

Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

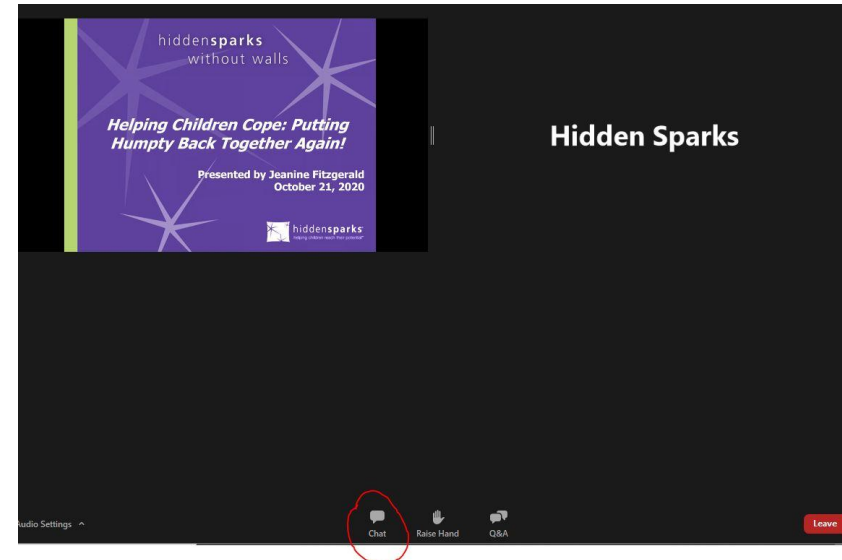
Chat: Asking Questions & Sharing Thoughts

You are encouraged to ask questions and share your thoughts on the chat.

Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

Audio:

If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.



ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for **diverse learners**.

Hidden Sparks provides an award winning **professional development** program in understanding learning and behavior, conducting classroom **observations**, **coaching teachers** and developing **peer coaches**. By helping teachers meet the needs of struggling students, **ultimately all students benefit**.

- **125 Jewish day schools** across the country with **hundreds of teachers** participate in PD programs annually.
- Impacting over **7,000 students** every year.
- Over **350 school peer coaches** have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!



hiddensparks
without walls

***Touchpoints in Jewish Life: How Jewish
Milestones Match Up With Child Development***

**Presented by Dr. Aviva Goldstein
May 8, 2022**



hiddensparks®
helping children reach their potential™

Overview of the Session



Dr. Aviva Goldstein is a lecturer, educator and family counselor based in Jerusalem. She occupies the space where the worlds of positive psychology, parenting and Judaism come together. Having worked with diverse populations – from day school administrators to gap year students, from non-profit organizations to teachers in Israel's periphery – her projects range from curriculum and app development to individual and large-scale interventions. The common thread throughout her work is the desire to bring research findings and insights about children to the people who raise them.

We have THE book



Rabbi Dr. Abraham Twerski z"l



Why does it matter?

**Learning what Judaism says about
child/adolescent/human development
can effectively inform our educational
decisions,
individually and institutionally**



Questions to consider:

1. Do your educational goals align with your students' development? Do your expectations of your children align with their development?
2. What is an area of child development you could utilize more in your classroom or home?
3. Is there an educational or behavioral challenge you can now explain using development?
4. What is one goal you'd like to set for yourself using development as a driving force?

So what DOES Judaism say?

...and how do we know?

- Primary Sources
- Secondary Sources
- Historical and Contemporary Responsa



When do we start teaching?

The “age of education” is the age at which the child understands the general principles of the commandments, for example, the obligation to eat and sleep in the Sukkah. Most children reach this age by 5 or 6.

גיל חינוך הוא הגיל שבו הקטן מבין את כללי המצווה, כלומר, את החובה לאכול ולישון בסוכה. רוב הקטנים מגיעים לכך בגיל חמש עד שש

פניני הלכה, סוכות ג'י"ב:ב'

How do we set expectations?

Most children reach the “age of education” around the age of 6. Before that, when they understand a bit about how to recite blessings, it’s recommended to begin to teach them how to recite blessings, even though they are not yet obligated to do so.

