

Educational בנת יבות החינוך Pathways

ב"ה



A Division of Merkos
L'Inyonei Chinuch



Volume 4 No. 1
Teves 5765 - Winter 2004

MAXIMIZING OUR EFFECTIVENESS AS TEACHERS:

~
“Techniques Which Lead to
Increased Student
Involvement.”



Adapted from a workshop on Classroom Management by Dr. Ernest A. Stachowski, Rancho Palos Verdes, CA at the Kinus Hamechanchim, Summer 5764.

WHAT DOES ONE THINK ABOUT WHEN PLANNING TO DELIVER A LESSON?

There are 8 fundamentals of designing a lesson. These are the thoughts a teacher must be clear about before starting to teach each lesson. Our task and occupation determines our behavior. The high priority of a teacher is the needs of the learner's mind, the students. When designing a lesson one must think about what the brains of your students will be telling and asking you to provide them with, in order that they can learn successfully.

From the Mind of the Student:

The following are 8 points you must remember to help me with as you teach me.

1. You, my teacher are the only one who knows where this lesson is going. This morning my mind is everywhere but here in the classroom. Please take a couple of minutes to bring me back to the lesson and what we are learning about. I need to be focused!

2. I need you to make the expectations clear. I don't know what you want from me. Tell me exactly what I will learn and know from today's lesson.

3. I need to know why we are learning this, where does this fit in? I need to know the usefulness of this lesson.

4. I need the actual information. Please tell it to me clearly!

5. I need examples or illustrations to help visualize a difficult idea. Some information is very difficult and I need you to know which concepts need further clarifications and give me practical examples on my level.

continued on page 2

Inside:

Maximizing Our Effectiveness as Teachers.....	1
The Rebbe's Challenge to Mechanchim and Mechanchos.....	3
Sensory Integration: Suggestions for Preschool Teachers.....	5
Around the Misrad.....	9
Yesodos HaChinuch of the Rebbe ז"ל.....	11



A Memorandum from... the Chinuch Office Director

Once again we bring you a series of articles which we trust will give Mechanchim and Mechanchos food for thought, in addition to practical guidance. This issue evolves around lesson planning.

The lead article in this issue is “Maximizing Our Effectiveness as Teachers,” adapted from a lecture given by Dr. Ernest Stachowski at the summer Kinus Hamechanchim. He deals with lesson planning and focuses upon the issues which a leader must deal with thoroughly, if his plan is to be executed effectively. Mrs. Chaya Lamm Warburg also deals with this issue from the perspective of an early childhood educator in her article “Sensory Integration: Suggestions for Preschool Teachers.”

Rabbi Y. Leib Altein offers an interesting and logical approach to dealing with the charge of the Rebbe ob"m to teach about Moshiach. Rabbi Michoel Seligson continues his series of articles about the Rebbe's Chinuch philosophy and the practical implications thereof.

I would like to draw the attention of readers to the "In and Around the Misrad" page as well. We are proud that many of the projects previously announced on this page are now facts of life for many Mechanchim. We are pleased to take you into the planning of new projects.

The establishment of the Merkos International Board of License will iy" have many far-reaching implications. Distance learning through technology is another issue whose time is ripe. These future projects, challenging as they are will make a significant impact upon the lives of countless students and their Mechanchim. We pray that we be given the wisdom and fortitude to bring these projects and ideas to fruition.

Rabbi Nochem Kaplan

EDUCATIONAL PATHWAYS

Published quarterly by Misrad HaChinuch,
a division of Merkos L'Inyonei Chinuch



Rabbi Nochem Kaplan EDITOR

Baily Silberstein ASSISTANT

Rabbi M. A. Seligson CONTRIBUTING EDITOR

continued from page 1 **Maximizing Our Effectiveness As Teachers**

6. I need to know if I am learning. I behave and participate very differently when I know I am. I need questions from you, even basic questions so I know I can answer the questions you expect me to know at the end of the lesson.

