \$15.

Eclectic classical program.

**Mariachi Tapatio De Alvaro Pau-**  
*Continued on page 46*

# Going Places

Continued from page 45

**lino:** Central Library, 89-11 Merrick Blvd. (718) 990-0700; www.queenslibrary.org; 3 pm; Free.  
Concert.

## MON, MAY 2

**Crafts:** Douglaston/Little Neck Public Library, 249-01 Northern Blvd. at 249th Street; (718) 225-8414; www.queenslibrary.org; 3:15 pm; Free.

Children and teens create Father's Day cards for soldiers serving overseas.

**Book making:** Baisley Park Public Library, 117-11 Sutphin Blvd. at Foch Boulevard; (718) 529-1590; www.queenslibrary.org; 4 pm; Free.

Teens learn the basics of creative writing and story illustration. Pre-registration required.

## TUES, MAY 3

**Nutrition workshop:** Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; www.queenslibrary.org; 4:30 pm; Free.

Live SIP teaches students, 11 to 14, how to make foods, maintain a healthy weight and maintain energy. Pre-registration required.

## WED, MAY 4

**Manners workshop:** Steinway Public Library, 21-45 31 St. at 21st Avenue; (718) 728-1965; www.queenslibrary.org; 3:30 pm; Free.

Teens learn the the appropriate way to conduct themselves in public places. Must attend all four parts.

**Mother's Day:** Lefrak City Library, 98-30 57th Ave. (718) 592-7677; www.queenslibrary.org; 4 pm; Free.

Make a unique craft for mom. Pre-registration required.

**Science workshop:** Astoria Public Library, 14-01 Astoria Blvd. at 14th Street; (718) 278-2220; www.queenslibrary.org; 4 pm.

Vinny Voltage makes fun with science.

## THURS, MAY 5

**"Mudbound":** Richmond Hill Public Library, 118-14 Hillside Ave. at 119th Street; (718) 849-7150; www.queenslibrary.org; 3 pm; Free.

Authored by Hillary Jordan and this month's selection for the Book discussion group.

**Employment workshop:** Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; www.queenslibrary.org; 4 pm; Free.

Teens learn how to complete an on-line job application.

**Oldies concert:** Hillcrest Public Library, 187-05 Union Tpke at 188th



## Old-timey auto fun

**G**entlemen, start those engines.

The 32nd annual Antique Auto Show is coming to the Queens County Farm Museum on May 1. Car enthusiasts can get their fill of everything automotive. When you get tired of perusing the selection of antique cars you can also enjoy a house tour and hay rides.

For more family fun at the Museum, on May 15, it hosts Farm

Fest, where you can celebrate the arrival of spring with sheep shearing demonstrations, foods from local artisans and pony rides.

*Antique Auto Show at the Queens County Farm Museum [73-50 Little Neck Pkwy. near 74th Avenue in Floral Park, (718) 347-3276], May 1 from 11 am to 4 pm. Tickets \$5, \$2 for children four and under; Farm Fest is May 15 from 11 am to 4 pm at the Museum. Tickets \$5. For more info, visit www.queensfarm.org.*

Street; (718) 454-2786; www.queenslibrary.org; 6:30 pm; Free.

The Vic Vincent Group brings back the sounds of Bill Haley and the Comets, Little Anthony and the Imperials and many more.

## FRI, MAY 6

**Mother's Day craft:** Douglaston/Little Neck Public Library, 249-01 Northern Blvd. at 249th Street; (718) 225-8414; www.queenslibrary.org; 3:15 pm; Free.

Create a handmade card and gift for mom.

**Science workshop:** Sunnyside Public Library, 43-06 Greenpoint Ave. at 43rd Street; (718) 784-3033; www.queenslibrary.org; 4 pm.

Vinny Voltage makes fun with science.

**Drama Club:** Central Library, 89-11 Merrick Blvd. (718) 990-0700; www.queenslibrary.org; 4 pm.

Teens learn the art of drama and performance.

## SAT, MAY 7

**Mad Scientists:** Alley Pond Environmental Center, 228-06 Northern Blvd. 718-229-4000; www.alleypond.com; 10:30 am–12:30 pm; \$18 (\$23 non-members).