רוב הילדים מגיעים לגיל חינוך
בסביבות גיל שש. ולפני כן,
כשהם מבינים קצת כיצד לברך,
טוב להתחיל ללמדם לברך, אבל
עדיין אין עליהם חובה לברך

פניני הלכה, ברכות ד"ה י"ד'

Mishna Avot 5: 21

He used to say:

At five years of age the study of
Scripture;

At ten the study of Mishnah;

At thirteen subject to the
commandments;

At fifteen the study of Talmud;

At eighteen the bridal canopy;

At twenty for pursuit [of livelihood];

At thirty the peak of strength;

At forty wisdom; At fifty able to give
counsel; At sixty old age; At seventy
fullness of years; At eighty the age of
“strength”; At ninety a bent body; At
one hundred, as good as dead and
gone completely out of the world.

הוא הִיהָ אוֹמֵר, בֶּן חֲמִשׁ שָׁנִים לְמִקְרָא
בֶּן עֶשֶׂר לְמִשְׁנָה
בֶּן שָׁלֹשׁ עֶשְׂרֵה לְמִצְוֹת
בֶּן חֲמִשׁ עֶשְׂרֵה לְתַלְמוּד
בֶּן שְׁמֹנֶה עֶשְׂרֵה לְחַפָּה
בֶּן עֶשְׂרִים לְרֹדֶף
בֶּן שְׁלֹשִׁים לְכַחַ
בֶּן אַרְבָּעִים לְבִינָה

ח, בֶּן יַמָּה כָּאֵלוֹ מֵת וְעֹבֵר וְבָטֵל מִן הָעוֹלָם
משנה אבות ה: 21



Toddlers (1-2)

(according to the CDC)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving “bye-bye” are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

During the second year, toddlers are moving around more, and are aware of themselves and their surroundings. Their desire to explore new objects and people also is increasing. During this stage, toddlers will show greater independence; begin to show defiant behavior; recognize themselves in pictures or a mirror; and imitate the behavior of others, especially adults and older children. Toddlers also should be able to recognize the names of familiar people and objects, form simple phrases and sentences, and follow simple instructions and directions.

Educational Ideas: Haggadot with the child's faces, physical activities set to Hebrew music, hand motions for Tfillot

Toddlers (2-3)

(according to the CDC)

Developmental Milestones

Skills such as taking turns, playing make believe, and kicking a ball, are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like jumping, running, or balancing).

Because of children's growing desire to be independent, this stage is often called the "terrible twos." However, this can be an exciting time for parents and toddlers. Toddlers will experience huge thinking, learning, social, and emotional changes that will help them to explore their new world, and make sense of it. During this stage, toddlers should be able to follow two- or three-step directions, sort objects by shape and color, imitate the actions of adults and playmates, and express a wide range of emotions.

Educational Ideas: Holiday-specific dress-up, tzitzit rituals, Shma at bedtime, Emotions Book of Queen Esther

Developing right in front of us



PreSchoolers (3-5)

(according to the CDC)



Developmental Milestones

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

Educational Ideas: Identify colors in Hebrew and English, changing classroom/home scenery, gendered roles, story recall with cue cards



Middle Childhood (6-8)

(according to the CDC)

Emotional/Social Changes

Children in this age group might:

- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

Thinking and Learning

Children in this age group might:

- Show rapid development of mental skills.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.

Educational Ideas: Insert self into historical narratives, social justice research and projects, choice at home



How would you respond to this girl?



Middle Childhood (9-11)

(according to the CDC)

Emotional/Social Changes

Children in this age group might:

- Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.

Thinking and Learning

Children in this age group might:

- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.



Educational Ideas: Minimizing focus on food at celebrations, approach historical narratives from social perspectives, reduce academic after-school expectations, Shabbat reading, encourage friendships

Young Teens (12-14)

(according to the CDC)

Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong



Educational Ideas: Tehillim/Tfillah as normalizing emotional range, honest and clear Jewish sexual education, use peer influence for positive outcomes, household responsibilities

Teenagers (15-17)

(according to the CDC)



Emotional/Social Changes

Children in this age group might:

- Have more interest in romantic relationships and sexuality.
- Go through less conflict with parents.
- Show more independence from parents.
- Have a deeper capacity for caring and sharing and for developing more intimate relationships.
- Spend less time with parents and more time with friends.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Learn more defined work habits.
- Show more concern about future school and work plans.
- Be better able to give reasons for their own choices, including about what is right or wrong.