7. I need something to practice with and then I need some feedback from you during the practice to make sure I'm getting it right. Even though you told me and showed me I still need to practice it.

8. After all the above and the lesson is over, I need to revisit everything we learned, tie everything up and put it aside until we go back to it at some other time. I (not the teacher) need to summarize it all at the end of a lesson.

From the Lesson Planning of a Teacher:

Teachers may incorporate the 8 fundamentals of lesson planning by asking themselves the following questions and applying the guidelines of lesson planning outlined below.

Question: What will I have students learn and what activity will I have students do that will serve as "proof" that they learned?

What is my objective for the lesson? This is the teacher's own understanding of what the students are to learn, and what activity they will perform at the end of the lesson to demonstrate that learning took place.

Q: What question or activity have I planned to begin the lesson that will help students focus on the lesson?

Plan: An activity or question designed to have students bring ideas from their background that will help them make sense of the upcoming lesson.

Q: How have I planned to tell students the objective(s) of the lesson?

Tell the students the Objective: An explanation to the students of what they will learn, and an explanation of the activity they will do at the end of the lesson to show they have learned.

Q: How have I planned to have students know the importance of their learning this objective?

Purpose of the lesson: Helping students understand the reason for this lesson.

Q: What information will students need to get in this lesson that is necessary to their achievement of the lesson objective? What strategy (i.e. Direct Teaching Discovery, Cooperative Learning, etc.) will I use to deliver the information?

Input Strategy: Providing all the necessary information to the students, so they can learn. Includes the methods the teacher will use to impart this information to the students.

continued on page 4



LEARNING AND TEACHING “GEULAH and MOSHIACH”



DISCHARGING THE REBBE'S MANDATE AND CHALLENGE.

Adapted from a lecture by Rabbi Y. Leib Altein at the Kinus Hamechanchos, Summer 5764.

In his famous Sicha - talk of *Tof Shin Nun Beis*, the Rebbe announced the revolutionary concept of *Mivtza Moshiach*, the study and promulgation of the *Inyonim* of Moshiach, *B'Oifan Hamiskabel*, in a manner which can be understood and internalized by every single Jew. Carrying out this essential *Mivtza* was a completely new and different concept; we were charged with navigating new and uncharted waters.

The Rebbe's Charge to us: Learn *Inyonei Geulah U'Moshiach*.

On the evening of the 27th of Nissan 5752, the Rebbe publicly spoke of his yearning for *Moshiach*, and concluded with the now famous words, “*Tut Altz Vos Ir Kent*”, I have done all that I was able, now it’s up to you.” The Rebbe was subsequently asked what then did he want us to do; the Rebbe’s reply: “To Learn about the *Geulah* and *Moshiach*”, simple and direct.

The Rebbe explained that, “*Derech Hayisheira Vehakala*” the most direct and simple approach to hasten the coming of *Moshiach* was through the study of *Torah*. The *Torah* is endowed with a unique spiritual essence, which not only transcends the physical world but subjugates it. In particular, through the study of the *Torah* passages which focus on the *Geulah* and *Moshiach*, we will hasten the actualization of the *Geulah* itself.

Let us analyze this: The Rebbe told us that beside all his other directives, *Mivtzos* and *Mivtzoim* there was yet another major issue, learning *Inyonei Geulah* and *Moshiach*. We were charged with impressing this upon ourselves, upon our children and our students. We must all learn *Inyonei Geulah* and *Moshiach*, study about the ultimate redemption by *Moshiach*. We must understand that this directive from the Rebbe was straightforward and direct.

The Rebbe's directive cannot be substituted with *farbrengens* with *Mashpiim*, gatherings with *Chassidic*

mentors and other such settings and approaches which foster emotional expression. Nor does this negate the need to awaken one's emotions to the yearning for redemption.

