

## TASHBAR SEPHARDIC YESHIVA KETANA

Candle Lighting: 4:25

Shabbat Ends: 5:25/5:56

December 7th, 2019

פרשת ויצא

## MESSAGE FROM THE MENAHEL



Dear Parents,

Don't look down!

כל העולם כולו גשר צר מאד והעיקר לא לפחד כלל

"The whole entire world is a very narrow bridge and the main thing is to have no fear at all"

Recently, I was playing this famous song based on the words of R' Nachman M'Breslov in the car, and one of my children asked me about the meaning.

"It's really easy to walk a straight line on the ground," I explained. "But if you take that line and raise it up 200 feet in the air, most people would never dare to cross it". Fear, R' Nachman was trying to convey, is debilitating and can paralyze a person from getting to his other goals. The way to cross the narrow bridge is by removing the fear.

In our פרשה, Yaakov is about to begin a journey to חרן that will kick off a series of challenges, trials and tribulations for the next few decades of his life. As he lies down for the night on הר המוריה, Hashem appears to him and tells him "I will be with you and protect you wherever you go" a message that is repeated in different ways numerous times over these פרשיות. Fear is debilitating. Do not fear. I will be with you.

This is the message which we all must know and remember. When we look back, we can remember so many fears that never materialized. Hashem is watching over us. Hashem is in control.

The next time you are woken up by your child who had a scary or bad dream, this is the message to repeat over and over. There is nothing to fear. Hashem is in complete control and He loves us very very much. At our recent teacher in-service, one of the sessions that our teachers and staff heard was an amazing presentation by Dr. David Pelcovitz on anxiety. Dr. Pelcovitz explained that in our times, more kids are being diagnosed with anxiety than ever before because nowadays, kids are way more exposed to things going on in the world - violence, attacks, etc than children in previous generations were. There used to be a concept, he explained, that this discussion is "not for children". Not anymore. Modern technology exposes kids to so much information that they aren't ready to handle, which makes them feel that the world is a much scarier, more dangerous place, than it really is.

We at Tashbar are so lucky to be part of a school which is at the forefront of the battle against inappropriate exposure for children. It is incumbent upon us to do all that we can to protect our children, and to carefully support them through any fears or anxiety which they exhibit.

On the last page, we've included a list by Dr. Clark Goldstein of what to do and what not to do when dealing with child anxiety. Please read it carefully.

May Hashem always continue to watch over us and protect us, and hold our hands as we walk through life, arriving at our intended goal of fulfilling our תפקיד.

Shabbat Shalom,  
Rabbi Moshe Abady

Mazal Tov to Morah Batya Elyassi and family on the wedding of her daughter!  
Mazal Tov to Rabbi Segan-Kohanim and family on the wedding of his daughter!

## MESSAGE FROM OUR GENERAL STUDIES DIRECTOR



### What's Going On?

When I visited the classes on Thursday, I saw a teacher working with students on an English assessment, a small group of students working together on a math assignment on the carpet, a child raising a hand for permission to leave the room, a few children sitting at their seats working independently on their "I Finished My Work" packet and some students coloring. This was all happening simultaneously in the same classroom! I walked to the back of the room and sat down to observe.

For 15 minutes the teacher and students continued until the teacher announced that it was time to go onto another activity. How does this happen? How are 6 year-olds able to engage in different activities in the same classroom?

In the first few months of school, teachers put a lot of effort into establishing and practicing classroom routines. The procedures are taught as a lesson, practiced and reviewed just as one does when learning multiplication facts or grammar rules. Once the techniques are internalized, they can be applied to a variety of situations.

Mrs. Goldstein's first graders have learned how to follow directions when taking an assessment (they already know they need to fill in the bubble next to the correct answer). They practiced using soft voices when working in small groups so that the room is quiet enough for others to concentrate on their tasks. They know how to get permission to use the restroom without speaking and they've learned what happens when they finish their work and the next activity hasn't started yet. These students feel secure in their classroom because they have learned how their classroom "works".

What can parents do to add to this sense of security?

See to it that your child comes to school on time. It's so hard for a student to try to settle in once the activities have already started.

Make sure your child has supplies and replenish them regularly. If everyone is ready to color and your child doesn't have crayons, it hinders the activity. Check your child's backpack often and make sure it is well-stocked with the items they need.

When students come prepared and the class environment is predictable, they come to school and do what we all want. They learn and flourish.