Educational Ideas: socially-minded projects like community tzedakah initiatives, honest and clear Jewish sexual education, use structure of Jewish life to model time and goal management, encourage discussion around disagreements

Screenshot and Print

Name: _____

Date: _____

APPLYING DEVELOPMENTAL MILESTONES TO JEWISH EDUCATION

Dr. Aviva Goldstein

Developmental Milestones, by age, according to the CDC:

1-2: Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

During the second year, toddlers are moving around more, and are aware of themselves and their surroundings. Their desire to explore new objects and people also is increasing. During this stage, toddlers will show greater independence; begin to show defiant behavior; recognize themselves in pictures or a mirror; and imitate the behavior of others, especially adults and older children. Toddlers also should be able to recognize the names of familiar people and objects, form simple phrases and sentences, and follow simple instructions and directions.

2-3: Developmental Milestones

Skills such as taking turns, playing make believe, and kicking a ball, are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like jumping, running, or balancing).

Because of children's growing desire to be independent, this stage is often called the "terrible twos." However, this can be an exciting time for parents and toddlers. Toddlers will experience huge thinking, learning, social, and emotional changes that will help them to explore their new world, and make sense of it. During this stage, toddlers should be able to follow two- or three-step directions, sort objects by shape and color, imitate the actions of adults and playmates, and express a wide range of emotions.

3-5: Developmental Milestones

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

DrAvivaGoldstein@gmail.com

avivagoldstein.com

3-5 cont:

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

6-8: Emotional/Social Changes

Children in this age group might:

- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

Thinking and Learning

Children in this age group might:

- Show rapid development of mental skills.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.

9-11: Emotional/Social Changes

Children in this age group might:

- Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.

Thinking and Learning

Children in this age group might:

- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.

DrAvivaGoldstein@gmail.com

avivagoldstein.com

ential

Screenshot and Print

12-14: Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong

15-17: Emotional/Social Changes

Children in this age group might:

- Have more interest in romantic relationships and sexuality.
- Go through less conflict with parents.
- Show more independence from parents.
- Have a deeper capacity for caring and sharing and for developing more intimate relationships.
- Spend less time with parents and more time with friends.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Learn more defined work habits.
- Show more concern about future school and work plans.
- Be better able to give reasons for their own choices, including about what is right or wrong.



Your turn

Name: _____

Date: _____

APPLYING DEVELOPMENTAL MILESTONES TO JEWISH EDUCATION

Dr. Aviva Goldstein

INSTRUCTIONS:

Designate two age groups relevant to your work or your life. Choose from the Educational Ideas Bank below which ideas are relevant to teach to your selected age groups. Explain how or why they are developmentally appropriate.

Age group:

Age group:

Educational Ideas Bank:

- | | |
|---|---|
| <ul style="list-style-type: none">• Drawing map of Israel• Constructing Jerusalem in blocks/lego• Research projects on diff types of Jews- Ashkenazi/Sphardi, Persian, Ethiopian, Russian etc• Concrete Hebrew (basic nouns) colors, body parts, foods | <ul style="list-style-type: none">• Foundations of faith and belief• Birkat HaMazon (say vs. understand)• Shacharit/morning prayers (say vs. understand)• Chumash- story vs text• Gemara- requires directional understanding plus 3-4 languages |
|---|---|

Age groups:

1-2, 2-3, 3-5, 6-8, 9-11, 12-14, 15-17

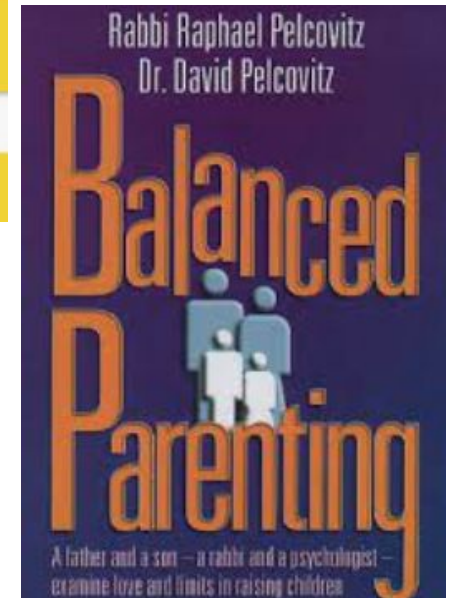
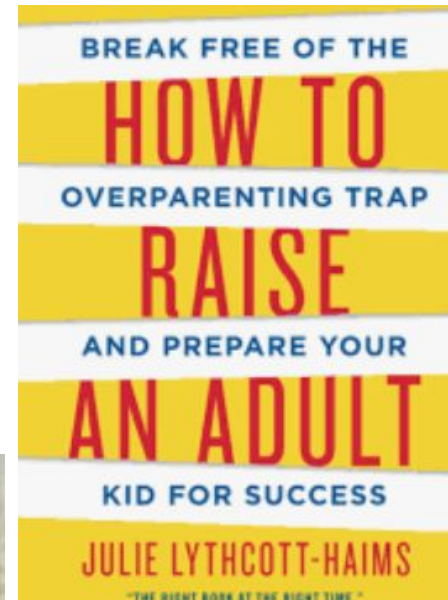
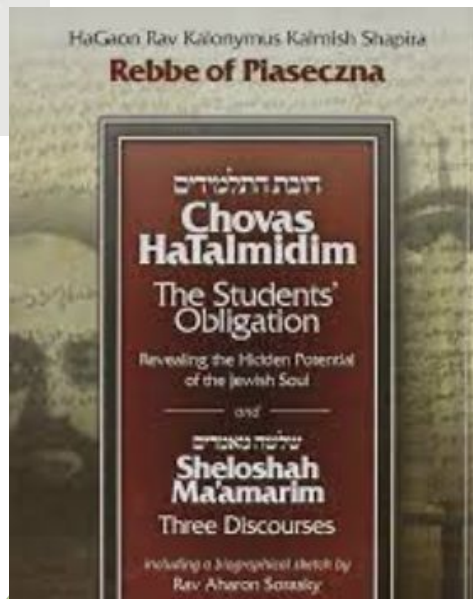
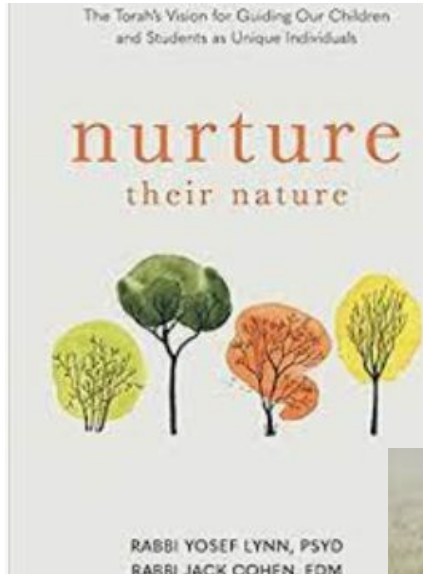


Questions to consider:

1. Do your educational goals align with your students' development? Do your expectations of your children align with their development?
2. What is an area of child development you could utilize more in your classroom or home?
3. Is there an educational or behavioral challenge you can now explain/understand through development?
4. What is one goal you'd like to set for yourself using development as a driving force?



For further reading:



היום קצר והמלאכה מרבה

The day is short, and the task is great

Mishna Avot 2:15



Contacting Hidden Sparks

Contact Presenter:



@dravivagoldstein



Dr. Aviva Goldstein



DrAvivaGoldstein@gmail.com



avivagoldstein.com

Contact Hidden Sparks:

www.hidden-sparks.org

news@hidden-sparks.org (212) 767-7707

www.facebook.com/HiddenSparks



Hidden Sparks Without Walls Sessions

Please be sure to visit the Hidden Sparks HSWOW Archive where you can download our library of presentations.

Browse by category, presenter, topic or track.

**If you are interested in bringing
Hidden Sparks
to your school or city, please contact us:
[212-767-7707](tel:212-767-7707) or sara@hiddensparks.org**



Hidden Sparks would like to thank our Donors, Supporters and Partners

GEORGE ROHR FOUNDATION

REACH
Resources for Educational Achievement, Collaboration and Health

 Center for Initiatives in
Jewish Education



 FJC A Foundation of
Philanthropic Funds


The Covenant Foundation

 SHEMESH
Lighting the way for Jewish education

LEO OPPENHEIMER
& FLORA OPPENHEIMER HAAS
FOUNDATION


האגודה
לקידום החינוך
ירושלים

Howard and Geraldine
Polinger Family Foundation



 Jewish Federation
OF SOUTH PALM BEACH COUNTY

Stark Family Foundation

Morris Family Foundation

Koschitzky Family Fund