In fact during the *Rebbe's Sicha*, his talk on the *Shabbos* which preceded his pronouncement, he spoke of the need to awaken the emotional yearning for *Moshiach*. *Farbrengens* are important and they certainly have an essential role to play within the lifestyle of a *Chossid*. In this directive however, the Rebbe, charged us to undertake the in depth study of passages within *Torah* which discuss *Geulah* and *Moshiach*. This is in fact the first step in creating the yearning for *Moshiach* and this is how we start to give expression to our yearning.

Mivtza Moshiach – A Completely New Approach.

In the past all the *Mivtzoim* consisted of reaching out to fellow Jews and encouraging them to do a tangible *Mitzvah*; put on *Tefillin*, give *Tzedakah*, light *Shabbos* candles, affix a *Mezuzah* etc. It involved performing an act – doing a physical act, the actual *Mitzvah*. And even if a Jew was emotionally detached and removed from the act, nevertheless the *Mitzvah* was done, *Hamaaseh Hu Haiyar*.

Now, the Rebbe asked something more challenging than ever before, with the added directive that *Mivtza Moshiach* must be approached in a manner which can be understood and internalized by every Jew, *B'ofan Hamiskabel*.

Furthermore the Rebbe instructed us to internalize what we learn about *Moshiach* and that we and through our example, eventually our children, our *talmidim*, and *talmidos* should actually want and yearn for, *Moshiach*. But truly yearning for *Moshiach* requires changing the way we think, effecting our hearts and minds, and connecting deeply to our *Neshamos*.

continued on page 6



Q: Which parts of the information will need examples or need to be modeled? How will I do this and what are they?

* Model/Examples: A demonstration of how and what they are learning, and what it will look like when they are finished.

Q: What questions will I ask to determine if students understand the information, examples or modeling?

*Check for understanding: The questions the students will answer, to show they understand the information they received or the demonstration they observed.

Q: What practice have I planned for the students? * Guided Practice: An opportunity to do again and again what they learned. They will get feedback to let them know if they are correct or incorrect.

Q: How will I have my students summarize periodically in order to check their perceptions of learning?

* Closure: A summary by the students of what they learned. It could be done verbally or through a demonstration.

Lesson Planning and student learning may improve significantly if teachers incorporate the 8 fundamentals.

The above principles and guiding questions can be incorporated into any lesson, any subject matter, for any length of time. The following example is a typical fifth grade first day of school, organizational lesson which shows how all the components of a lesson can be incorporated clearly into a relatively short lesson.

Sample Lesson Incorporating the Eight Fundamentals:

"Teacher walks into class on the first day of school. Hi, my name is Mr. Stachowski and I'm your new teacher. The first thing we need to do is get something organized. I need to ask you something, because I know that you as 5th graders know how to play a game of football. There are twenty two people all watching the ball and then suddenly one person blows the whistle and gets everyone to stop for something. This confirms that a lot of people can be stopped with a signal.

So before we do anything else, Mr. Stachowski has to have you learn his signal for this classroom. That is what we are going to learn today. At the end when I finish teaching you, I'm going to give you the signal four

times so you can show me that you all know what to do when you hear this signal. I bet you are wondering why in the world does Mr. Stachowski need a signal? How does it help you if he has a signal? Let's talk about that. So we discuss the benefits for the teacher and the benefits for the students...

Now, Mr. Stachowski has to tell you that his signal is: "May I have your attention please." This is his signal. There are three things to do every time you hear the signal. You stop, look at me and keep looking at me until I say I'm through with you. So now, say it to yourselves, "May I have your attention please. This means, I have to stop right away, look at the teacher and keep looking."

Now let me show you what looking at the teacher means. Looking at the teacher means this, and here's an example. Now, I will show what it means, that when the teacher gives the signal, I'm sitting in my chair, feet in front of me and my face is following wherever the teacher is. This is called looking at the teacher.

Now, I need to ask you some true or false questions. Get your hands ready.

