

Reading the Room / Situation

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will look for clues in a place before they act — how loud it is, what people are doing, and what is happening — and change their own behaviour to match the situation.

The exact words we use

- “Stop at the door and look before you go in.”
- “What is everyone else doing right now?”
- “Is this a quiet place or a talking place?”
- “What clue are you using?”
- “You read the room — nice work.”

What it looks like when it is working

- Student pauses and looks around before entering or speaking
- Student changes voice volume to match the place
- Student can name at least one clue when asked
- Student notices when the situation changes mid-activity

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “You read the room — nice work.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

Questions? Speak to your son's teacher.



Social Categories

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will sort the people in their life into categories and match how they greet, how close they stand, and what they share to the right category.

The exact words we use

- “Which ring is he in for you?”
- “Is that something we tell a Ring 4 person?”
- “You can be friendly without being close.”
- “That one is tricky — what makes it tricky?”
- “Good — you checked before you shared.”

What it looks like when it is working

- Student greets a staff member differently than a close friend
- Student keeps appropriate distance from people in the outer rings
- Student stops before sharing private information with someone outside the family ring
- Student can name which ring a new person belongs in

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “Good — you checked before you shared.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Social Initiations

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will start a conversation or join a group using three steps — watch, wait, walk over and say something — at a moment that works for the other person.

The exact words we use

- “Watch first. What is he doing right now?”
- “Is this a good moment, or should you wait?”
- “Walk closer so he can hear you.”
- “What could you say about what he is doing?”
- “You waited for the right moment — that is exactly it.”

What it looks like when it is working

- Student observes before approaching instead of walking straight in
- Student waits for a natural break rather than interrupting
- Student moves close enough and faces the person
- Student uses an opener that fits what is happening
- Student tries again appropriately if the first attempt does not work

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “You waited for the right moment — that is exactly it.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Gestures

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will recognise common gestures, understand what each one means, and use gestures on purpose to send a message without words.

The exact words we use

- “What are my hands telling you?”
- “Show me instead of telling me.”
- “That gesture means something different — try again.”
- “You used your hands and I understood you perfectly.”
- “Watch his hands, not just his words.”

What it looks like when it is working

- Student names common gestures correctly
- Student uses a gesture on purpose to send a message
- Student notices a gesture directed at him and responds
- Student avoids gestures that are rude or too big for the setting

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “Watch his hands, not just his words.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Body Language

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will read what a person's body is saying and position their own body so it shows that they are listening and interested.

The exact words we use

- “Point your shoulders at him.”
- “Check your four — which one is missing?”
- “Take one step back. That is closer than an arm's length.”
- “Look at his body — what is it telling you?”
- “Your body is showing him you are listening. Well done.”

What it looks like when it is working

- Student turns to face the speaker without being told
- Student keeps a comfortable distance
- Student keeps his body reasonably still during a conversation
- Student notices when the other person's body signals the conversation is over

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “Your body is showing him you are listening. Well done.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Facial Expressions

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will name the feeling behind a facial expression, identify the clues that gave it away, and match their own face to what they mean.

The exact words we use

- “Look at his eyebrows. What are they doing?”
- “How do you know he is upset?”
- “Your face is saying something different from your words.”
- “Check his face before you keep talking.”
- “You read that face correctly — nice.”

What it looks like when it is working

- Student names the common expressions correctly
- Student can point to the clue, not just the feeling
- Student looks at faces during conversation rather than past them
- Student's own face matches what he is saying
- Student notices a not interested face and adjusts

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “You read that face correctly — nice.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Giving Others a Turn

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will notice when someone else wants a turn, stop and hand the turn over, and keep their own turns to a fair length.

The exact words we use

- “Somebody else wants a turn — who is it?”
- “You have said your piece. Pass it on.”
- “Ask him what he thinks.”
- “Look around — who has not spoken yet?”
- “That was a good pass. You noticed he was waiting.”

What it looks like when it is working

- Student stops talking after a reasonable turn without being told
- Student notices a want-a-turn signal from someone else
- Student invites a quiet person into the conversation
- Student waits for a turn instead of talking over someone
- Student stays in the conversation while listening rather than switching off

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “That was a good pass. You noticed he was waiting.”
- One practice a day is better than a long talk once a week.
- If he gets it wrong, do not correct him in front of others. Wait, then practise it again quietly.

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Tone of Voice

What we are working on in yeshiva, and how you can help at home.

What we are teaching

- Students will hear the feeling in a person's tone of voice, understand that the same words can mean different things, and control their own volume, speed, and tone to fit the situation.

The exact words we use

- “What number voice does this room need?”
- “Your words were fine, but your tone was sharp. Try it again.”
- “Listen to how he said it, not just what he said.”
- “Slow down a little so he can follow you.”
- “That was a friendly tone. That is what makes people want to answer you.”

What it looks like when it is working

- Student adjusts volume to the setting without a reminder
- Student identifies a sharp or annoyed tone in someone else
- Student recognises when his own tone did not match what he meant
- Student can repair a message by changing the tone rather than the words
- Student slows down when the listener is not following

At home

- Use the same words we use. The repetition is what makes it stick.
- Praise the moment you see it, and say what he did: “That was a friendly tone. That is what makes people want to answer you.”
- One practice a day is better than a long talk once a week.
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