



Friday, August 20, 2021 Vol. 18 #2

“Shabbat Shalom”

12 Elul 5781

**Hasten Hebrew Academy  
of Indianapolis**

Friday, August 20, 2021

Candle Lighting between 7:12pm - 8:13 pm

Saturday, August 21, 2021

Shabbat ends after 9:32 pm



**A Message from the Principal  
Mrs. Miriam Gettinger**

I have always been intrigued by quiet introverted students who present themselves as such as early as toddlerhood. Perhaps I identify readily this demographic which is estimated to be at 40% of students because I personally prefer quiet alone thinking time to making small talk at social gatherings. Every summer I enjoy listening to keynote sessions of the International Society for Technology Educators conference and have gleaned some fascinating instructional quips and messages from the rich diversity of presentation topics and speakers. This summer was no exception. Firstly, I beamed with pride watching our young 4<sup>th</sup>/5<sup>th</sup> graders present on ‘Using Coding to Create Interactive Projects in Virtual and Mixed Realities’ (albeit virtually once again) and secondly because I was privileged to hear author Susan Cain speak on her book Quiet The Power of Introverts in a World that Can’t Stop Talking, addressing the role of introverted students in the classroom and more significantly their untapped creativity and leadership potential. Cain riveted my attention describing her career move from Type A corporate lawyer pushed to adapt to an extrovert ideal into becoming a writer impassioned with shoring up the confidence of introverts in the classroom and beyond in her self-dubbed ‘quiet revolution.’ Amongst the bold aphorisms of her “Quiet Manifesto” she writes that solitude is a catalyst for innovation, that quiet leadership is not an oxymoron, that there is a word for people who are in their heads too much namely ‘thinkers’ and that the next generation of quiet kids can and must be raised to know their own strengths.

In a December 2020 article in the Journal of Learning Sciences, Czech researchers explored the phenomena of quiet students in the classroom from the instructor and peer perspectives as well as in understanding how these students truly learn and master content and critical skills. Not surprisingly, they found that while some of the reticent students were low achievers embarrassed to contribute and who likewise teachers danced around calling upon, others were truly high ability in nature yet uneasy about speaking or volunteering in front of others. Importantly, they documented that while teachers often called upon these introverted high ability students asking challenging questions and drawing out longer and more elaborate answers, that in fact, most of their actual learning took place outside of the classroom in independent study and reading which compensated for their lack of participation in class exploratory discussions. Interestingly, when these students spoke, their peers listened as their silence wielded power; they were even more popular amongst their peers for not being “teacher’s pet” or appearing overeager and arrogant. Through participation in difficult tasks, this type of introvert builds and consolidates their identity as exceptionally capable in the eyes of the whole class with their classmates admiring their thoughtful and creative responses and understated leadership.



**CALENDAR OF EVENTS**



Homework Club for grades 4-8 will meet Monday-Thursday next week.

Grades 1-3 will meet on Monday & Wednesday



The next scrip order will be placed on August 31. Orders will be here on September 3. Please call Toni at 251-1261 ext. 158 to place an order.



**Labor Day  
September 6th  
NO SCHOOL**



**Rosh Hashana  
September 7 & 8  
NO SCHOOL**



**Erev Yom Kippur  
September 15  
1:00 pm Dismissal  
No After School Care**

**Yom Kippur  
September 16  
NO SCHOOL**

In this month of Elul preparatory to the Jewish High Holidays, we customarily sound the shofar to awaken spiritual repentance and reflection. The Shofar simultaneously arouses an alarming startled snap to reality along with poignant messaging of Jewish History and sacrifice with the ram’s horns, reminiscent of the *Akeida*/Binding of Isaac, serving as the thunderous backdrop to the Sinai experience and heralding of the glorious Messianic future. Its blast depicts the coronation of royalty as we proclaim G-d as our father and our king *!Aveinu Malkeinu* on Rosh Hashana as well as the trumpeting of freedom and social restoration in the *Yovel*/ Jubilee year such as we celebrate for our beloved school this year. But in that awesome cacophony, we must hear and reflect upon the still small voice of silence which encapsulates our spiritual identity...” *kol dimmama daka*.



## Parshat Ki Teitzei By Rabbi Berel Wein

The Torah speaks of making war upon one's enemy. Who is this enemy? The simple explanation is that it is a physical or national enemy that wishes to harm the Jewish people or the commonwealth of Israel. To defend oneself from such an enemy, there are circumstances that dictate a type of preventive war that avoids later defeat or catastrophe. This is certainly the simple and literal interpretation of the verse and subject of the Torah reading this week. However, there is a rabbinic tradition, running through the works of many of the commentators over the centuries, that there is another layer of meaning to this verse. The enemy described is not so much a physical or national enemy as it is a spiritual or societal foe. In the immortal words of the famed comic strip character Pogo "we have met the enemy and they are us." We are all aware that many times in life we are our own worst enemy. We engage in harmful practices and commit acts that we know to be harmful and self-destructive. Yet, we are driven by our desires, by beautiful woman that appears before us, and we often allow ourselves to be ourselves to be trapped into a situation that can only lead to harm and disappoint. Therefore, the Torah as its wont to do, vividly describes the struggle that we have with ourselves for self-improvement and personal accomplishment. It describes this struggle in terms of its being a war, a battle against the ferocious and aggressive enemy who must be combatted.