- 1.Mr. Stachowski's signal is hip hip hooray. True or false?*
- 2.You can stop whenever you want when I give the signal. True or false?*
- 3.You have to look at the teacher when you hear the signal. True or false?*

Let's practice now. Look around the room and see how many students have the same color hair as you do and when they start looking I give the signal and they all practice doing what they are supposed to do. Now I tell my students to write on paper the three things you need to do when you hear the signal. This way you summarize what you learned and give it in to me."

To sum up, lesson planning and student's learning may be significantly improved by incorporating the above foundations of designing a lesson. Thirteen percent of success in education is the plan you have. Good luck in lesson planning.

Sensory Integration: Suggestions for Pre-school Teachers



FIRST IN A SERIES, by Chaya Lamm Warburg, M.A., O.T. R/L., B.C.P. *from a lecture delivered at the Summer Chinuch Conference, 5764.*

Children with sensory integration dysfunction (SID) often need to learn to appropriate "student behaviors", in order to acquire knowledge and to demonstrate that knowledge. Since many children with sensory integration dysfunction (SID) seem to the casual observer to be no different than other children, their unusual behavior is often surprising when it surfaces, and puzzling in its inconsistency. We often second guess ourselves and question whether the child really has a problem, or is just moody, ill behaved or temperamental. It is only when we observe over time, time of day and a variety of settings that a picture of sensory integration dysfunction may begin to emerge.

The demands of every day life-getting up, dressing, combing hair, getting on the school bus, getting organized in the class, transitioning between activities, participating in circle time, playing and cleaning up-may be overwhelming for the child with sensory processing differences. Some children seem to cope well throughout the school day, but fall apart at home from the stress of holding it together for so many hours. In school others may fidget, be unable to sit, seem excessively physical, avoid peers, shy away from group activities, wander aimlessly during outdoor play, hide under the table or seem "tuned-out". As professionals we need to recognize who these children are and help them feel comfortable in their own bodies so that they can turn their attention to acquiring the skills they need to learn, and to develop the self esteem that will help them weather future storms.

In my practice one underlying assumption is that children want to please the adults in their environment. For children with sensory integration difficulties this is not always an easy task. Sensory integration difficulties often cause them to focus inwardly to satisfy their bodies' own needs, often at the expense of behaving as the adults wish. Our job is to provide them with a physically and emotionally safe and supportive environment that will allow them to be valued and accepted for who they are and grow. By acknowledging their efforts and capitalizing on them we can help them to develop the strategies and skills necessary to become secure, happy, and productive.

In order to reach this goal, we may need to make some temporary adaptations or alter our expectations for children with sensory integrative disorders. Some of these suggestions may seem obvious -common sense, while other may seem impossible to implement in your particular classroom.

Many of the suggestions offered can be implemented as group activities. While they may be targeted to just a few of the children, all children benefit from enhanced sensory input.

Activities to Promote Sensory Processing:

Note: The child is your guide. His/her responses to your input should guide future intervention.

1. MOVEMENT:

Provide opportunities for movement as much as possible. Beanbag tosses, races, treasure hunts, and obstacle courses can be used to reinforce learning in many areas.

Allow children, particularly those who need the movement, to run messages to the office or other teachers, carry books, or move furniture. It is sometimes helpful to keep one or two stacks of heavy books that need to be taken periodically to a teacher in another room. Two teachers from different classes can agree to use this strategy for students who need heavy work.

To provide movement (vestibular) input for children when sitting is required; they can sit on large therapy balls inflated to chair height. A truck inner tube or plant tray can be placed under the ball to keep it from rolling.

Sit 'n Move cushions on the floor or inserted in the chair also provide vestibular input without excessive movement. Inner tubes can also be used for small group sessions.

Stuff a duvet cover with foam; use like a trampoline for jumping or bouncing.

Make sure that children do not just sit, read a book or wander around during out-door play. It should be a period of vigorous activity. Running, swinging, sliding, and hanging or climbing on the monkey bars are all activities that help children organize themselves.