Children eight to 12 learn about the weather.

**Los Munequitos de Matanzas:** Peter Jay Sharpe Theater, 2537 Broadway at West 95th Street; (212) 864-5400; www.symphonyspace.org/series/77; 11 am; \$15 (\$25 adults).

Children three and up enjoy the music of the legendary Cuban group.

**"Mi bebe es un heroe":** Repertorio Espanol, 138 E. 27th St. (212) 225-9920; www.repertorio.org; Noon; \$12.

Bilingual puppet show that teaches the importance of love and family values. For children two and up.

**Adoption workshop:** Union Temple, 17 Eastern Pkwy. at Underhill Avenue; (212) 652-4743; www.jccany.org; 1 pm;

\$10 (\$5 children).

Meet other parents to discuss various options available.

**Mother's Day:** Fort Totten, Fort Totten; (718) 352-1769; 1 pm; Free.

Kids put their artistic skills to make a gift for mom.

**Oldies concert:** Cambria Heights Public Library, 218-13 Linden Blvd. between 218th and 219th streets; (718) 528-3535; www.queenslibrary.org; 3 pm; Free.

The Vic Vincent Group brings back the sounds of Bill Haley and the Comets, Little Anthony and the Imperials and many more.

## MON, MAY 9

**Animals alive!:** Steinway Public Library, 21-45 31 St. at 21st Avenue; (718) 728-1965; www.queenslibrary.org; 3:30 pm; Free.

Hands on program with animals from the Alley Pond Environmental Center.

**Story time:** Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; www.queenslibrary.org; 4 pm; Free.

Teens tell a story about their mom. Pre-registration required.

**"The Emperor of Nihono-Ja":** Peter Jay Sharpe Theater, 2537 Broadway at West 95th Street; (212) 864-5400; www.symphonyspace.org/series/77; 6 pm; \$15.

Author John Flanagan reads from the tenth and final book of the "Ranger's Apprentice" series as Story Pirates perform a scene from the book. For children eight and up.

## TUES, MAY 10

**Science workshop:** Corona Public Library, 38-23 104th St. between 38th and 39th avenues; (718) 426-2844; www.queenslibrary.org; 4 pm.

Vinny Voltage makes fun with science.

**Jeopardy Challenge:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 4 pm; Free.

Teens team up with friends and compete.

**Mini Table-tennis:** Long Island City Public Library, 37-44 21 St. at 43rd Avenue; www.queenslibrary.org; 4 pm; Free.

Teens get a workout with their friends.

## WED, MAY 11

**Balloon sculpting:** Corona Public Library, 38-23 104th St. between 38th and 39th streets; (718) 426-2844; www.queenslibrary.org; 4 pm; Free.

Teens and tweens 11 to 14 learn how

# Going Places

to make animals and shapes out of balloons. Pre-registration required.

## FRI, MAY 13

**Career workshop:** Long Island City Public Library, 37-44 21 St. at 43rd Avenue; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Teens take a self-scored easy to use survey to help guide them on life's path.

**Drama Club:** 4 pm. Central Library. See Friday, May 6.

## SAT, MAY 14

**Battle of the Bard:** Langston Hughes Public Library, 100-01 Northern Blvd. at 216th Street; (718) 651-1100; [www.queenslibrary.org](http://www.queenslibrary.org); 10 am; Free.

Teens test their knowledge of Shakespeare and win prizes.

**Bike workshop:** Juniper Valley Playground, 80th St. at Juniper Boulevard North; [www.nycgovparks.org](http://www.nycgovparks.org); 10 am–1 pm; Free.

Children five and up learn how to ride safely. Bring your own bike and helmet.

**Strawberry Festival:** Highland Park, Jamaica Ave. at Elton Street; debby.kuha@parks.nyc.gov; [www.nycgovparks.org](http://www.nycgovparks.org); Noon–3 pm; Free.

Enjoy the berry with the most. Crafts, carnival games and a strawberry eating contest.

**Interfaith fair:** Central Queens YM & YWHA, 67-09 108th Street; (718) 268-5011; [www.cqyjcc.org](http://www.cqyjcc.org); 1–4 pm; Free.