-Rabbi David Miller

## MESSAGE FROM OUR PRESCHOOL DIRECTOR

This week we started learning about Chanukah!

We definitely feel that חנוכה is approaching! The excitement is in the air and felt by all! Here at Tashbar, our focal point of teaching about חנוכה is to instill in the children the importance of always learning and keeping the תורה, even in difficult times, as well as the love הוא הקדוש ברוך הוא always shows towards us as His הנבחר עם.

Along with Chanukah, we have incorporated a 3-week unit on safety. We began discussing fire safety, learning our phone numbers, what the number 911 is for, and general safety around our homes and neighborhoods (not touching outlets, not playing with or touching matches, staying away from fire from the stoves and a hot oven, holding hands when we cross the street, and more.) We discussed wearing a seatbelt properly and that children must use a car seat or booster seat every single time they ride in a car, even if they are going just a few blocks.

B'ezrat Hashem, our children will all be safe, healthy, and successful in their endeavors and continue growing in the light of Torah. During this month of Nissim, let's take this time to daven for the safety of all Klal Yisrael.

Shabbat Shalom!  
-Morah Chaya Motamedi

## 7<sup>th</sup> GRADE NEWS-KODESH

Wow! How the year is flying by, it's already almost Chanuka!

The 7th graders are really delving into the intricate מצות פרשת קדושים. We are learning fundamental מצות such as כיבוד אב ואם, לשון הרע, שבת, and judging people favorably, דן לכף זכות, just to name a few! We focused on stories and different scenarios to help us always look at the "other side of the story"!

In our ט"ו מלאכות class the girls are exercising their creativity with weekly projects in each מלאכה! Kol hakavod!

In יהדות the girls are looking forward to learning the exciting חנוכה story and how we could and should be continuously with ה' to הודות והלל for everything He does for us on a daily basis!!

The girls are super busy practicing for the Senior Play "Double Identity" (December 21, save the date)!

I'm very proud of all my girls and looking forward to learn and grow even more this year!

-Mrs. Panahi

## 7<sup>th</sup> GRADE NEWS-NAVI AND PARASHA

The 7th graders have been learning about the greatness of Dovid Hamelech in that he always did the right thing at the right time. He always asked, "What would Hashem want me to do now?" and that made him such an Eved Hashem. The girls are learning how to think deeply and analyze the words of the Navi with excitement and enthusiasm. The girls are also learning each week's Parasha from both inside the Chumash and through our weekly Divrei Torah. They are learning how to translate and navigate the text of the Chumash in order to understand the important concepts of the Torah. On a fun note, the girls are working very hard on practicing for their upcoming play this month. We are so excited to watch them shine!

-Miss Shmagin

## 7<sup>th</sup> GRADE NEWS-BEIUR TEFILLA

In Beiur Tefilla, we are learning Birchot krias shema. We are practicing the פירוש המילים of the beracha of yotzer ha'or. Sometimes we dress up as a judge, bombard our board, or play ball to really master its meaning!

-Morah Abady

## 7<sup>th</sup> GRADE NEWS-MATH

The students in 7th grade had a diagnostic test which was designed to help them with the knowledge of whole number arithmetic skills before starting the course.

The students started the year with introductions to mathematical expressions, properties of addition and subtraction, order of operations, and all operations with decimals.

Next they were introduced to number theory which includes factors and multiples, tests of divisibility, square numbers and square roots, and common factors, which leads to all operations with fractions and mixed numbers.

Recently we began a new chapter with an introduction to integers and graphs. The lessons define arithmetic operations for positive and negative numbers. This will teach the students to associate negative numbers with every day experience.

-Mrs. Kohan

## 7<sup>th</sup> GRADE NEWS-SCIENCE

It is amazing how much we learned so far! We are now experts in the nervous and respiratory systems. We learned that our nervous system consists of the central nervous system and peripheral nervous system. The central nervous system is our brain and spinal cord and our peripheral system is all other nerve cells all over our body. The nervous system is the one which makes who we are. Our emotions, five senses, coordinating our gross and fine movements as well as our thinking process, and involuntary body actions like heart beating and digestion are all vitally controlled and processed by the nervous system.