Specific Movement Tools to get going, or calm down and get the wiggles out.

- *Shakes and Wiggles (to get the wiggles out!)
- *The Popcorn Maker (to get the wiggles out!)
- *The Seat Walk (to organize the body)
- *The Snail (to organize the body)

2. HEAVY WORK:

*Moving furniture and washing easels with big sponges are great ways to get in heavy work for calming and organizing, and to heighten the sense of body position in space.

continued on page 7

Ad Mosai? - Then and Now.

This *Sicha* was delivered almost 13 years ago, some of you may have been there and heard and experienced it personally. Thirteen years ago we were in a different state of being. Those who stood by the *farbrengens*, heard the *Rebbe* speak and lived in close proximity to the *Rebbe*, the *Rebbe's Daled Amos*, know that it was almost impossible not to have been swept away in the *Rebbe's* great *ãã*. It was like an automatic response, *Rebbe* and *Chossid* connected and click, an emotional Ad Mosai? (how long will this *Golus* be?), resulted. Nowadays it's neither so simple nor automatic. Of course the *Rebbe's* charge to us still applies today, perhaps more than before, but now it's no longer an automatic response to the *Rebbe's* call, but a *Neshama Inyan*, a lofty spiritual ideal toward which we have to strive.

The *Alter Rebbe* discusses in *Tana Perek Beis* how the *Neshama* of a *Rebbe* and the *Neshama* of the Jews of his generation are intrinsically connected. They actually receive their *Chayus*, a spiritual life force, through the *Rebbe*. If one taps into the depths of his *Neshama* he feels the *Rebbe*.

What does it take to feel one's *Neshama*? It's obviously a very difficult challenge, requiring a lot of spiritual work. It's not after all something we feel instinctively and passionately as we do our physical needs and desires. The *Rebbe* foresaw this, and may have hinted to this when he told us "*Tut Altz Vos Ir Kent*", "Do all that **YOU** can!" Because there will come a time when feeling connected, the automatic feeling of Ad Mosai? will not be automatic. It will be the result of your own work and *Avodah*.

How can this be achieved? The *Rebbe* was clear and unequivocal. We must increase our study of learning about *Inyonei Geulah* and *Moshiach* and our yearning for *Geulah* and *Moshiach* as the ultimate objective and essence of the world; the ultimate spiritual and physical redemption, *Moshiach!* This was not to be misunderstood as a one time action or single deed. It's not enough to repeat the words of *Ani Mamin*, it's not a matter giving expression to one's momentary emotions in one way or another. It's so much more than that.

This is an ongoing and continuous challenge to delve into the study of *Inyonei Geulah* and *Moshiach* and internalize what we have learned. And thus we will ultimately develop a genuine yearning for *Moshiach* and Ad Mosai.

This, the *Rebbe* said, is what is left for us to do. To achieve this we will need to continually refocus ourselves and strengthen our resolve.

How Can We Be *Mechanech* our Students to Want *Moshiach*?

Having said that, let us recognize that the task of creating a sense of yearning within ourselves is not easy; nor does it come as an automatic response to our study. If we need to work at it how then can we hope to educate our students to truly want and yearn for *Moshiach*? How do we accomplish this difficult charge of the *Rebbe*?

First we need to know that it is obviously possible, simply because the *Rebbe* told us to do it. However, we need to find the right words and approach to be able to convey the feeling and emotion which our study of *Inyonei Geulah* and *Moshiach* result in. This is a complex challenge. The answer will not be found in informing children that *Moshiach* is the solution to all problems; that *Moshiach* will make everything better. Because, after waiting so many years, the child will see someone out in the streets who seems to be enjoying life and will think, "Look, this person found happiness without *Moshiach*! Who needs *Moshiach* anyway?" The way to be *Mechanech* children is by teaching them the truth.