The coalition of synagogues, churches and mosques sponsor an Earth Day celebration with cooking demos, food tastings and book signings.

**Culinary Kids:** Peninsula Public Library, 92-25 Rockaway Beach Blvd. (718) 634-1110; [www.queenslibrary.org](http://www.queenslibrary.org); 2 pm; Free.

Introduction to fresh organic fruits, vegetables and herbs.

**Open mic:** Central Library, 89-11 Merrick Blvd. (718) 990-0700; [www.queenslibrary.org](http://www.queenslibrary.org); 2 pm; Free.

Teens share their poems and prose.

## SUN, MAY 15

**Farm festival:** Queens County Farm Museum, 73-50 Little Neck Pkwy. 718-347-3276; [www.queensfarm.org](http://www.queensfarm.org); 11 am–4 pm; \$5.

Watch sheep shearing demos, craft exhibits, hayrides, pony rides and local artisanal food.

**Pets and Pals:** Alley Pond Park, 76th Ave. & Springfield Blvd. (718) 352-4793; [www.nycgovparks.org](http://www.nycgovparks.org); Noon–3 pm; Free.

Bring your pets for rides, crafts, pet adoption and animal demos.



## Dino-mite exhibition

If your little one is captivated by the television shows “Dinosaur Train” and “Dino Dan,” they’ll get a big kick out of a new exhibition at the American Museum of Natural History exploring all there is to know about a super-sized group of dinosaurs. This show goes beyond traditional fossil displays to reveal the amazing anatomy of sauropods.

In “The World’s Largest Dinosaurs,” on view now through Jan. 2, you can explore a life-sized, fleshed-out model of a 60-foot-long, 11-foot-tall female Mamenchisaurus, known for its remark-

able, 30-foot neck.

The exhibition sheds light on how heart rate, respiration, metabolism, and reproduction are linked to size. An interactive dig site at the end will invite visitors to explore how dinosaurs are discovered in the field. Can you dig it?

“The World’s Largest Dinosaurs” at the American Museum of Natural History [Central Park West at 79th Street in Manhattan, (212) 769-5000], now through Jan. 2, 2012. Admission \$24 for adults, \$18 for students and seniors, and \$14 for children. For info, visit [amnh.org](http://amnh.org).

## TUES, MAY 17

**Science workshop:** 4 pm. Sunnyside Public Library. See Friday, May 6.

**Nutrition workshop:** 4:30 pm. Laurelton Public Library. See Tuesday, May 3.

## WED, MAY 18

“A Gate at the Stairs”: Pomonok Public Library, 158-21 Jewel Ave. at Parsons Boulevard; (718) 591-4343; [www.queenslibrary.org](http://www.queenslibrary.org); 2 pm; Free.

Author Lorrie Moore will be on hand to discuss her book.

**Manners workshop:** 3:30 pm. Steinway Public Library. See Wednesday, May 4.

**Science workshop:** 4 pm. Astoria Public Library. See Wednesday, May 4.

**Modern mythology:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); 4:30 pm; Free.

Mythic elements in Japanese media anime.

## THURS, MAY 19

**Beading workshop:** Briarwood Public Library, 85-12 Main St. at Village Road; (718) 658-1680; [www.queenslibrary.org](http://www.queenslibrary.org); 4:30 pm; Free.

Teens explore various techniques to make jewelry.

## SAT, MAY 21

**Symphony 101:** 1 pm. Lefferts Public Library. See Saturday, April 30.

**Rock concert:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org).

org; 2 pm; Free.

Sweet Cyanide performs songs from their second CD Sweet Cyanide II.

**Symphony 101:** 3 pm. Bayside Public Library. See Saturday, April 30.

## TUES, MAY 24

**Balloon sculpting:** Rego Park Library, 91-43 63rd Dr. (718) 459-5140; [www.queenslibrary.org](http://www.queenslibrary.org); 3:30 pm; Free.

Teens and tweens 11 to 14 learn how to make animals and shapes out of balloons. Pre-registration required.