This idea, that our struggle in life is to be viewed as an inner battle in the war of life, is meant to impress upon us to develop within ourselves a wholesome personality. At once and at the same time, we are bidden to deal with eternity and heavenly ideals, and simultaneously, we are occupied with the mundane fact of everyday living. Caught in this contradiction of circumstances, we are oftentimes prone to succumb to our daily problems and issues and completely ignore the larger spiritual picture that is present. It is at such moments of self-absorption that temptation translates itself into reality, and we create situations that will ultimately prove to be enormously harmful to our well-being. Great generals are oftentimes engaged in a tactical retreat, to achieve a strategic victory. War is always a long-term situation, filled with temporary reversals and plans that remain unfulfilled and must be abandoned. But the overarching reality is that basic strategy requires tenacity, courage, flexibility, and a stubborn refusal to succumb to the societal, political, and worldly pressures that beset all of us. It is interesting that despite all our pleas and prayers for peace, war is a constant in human history. It may take on different forms, cold, economic, or military, but it is ever present within our world. By reminding us of this fact, the Torah prepares us for victory the struggles of life.

Shabbat shalom

Rabbi Berel Wein

# Classroom News

## 7th and 8th Grade Humanities

By Sarah Snider



7th and 8th grade Humanities started off the year with an activity using hexagonal thinking, which is a new form of concept mapping. Later this year, we will use this technique to understand character and thematic development and to make critical connections to the literature that we read or to deepen our thinking about historical figures and events. Hexagonal thinking is a classroom strategy where students are given hexagonal tiles with ideas, questions or facts which they arrange so that related tiles are next to each other, essentially building a web of connections. Each hexagon allows for 6 opportunities for students to make connections. The critical next step is for students to explain and defend their thinking.



To introduce the concept, we began with student's favorite subject- themselves! Students were given categories, such as a meaningful quote, interests and career aspirations and favorite places. Each student was then given creative freedom to use words, art and color to depict each category. This was also preparation for another learning technique that we will use this year- the one pager. One pagers are a more formal version of doodle notes, where students are given a topic and a few guidelines and then allowed to use words and art to depict their topic. For example, I have given students one of the amendments from the Bill of Rights. They then needed to make sure to explain the amendment and any related Supreme Court cases. This form of visual note taking has been shown to increase retention of material as students are engaging both hemispheres of their brains.

After each student presented their hexagon, we then got down to the work of making connections between ourselves. This is a part of building a classroom community as students learn more about each other and how we are all connected to each other.

To close the activity, we had a discussion tying in the overall themes of each curriculum. In 7th grade, we begin talking about perspective and will then tie this concept into our units throughout the year. The hexagons gave students a chance to see the world through their classmates' perspective and to make a small change or adjustment to find connections. In 8th grade, we discuss the idea of utopia and the relationship between the individual and society or government. We were able to create an interconnected web out of our individual hexagons, or a visual representation of E Pluribus Unum (Out of many, one).



# Classroom News

## 5th Grade General Studies

By Amanda Mazelin



Hello! The beginning of this school year has been such a success in the fifth grade. The students are getting acclimated to their new environment and are picking up new procedures quickly. They are embarking on their final year of elementary school and preparing for the transition to middle school, where autonomy is valued and encouraged. Part of the maturation process during fifth grade includes accepting responsibility for your actions and the ensuing consequences. It is during this last year of their elementary careers that fifth grade students begin assuming complete responsibility for their behavior this year. Our classroom mantra is "You are free to make your own choices but you are not free from the consequences."

We kick off this mentality with a discussion about responsibility. We discuss the different ways it comes up in our lives. There's being responsible, taking responsibility, acting responsibly, and having responsibilities. These are all related to doing the things we are supposed to do, and accepting the positive or negative outcomes of our actions. We start by defining "responsibility" as something you are expected to do. Then we move on to defining what a consequence is: the result or outcome of our actions. Next we discuss why being responsible is so important. The answer is that along our journey of making our own choices, we discover that when we act responsibly, we receive a positive consequence for a job well done. If we are irresponsible, we feel the pain of a negative consequence for a job done poorly or not at all. Ultimately, we determine that being responsible leads to more trust and freedom because people know they can count on you to do the things you are expected to do.

But who is responsible for you? The answer is... ultimately, YOU! This week the fifth graders were introduced to their daily reminder that they are the ones responsible for themselves in a variety of ways. Each day when they reach the top of the stairs leading to our classroom, they are greeted with a mirror to remind them that THEY are the person responsible for their thoughts, words, and behaviors. (Among countless other things!) During this first week of school, I can already tell that this class will impress us all!



Shabbat Shalom,  
Amanda Mazelin

## HHAI Volleyball



In our first game of the IISL (Indianapolis Independent School League) season, HHA Stars hosted St. Richard's Dragons. The 3/4/5/6 team defeated our guests in two sets in front of the large enthusiastic crowd, while the 7/8 game went down to the wire! In the 3rd and final set, the Stars came up just short: 13-15.