The *Rambam* states: *Yemos Hamoshiach* is a time when the whole world will recognize *Hashem*, and all its inhabitants will be occupied only with *G-dliness*... The entire world will be filled with the knowledge of *Hashem* - "*Umalah Haaretz Deiah Es Hashem*". *Moshiach* will usher in the era when the entire world will be permeated with *G-dliness*. He will usher in an age when all

His creations will be completely dedicated to their ultimate objective. Spirituality and the study of Divine wisdom will be the foremost focus of all. This is a *Dirah Betachtonim*, creating the ultimate dwelling place for *Hashem*.

If this is the ultimate purpose of the world, then how do we prepare ourselves for such a lofty state of being? Is this something we sincerely desire? Are we prepared to give up our physical pleasures to learn Torah all day? This requires a deeper awareness of the reality of *Moshiach*.

The *Rambam* on Being *Mechanech* Children:

The *Rambam* teaches us how to educate a child. First teach a child "*Lo Lishmah*" that he should learn because he receives some immediate gratification, he receives a piece of candy or a prize. As the child gets a little older we might teach the child to expect some monetary reward. When he's older and more mature he learns to earn *Kavod* and respect. Finally as a mature student he

continued on page 8

Specific Muscle Tools to develop upper body control for sitting with good posture and enhance table-top work:

- Push out the walls to make the room "bigger."
- Wheelbarrow Walk
- The Rocking Puppy (calming: rhythmic and repetitive)
- Chair Push-Ups
- Airplane

Encourage heavy work on the playground:

- Swing from ropes.
- Climb hand over hand on the monkey bars.
- Chin ups.
- Play tug of war.
- Crab walk races.
- Jumping.

3. CALMING AND ORGANIZING:

*A rocking chair is calming and organizing for children and teachers. When sitting on a properly sized chair, the child's hips, knees and ankles should be at 90° angles.

*A pop-up dome tent (e.g. Playhut) can provide a place for over-stimulated or fearful children to recoup for short periods of time. It can also be used for 1:1 instruction and small, quiet groups.

*Heavy pillows and beanbag chairs are great for the reading corner. They can also be used to pile on top of children for deep calming pressure.

*Have children sit in a small plastic pool filled with beans or rice. Sitting in the pool and pouring the beans over their heads, arms, and legs may provide input that is calming, particularly for children who are sensitive to touch. Puzzle pieces, small items to classify, math manipulatives, etc. can be hidden in the beans. Finding the items with eyes opened or closed provides tactile and proprioceptive input. Supervise young children carefully so that they do not eat the beans.

4. MOTOR PLANNING, SEQUENCING AND ORGANIZING:

*Large cardboard tubes are useful for crawling through, rolling over, and resting in. They come in different diameters and lengths. A tube that is eighteen inches in diameter is most versatile.

*Children with sensory integrative disorders, particularly those with difficulty motor planning may hesitate to perform unfamiliar tasks or activities because of poor sequencing and organizations, difficulty learning an unfamiliar task or inadequate motor skill. Let them watch several others perform the task or activity (particularly in gym or movement activities). Do not require them to go first.

*If children are resistive or demonstrate extreme reluctance do not force them to participate. Rather, break the activity down into manageable pieces and have them perform one component at a time, and build the components.

5. PROJECTS:

For children who have difficulty sequencing, put out the materials for only the first step of the project. When it is complete, put out the materials for the next step. Have the child verbalize the instructions for each step. Always show the class a finished product so that they know what the end product looks like.

It may be difficult for some children to filter out all of the extraneous visual, auditory, and tactile stimuli in a busy classroom. It may be too challenging for some children to work in close proximity to others if they have difficulty focusing. Allowing them to do a project requiring sequencing and organization in a quiet (and visually not over-stimulating) corner may help.

6. FINE MOTOR:

Precede writing tasks with hand "warm-ups":

Shoulder shrugs, Door knobs, Finger opposition, Spider push-ups, Itsy bitsy spider, Thumb circles, etc...