**Nutrition workshop:** 4:30 pm. Laurelton Public Library. See Tuesday, May 3.

## FRI, MAY 27

**Reading time:** Bay Terrace Public Library, 18-35 Bell Blvd. at 23rd Avenue; (718) 423-7004; [www.queenslibrary.org](http://www.queenslibrary.org); 3:30 pm; Free.

Teens listen and chat about short stories presented by the librarian.

## SAT, MAY 28

**Bike workshop:** Admiral Park, Little Neck Pkwy. and 42nd Avenue; [www.nycgovparks.org](http://www.nycgovparks.org); 10 am–1 pm; Free.

Children five and up learn how to ride safely. Bring your own bike and helmet.

“Seussical”: Queens Theatre in the Park, Flushing Meadows Corona Park; Box Office 718-760-0064; Administration 718-760-0686; [www.queentheatre.org](http://www.queentheatre.org); 11 am and 1 pm; \$12.

The Cat in the Hat joins all his friends.

## MON, MAY 30

“Showboat Shazzam”: Hudson River Park, Pier 25 at Chambers Street; (877) 238-5596; [www.waterfrontmuseum.org](http://www.waterfrontmuseum.org); 1 and 4 pm; \$15.

The little big top at sea hosted by the Waterfront Museum and Showboat Barge, featuring a variety of performers from around the globe.

## WED, JUNE 1

“It’s Poppin’ Up Puppets”: Mary Whalen Playground, Park Ln. S. at 79th Street; [www.nycgovparks.org](http://www.nycgovparks.org); 7–8 pm; Free.

Classic story by Janice Buckner, music, dance and more. Sponsored by Astoria Federal Savings Bank.

## SAT, JUNE 4

“Mi bebe es un heroe”: Noon. Repertorio Espanol. See Saturday, May 7.

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# New & Noteworthy



## Graphic goodies

Elizabeth Horton calls her line Nostalgic Graphic Tees. The nostalgia is a funny word — they're shirts for kids, after all — but it works.

Her playful designs include mermaids, cowboys with lassos, baseball players, little scientists with magnifying glasses in hand,

boy and girl surfboarders, cheerleaders and gymnasts.

The white silhouettes are contrasted by a vibrant, solid shirt. And the designs are great for the spring and summer months.

*Nostalgic Graphic Tee by Elizabeth Horton, \$20. For info, visit [www.etsy.com/people/elizabethhorton](http://www.etsy.com/people/elizabethhorton).*

## Some fruity fun

It's Dominos, but with a fruit twist!

From the makers of Bananagrams comes another fun game with a fruit theme. Fruitominoes is a domino game that connects fruit instead of dots, where you can match apples, oranges, bananas, pears and strawberries.

There are 28 crafted dominoes in a compact pouch, for a colorful — and travel-friendly — update to



the classic game.

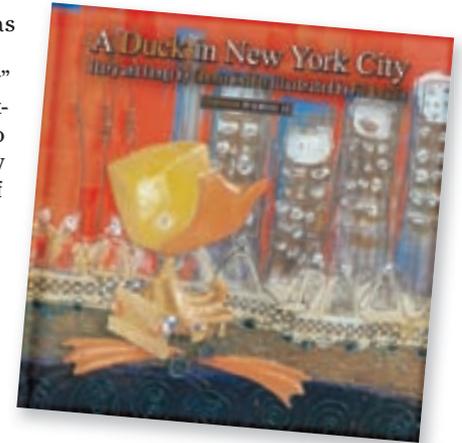
*Fruitominoes, \$12.95. For ages five and up. For info, visit [www.banagrams.com](http://www.banagrams.com).*

## Duck, duck, duck!

A new edition of a book has us revisiting an old favorite.

"A Duck in New York City" follows the adventures of a little duck from the prairies who dreams of making it big in New York City — on Broadway, of course. The book is also an award-winning CD, featuring songs performed by the writer, Connie Kaldor.

With a new Spanish version of the book, called "Un Pato en Nueva York," coming out this month, a whole new audience can now be introduced to this lovable title — and it also features a CD of Kaldor's fantastic songs.



*"Un Pato en Nueva York." For info, visit [www.theseconmountain.com](http://www.theseconmountain.com).*



## Life's a beach

You'll never have to worry about losing a sock again.