The respiratory system helps us breathe. Surprisingly, there are a lot of physics involved in our simple-looking breathing process. We learned that the diaphragm makes the rib cage expand by moving down and creating more room in the rib cage. This way, air pressure decreases in the lungs and air rushes to the lungs forming higher pressure (outside of the body) to the lower pressure environment (inside the lungs). This is inhalation or breathing in, but when we exhale or breath out, the diaphragm goes back to its original position, the rib cage space becomes smaller, air pressure increases inside the lungs and air moves out or exhalation happens.

We made lung models out of soda bottles which helped the students to understand how inhalation and exhalation are related to air pressure. It was quite the adventure!

-Mrs. Kohanchi

## 7<sup>th</sup> GRADE NEWS-ENGLISH

7G students completed a "Potpourri of Poetry" unit, where they read, analyzed and created original poems based on the knowledge they gained about this unique literary genre. Students observed an actual avocado, while sketching its many facets. The objective was to retrieve the most specific of descriptive words to apply to their "Awesome Avocado" themed poems. Students also learned about the origins of the Haiku poem, and wrote their own Haikus, in keeping with the traditional theme of nature.

7G students just completed a unit on the Drama genre in literature, and are now moving to the nonfiction genre, where they will be exploring a biographical selection dedicated to the incredible and inspiring Helen Keller. Essays are essential!!!! 7G is learning about the various essay types and will be writing essays based on each. They will be engaging in writing that will focus on the importance of each stage; from process to product. In that spirit, each stage will be emphasized, whether highlighted within the borders of a bulletin board, or the borders of the writing section of their English spiral notebook!!

-Ms. Haviva Kierzenblat

## 7<sup>th</sup> GRADE NEWS-HISTORY

7th grade is well into Medieval Times and the Renaissance! We have also learned about European explorations and the effects of the Great Biological Exchange. Now, we are diving into trade between European countries and the Far East. The students continue to ask great questions and expand their understanding of World History. Making great progress!

-Ms. Olivares

## UPCOMING EVENTS

### December 11<sup>th</sup>-Parent-Teacher Conferences

2:00 Dismissal for All Grades

## STUDENT SPOTLIGHT

**Pre1**-Hodaya Alfi

**1<sup>st</sup>**-Sara Ahava Delshad

**2<sup>nd</sup>**-Michal Asaf

**3<sup>rd</sup>**-Avigail Farzam

**4<sup>th</sup>**-Adina Heravi

**5<sup>th</sup>**-Naomi Okonina

**6<sup>th</sup>**-Yael Panahi

**7<sup>th</sup>**-Yael Maryamian

**8<sup>th</sup>**-Shira Yael Cohen

## LUNCH MENU

**Monday**-Baked ziti/salad

**Tuesday**-Roast Chicken, Red rice with green beans, Salad

**Wednesday**-Chicken burgers, roasted potatoes, soup, salad

**Thursday**-Red stew, white rice, salad

**Friday**-Pizza, salad

## PARASHA TREAT!

This week's parasha treat was the building blocks of Bnei Yisrael!  
Ask your child to tell you more...

## HELP YOUR SCHOOL!

Tashbar Sephardic Yeshiva Ketana is enrolled in the Box Tops for Education program! You can start collecting and submitting Box Tops at any time.

The school's ID number is 9683158. Box Tops are easier to submit than ever before! Parents can download the Box Tops app on their phones and scan eligible shopping receipts and the school will receive the profits!

Tashbar is now enrolled in Ralphs Community Contribution program! Register today to earn money for our school every time you shop. To participate simply visit <https://www.ralphs.com>. Once logged into your Ralphs account you can search for TASHBAR SEPHARDIC YESHIVA KETANA either by name or BC619 and then click Enroll. New users will need to create an account which requires some basic information, a valid email address and a rewards card.



## PTA UPDATES

Wow! What an incredible night we had! The success of our first PTA event, the cheese and wine evening last week, was beyond overwhelming. There was such a strong turnout and show of support from our amazing parent body. The evening began with a beautifully detailed and creative reception spread of cheeses and wines. The exotic fruits and the variety of aged cheeses were paired with displays of crackers that were spectacular to the eye and palette. A very talented lady specializing in glass etching created personalized wine glasses for couples to take home as a memento. But wait, there's more! The evening continued with a buffet dinner of all-you-can-eat paninis, personal pastas, fish, salad and soup. People were blown away and perplexed by our one-of-a-kind mentalist who put on an entertaining show and left us all stunned and confused. Seeing old friends and meeting new ones was a highlight of the evening. There was a true sense of community and unity among the parent body.