Allow children to write on a chalkboard, white board or easel before writing on paper at a table. The large movement of trunk, shoulders, and arms will enable the child to "get the idea of the movement", without taxing the fine motor system at the same time.

Tracing on sandpaper, in shallow trays filled with rice or wet sand, and easels with shaving cream provide great multi-sensory input for pre-writing skills.

7. ORAL MOTOR STRATEGIES:

We all use our mouths to organize ourselves. Adults smoke, drink coffee, chew gum, suck on candy, and chew pencil tops. Many children are better able to attend and maintain a calm alert state if they are allowed to use their mouths.

Chewing a large wad of gum, bagel or Fruit Roll Up is organizing.

Sucking on hard sour candy, applesauce through a straw and water through a sports bottle are calming. Suck through a straw to pick up pieces of paper or pompoms and drop them onto a target to win a game.

Crunchy hard foods such as pretzels, popcorn, crackers and raw veggies are alerting.

Licking lollipops is alerting.

Tastes can also be used to modulate arousal.

Sour, bitter and spicy foods are alerting.

Sweet foods may be calming and may increase drooling.

If you have a class with a number of children who chew on their sleeves and collars, drool, have protruding tongues, etc., consider having a "mouth toy bucket" for each child filled with party blowers, kazoo's, whistles, flutes, blow pens, blowing bubbles and other resistive mouth toys.

to be continued...

may come to learn for the actual sake of learning alone. Perhaps then the student will learn *Lishmah*.

We need to identify the interest level of the child and speak to him in his language and on his terms. The *Rebbe's chinuch* philosophy adds a new dimension to this.

The Rebbe's Chidush About being Mechanech children today:

The *Rebbe Rashab* once asked his grandfather the *Tzemach Tzedek* the famous question, "Why did *Hashem* reveal Himself to *Avrohom* and not to me?" The *Rebbe* explained the fact that we know this particular incident confirms that there must be an important lesson for us to be gleaned from this story. This story teaches us that we should be *Mechanech* our children, as children to yearn for *G-dliness!* The innocent *Neshama* of a child can be touched in ways which adults can only imagine. This is a *Chidush*, a new phenomenon in our generation of *Geulah*.

The *Rebbe's Chidush* was that now we can educate children to want, "*Hashem* to appear to them!" Children today can learn *Torah* and do *Mitzvos* with a form of innocent *Lishmah* from the earliest age. The *Rebbe* introduced the 12 *Pesukim*, comprised of *Mamarei Chazal*, including lines of *Tanya*, and passages regarding the very purpose of creation. We can teach a child from the 12 *Pesukim* how he is close to *Hashem* and that he makes *Hashem* happy because he makes the world a desirable place for Him.

We need to educate our students about *Hashem*, why we were put in this world. *Hashem* created the world for a unique purpose, and our special task is to change the world and prepare the world for *Moshiach's* imminent arrival. We can stress to the child that he's a part of this

mission and he may be happy and feel proud to be a part of it! Point out how the world is changing rapidly, how people now have such a thirst for spirituality that there was never before.

Our Ultimate Goal, Making Moshiach a Reality:

We need to teach the child what his part can be. How he can help make *Moshiach* a reality. Because we, as *Chassidim*, were given the tools to make it happen; because the *Rebbe* told us to learn about *Moshiach*; to do all that we can in strengthening ourselves and others in *Torah* and *Mitzvos*. We have the tools to change the world! And you, dear children, can be a part of it! You can do your part to be a part of this amazing *Shlichus*.

This is how we may bring our children to want *Moshiach*. It's not a matter of repeating slogans or giving a really emotional speech to the class, that's going to change them. It's a *Chinuch* project that evolves, a *ruach* that one needs to introduce and implant in our children. Children need to learn about *Moshiach* and *Geulah*, on their level. We need to talk to them straightforwardly and honestly about our own feelings, and the *Rebbe's* charge to us. Our task as educators is to develop in them a yearning to want to be part of this important goal and mission. Emphasizing our great fortune to have been given the tools!