With LittleMissMatched, the socks purposely come without a pair. And they also come in bright, colorful, fun designs.

Perfect for the approaching summer is this beach anklet, which is outfitted with bathing suits, sandals and sunglasses. It's everything you need for a day at the beach — right on your socks!

*At The Beach Anklet Socks by LittleMissMatched, \$9. For info, visit [www.littlemissmatched.com](http://www.littlemissmatched.com).*

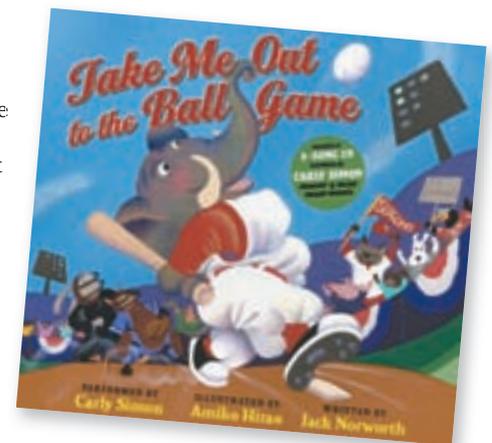
## Batter up!

This book hits a home run.

All your little sluggers out there will want to get their hands on the vibrant new picture book, "Take Me Out to the Ballgame."

It explores baseball's unofficial anthem in all of its lyrics, including heroine Katie Casey, who was "baseball mad" and had "the fever...bad."

It even comes with a recording of the song by none-other-than Carly Simon, so you can do a sing-along



after your read-along.

*"Take Me Out to the Ballgame," \$17.95.*



529 COLLEGE SAVINGS DAY  
5·29

## She promises to work hard. **Promise to do your part.**

Through all the homework, projects, and hours of practice, your child gives you her best. All this hard work will pay off when it's time for college. Do your part to help pay for her education by opening a New York 529 College Savings Program *Direct Plan*. With as little as \$25, you, family and friends can open and contribute to an account for your child. Contributions can qualify for a generous deduction from New York State taxable income.\* Earnings grow tax-deferred, and you pay no state or federal taxes on qualified withdrawals, making a 529 plan one of the most tax-efficient ways to save.\*\* Plus, a rewards service from Upromise® can add to your account. It's so easy — just visit [ny529directplan.com](http://ny529directplan.com), and in about ten minutes, you've kept your promise.

Visit [ny529directplan.com](http://ny529directplan.com)  
or call 1-800-608-8617



\*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.*

\*\*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.

*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.

Upromise is a registered service mark of Upromise, Inc.

**For more information about New York's 529 College Savings Program *Direct Plan*, obtain a Program Brochure and Tuition Savings Agreement at [ny529directplan.com](http://ny529directplan.com) or by calling 1-800-608-8617. This includes investment objectives, risks, charges, expenses, and other information. You should read and consider them carefully before investing.**



- ✓ **Swimming**
- ✓ **Singing**
- ✓ **Smiling (A Lot)**

## **YMCA Camp.**

**It's what kids want for summer.**

Register for YMCA Day, Sport, or Sleepaway Camp today.  
Because while summers come and go, YMCA Camp stays with them forever.

**VISIT OUR OPEN HOUSE: MAY 14TH - FROM 10AM-3PM**

**It's not too early to register. But hurry, space is filling fast!  
Take advantage of our 10% Early Bird and Sibling Registration Discounts.**

### **QUEENS**

Cross Island YMCA  
Flushing YMCA  
Jamaica YMCA

(718) 479-0505  
(718) 961-6880  
(718) 739-6600

Long Island City YMCA  
Ridgewood YMCA  
@ Covenant Lutheran Church

(718) 392-7932  
  
(212) 912-2180

YMCA Beacon @ JHS189  
YMCA Beacon @ JHS194  
YMCA Beacon @ MS210

(718) 961-6014  
(718) 747-3644  
(718) 659-7710

**UPSTATE NY** - New York YMCA Camp (845) 858-2200

**FOR MORE INFORMATION CALL OR VISIT [YMCANYC.ORG](http://YMCANYC.ORG)**



**New York City's YMCA**  
We're Here for Good.



Financial assistance is available.