# Giving Tree

## Early Learning



**Ganon**  
By Nicole Mahern

The beginning of the school year in Ganon is both incredibly exciting and terribly exhausting. The children and teachers are thrilled to start a new year, meet new friends, and reconnect with old friends. As a teacher, the start of a new school year is filled with aspiration, enthusiasm, and optimism. Additionally, it is very, very tiring. Last Friday evening, as I lounged on the couch without an ounce of energy and no desire to do anything, but go to bed, my husband asked me a question. He asked, "What exactly happens during the first week of school that makes you so tired?" After twenty plus years of marriage and experiencing my beginning of the year 'teacher tired', he finally had to know the root of the exhaustion.

It is difficult to truly explain the beginning of the school year in a Prekindergarten classroom. The first thing to understand is that there are a lot of emotions being experienced all at the same time. Many of the children are so happy to be at school and filled with delight to play with all the new materials. I overheard Jack B. and Liam, both who have had siblings in the Ganon classroom, have a discussion about how they have been waiting "years" to play in the Ganon block center. Many of the Ganon children are so eager to be in school that their voices are filled with cheer and their bodies are constantly on the go to explore all aspects of the classroom. Other children in the class are experiencing emotions of uncertainty and anxiousness about a new school experience. Ms. Maria and I are working hard to get to know each child and offer the specific support each child needs. It usually takes a few weeks to balance and work through all of the different emotions of the children and then suddenly the classroom begins to experience a feeling of calm and peacefulness.

As I mentioned, the children are delighted by all of the new materials and toys in the Ganon classroom. They have the desire to play and use every single toy/material in the classroom, which is completely allowed. In our classroom, children are free to choose what and how they play with the materials. They are invited to play with as many materials as they want, although there is the expectation that they are responsible for cleaning up what they use. Some of the children were a little surprised by this expectation on the first day of school. The teachers are available to help and guide, but it is the children's responsibility to clean. The first couple weeks of school cleaning is a focus, which reiterates the classroom expectation and helps teach the children the organization skills necessary. It is Ms. Maria's first year working in Ganon and she was amazed by how much the children's cleaning improved in only a few days. Cari, Ganon student, commented at the end of clean up time on the third day of school, "Wow! We are good cleaners! That was fast!" The Ganon cleaning does not stop at the toys and materials; the children are also responsible for cleaning their spot at the table. After meals and activities, the children put away their own materials and clean their spot at the table with soap and water. They also sweep up any crumbs on the ground. I am often heard saying, "We all work together



to keep our classroom clean."

Additionally, a lot of time at the beginning of the school year is spent on simply helping the children where their specific different spaces and materials are located. Each child has a specific spot at the table, a spot on the carpet, and a spot for quiet time. It takes time and practice for the children to remember all of their different spaces. The teacher's job is to provide reminders for the children. After a week or so, the children no longer need reminders and are able to flow between their different spaces naturally. Learning the schedule/routines of the classroom is another focus of the first few weeks of school. Probably the most commonly asked question at the beginning of the school year is "Are we going to go outside today?" This question is asked hundreds of times during the first week of school. The answer is always yes! We go outside daily (usually twice a day), unless the weather (heavy rain or extreme cold) does not allow it. Throughout the first few weeks of school the children begin to learn the daily schedule and how to access the daily picture schedule that displays the order of the events of the day.



My job as the teacher is to help the children to learn the expectations and routines of the Ganon classroom. It is imperative that I make this the focus at the beginning of the year to guarantee a smooth year for the class. By putting in the hard work on establishing the routines during the first few weeks, will allow us more time to do all the fun things that Ganon has to offer. It is also important to begin to build relationships with each of the children, to get to know their likes/dislikes, as well as their individual needs. Ms. Maria and I are trying to spend time and have conversations with each of the children. As we get to know each child, it allows us to plan activities that follow the child's interests and are developmentally appropriate for them. Through building relationships with each child, it will allow each child to feel safe and supported in our classroom.

The beginning of the year as a teacher is exhausting but vitally important for the overall success of the year ahead. Therefore, I will lay on my couch depleted of energy and dream of all of the exciting days ahead in Ganon. Days filled with learning about letters and numbers, working in the garden, exploring interesting topics, and working on projects. We have many great Ganon adventures ahead of us!

The Ganon children shared their favorite things about Ganon. Alec – "I like playing and being funny."

Daniel – "I like gym class."

Cari – "My favorite thing about Ganon is playing in the fairy garden."

Ellie – "I like the fairy garden and the kitchen."

Jack B. – "I like playing with cupcake toys, playing with Ollie, and the dice games."

Jack V. – My favorite part about school is making a big castle with the magnetiles."

Leeya – "I like going in the sand."

Liam – "I like the magnetiles."

Natalya – "I like playing with Ziggy."

Ollie – "I like playing with Jack Boris."

Shlomo – "My favorite thing is seeing my daddy."

Ziggy – My favorite part is drawing pictures."