It seems to me that this manner of educating and inculcating the desire and yearning for *Moshiach* is what being a *Mechanech* in a *Mosad* of the *Rebbe* is about. We can teach children to want *Moshiach*. This is our charge from the *Rebbe* and it can be achieved.

CHINUCH AUDIO TAPE LIBRARY

ON CHINUCH ISSUES OPENING IN CROWN HEIGHTS

* Tape recordings of lectures and workshops on many Chinuch Issues.

*Tapes from many Chinuch Conferences.

*Recordings will be available of long-term Chinuch Series sessions at the Machon L'Shlichus.



For more info contact the Chinuch office @ (718) 771-3930

Around the Misrad

MERKOS INTERNATIONAL BOARD OF LICENSE:

Merkos L'inyonei Chinuch, through it's Chinuch Office has created an International Board of Teachers License. To obtain a teacher's license one must have had a minimum of two years of post highschool education, 3 years of teaching experience, and have attended a regimen of in-service workshops and seminars.

Those who obtain teachers licenses will be eligible to enroll in an **online fully accredited** Master Degree Program at the Fischler Graduate School of Education of Nova SouthEastern Universtiy. The first group of licensees will be beginning their graduate studies in January '05. For more details go to www.chinuchoffice.org

KINUSIM:

A series of important workshops were held at the Kinus HaShluchim in the pre-kinus activity and during the kinus. As a follow up the Chinuch Office is working to establish a series of overall guidelines for Chabad Mesivtas. Additionally, behavioral expectations for junior high school students are also being discussed. Similar discussions will be held during the Kinus HaShluchos slated for the end of January '05.

TAPES AVAILABLE:

Tapes of all sessions of the Summer Kinusim are available at the Chinuch Office for a nominal fee of \$3.00.

CHINUCH COURSES:

As part of Machon L'Shlichus the Shlichus Training Program the Chinuch Office is sponsoring a series of education courses. More than 25 Kollel yungerleit presently attend these courses on a regular basis. The course work will go towards requirements of a teacher's license which many of the yungerleit wish to obtain.

ACCREDITATION UPDATE:

The Desert Hebrew Academy in Las Vegas, Nevada will undergo a cite visit in January '05. The Lubavitch Educational Center in North Miami Beach, Florida will follow in the late Spring. A number of other schools are presently in their pre-accreditation activity.

A new Chabad School Directory, published in Octorber '04 acknowledges schools who have acheived accreditation either through one of the regional accrediting agencies or via the National Accreditation Board of Merkos.

The umbrella committee of all accreditation agencies (CITA - Committee for International and Transregional Accreditation) has established a task force for assistance on and off campus learning. Rabbi Nochem Kaplan, director of the Merkos Chinuch Office has been invited to serve on that committee.

NEW DIRECTORY:

The new directory of English speaking Chabad Educational Institutions includes the following stats: **128** early childhood centers, **79** Elementary schools, **46** High Schools, **9** Yeshiva Gedolas and **10** Seminaries.

Check out our website at www.chinuchoffice.org

EMAIL chinuchoffice@aol.com
www.chinuchoffice.org

PHONE 718-771-3930
FAX 718-771-2848



Merkos L'Inyonei Chinuch
770 Eastern Pkwy.
Brooklyn, NY 11213
Misrad HaChinuch
705 Montgomery Street
Brooklyn, NY 11213

Bulk Rate
U.S. Postage
PAID
2066
Merkos L'Inyonei
Chinuch

NOW AVAILABLE AT THE CHINUCH OFFICE:

DIRECTORY

OF ENGLISH SPEAKING
Chabad Educational Institutions

תשס"ה - 2005



PUBLISHED BY THE MERKOS CHINUCH OFFICE