A HUGE thank you to Chana & Tallie Nourollah for creating this beautiful event from the first detail to the last! Everything was so carefully crafted from the cheese platters to the wine display to the centerpieces and general décor and more. The creativity in the room was inspiring!

Thank you to everyone who helped with shopping, set up and clean up!

Tashbar PTA

Sara David & Aviva Asaf

PTAshbar



## 2<sup>nd</sup> GRADE-HATCHALAT CHUMASH!





## ELEMENTARY GIRLS-SPECIAL PROGRAM BREAKOUT!



### CHALLA BAKING!



### COMING SOON...

בס"ד

TASHBAR SYK JUNIOR HIGH  
PROUDLY PRESENTS

*"Double Identity"*

MOTZEI SHABBAT  
DECEMBER 21, 2019 / כ"ד כסלו תש"פ  
8PM

TASHBAR LUNCHROOM  
1210 S. LA CIENEGA BLVD.  
FOR WOMEN & GIRLS ONLY

TICKETS: \$7 IN ADVANCE \$10 AT THE DOOR  
FOR MORE INFORMATION OR TO BUY TICKETS PLEASE CALL OR TEXT 310-409-9166

**\*ALL PROCEEDS GO TOWARD THE SENIOR TRIP\***

PIZZA & REFRESHMENTS WILL BE SOLD

## What to Do (and Not Do) When Children Are Anxious

### How to respect feelings without empowering fears

Clark Goldstein, PhD

When children are chronically anxious, even the most well-meaning parents can fall into a negative cycle and, not wanting a child to suffer, actually exacerbate the youngster's anxiety. It happens when parents, anticipating a child's fears, try to protect her from them. Here are pointers for helping children escape the cycle of anxiety.

#### **1. The goal isn't to eliminate anxiety, but to help a child manage it.**

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a byproduct of that, the anxiety will decrease or fall away over time.

#### **2. Don't avoid things just because they make a child anxious.**

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. If a child in an uncomfortable situation gets upset, starts to cry—not to be manipulative, but just because that's how she feels—and her parents whisk her out of there, or remove the thing she's afraid of, she's learned that coping mechanism, and that cycle has the potential to repeat itself.

#### **3. Express positive—but realistic—expectations.**

You can't promise a child that his fears are unrealistic—that he won't fail a test, that he'll have fun ice skating, or that another child won't laugh at him during show & tell. But you can express confidence that he's going to be okay, he will be able to manage it, and that, as he faces his fears, the anxiety level will drop over time. This gives him confidence that your expectations are realistic, and that you're not going to ask him to do something he can't handle.

#### **4. Respect her feelings, but don't empower them.**

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because she's due for a shot, you don't want to belittle her fears, but you also don't want to amplify them. You want to listen and be empathetic, help her understand what she's anxious about, and encourage her to feel that she can face her fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

#### **5. Don't ask leading questions.**

Encourage your child to talk about his feelings, but try not to ask leading questions— "Are you anxious about the big test? Are you worried about the science fair?" To avoid feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the science fair?"

#### **6. Don't reinforce the child's fears.**

What you don't want to do is be saying, with your tone of voice or body language: "Maybe this *is* something that you should be afraid of." Let's say a child has had a negative experience with a dog. Next time she's around a dog, you might be anxious about how she will respond, and you might unintentionally send a message that she *should*, indeed, be worried.

#### **7. Encourage the child to tolerate her anxiety.**

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what he wants or needs to do. It's really encouraging him to engage in life and to let the anxiety take its natural curve. We call it the "habituation curve"—it will drop over time as he continues to have contact with the stressor. It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.

#### **8. Try to keep the anticipatory period short.**

When we're afraid of something, the hardest time is really *before* we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to a doctor's appointment, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

#### **9. Think things through with the child.**

Sometimes it helps to talk through what would happen if a child's fear came true—how would she handle it? A child who's anxious about separating from her parents might worry about what would happen if they didn't come to pick her up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do? "Well I would tell the coach my mom's not here." And what do you think the coach would do? "Well he would call my mom. Or he would wait with me." A child who's afraid that a stranger might be sent to pick her up can have a code word from her parents that anyone they sent would know. For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

#### **10. Try to model healthy ways of handling anxiety.**

There are multiple ways you can help kids handle anxiety by letting them see how you cope with anxiety yourself. Kids are perceptive, and they're going to take it in if you keep complaining on the phone to a friend that you can't handle the stress or the anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.