

# Success Strategies for High Motivation and Achievement

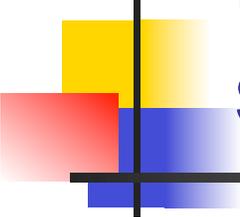


Dr. Bobb Darnell

[www.achievementstrategies.org](http://www.achievementstrategies.org)

It is possible that both of you may feel like this.

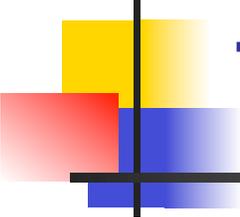




# Research consistently shows that parent involvement improves student's . . .

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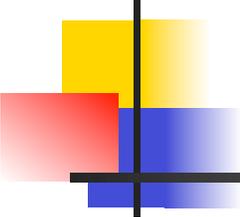
- Achievement
- Attitudes
- Homework
- Report card grades
- Social development
- Goal attainment
- Behavior
- Graduation rates
- Attendance



## Tonight you will . . .

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1. Be familiar with **changes** to our learners that make learning and parenting challenging.
2. Know the characteristics of the successful home learning environment and student home learning behaviors.
3. Be familiar with one successful learning strategies.



# PARENT NOTICE

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- Your children are **SMART** enough to succeed in school.

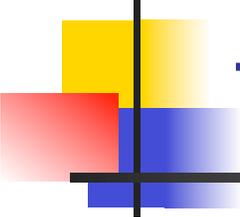
Kids have changed and this is a real challenge for teachers, parents and even kids.

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1970'S

TO

2014

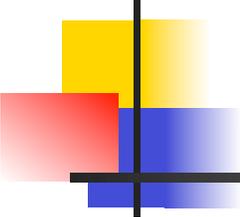


These don't work as good as  
they use to.

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**FEAR**  
**Guilt**

It is not the 60's and 70's  
anymore.



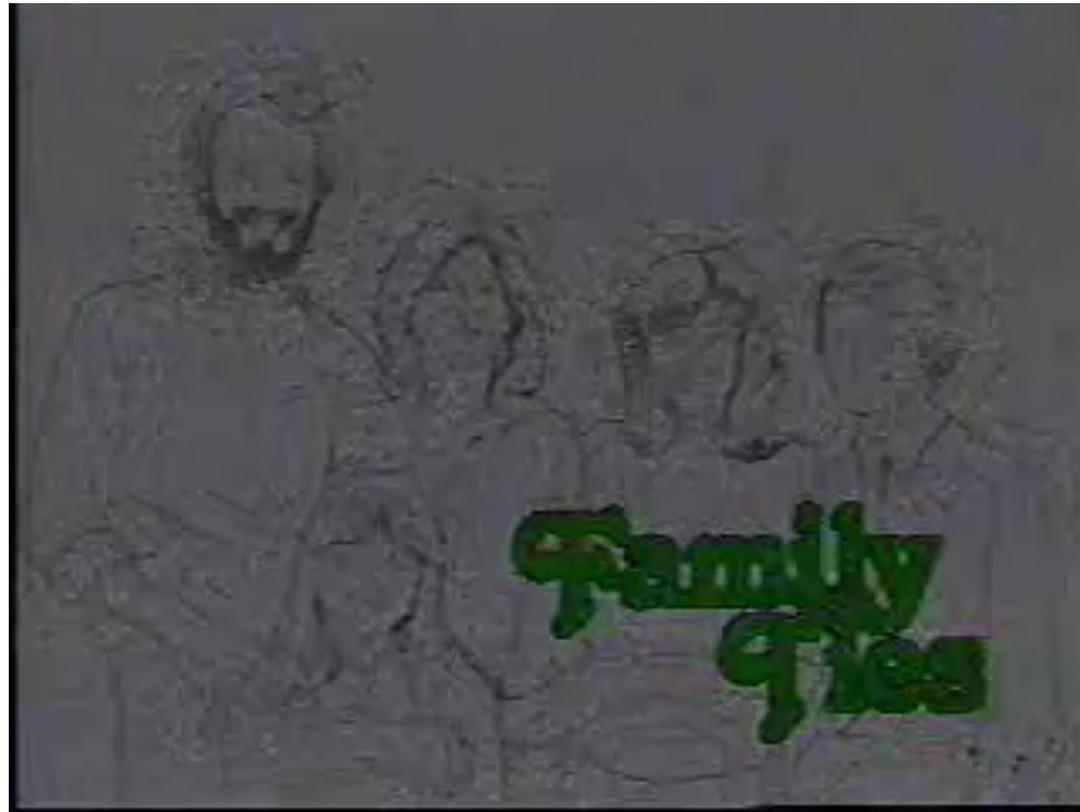
Families are not like this anymore.  
Happy Days in the 70's

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Families are not like this anymore.  
Family Ties in the Early 80's

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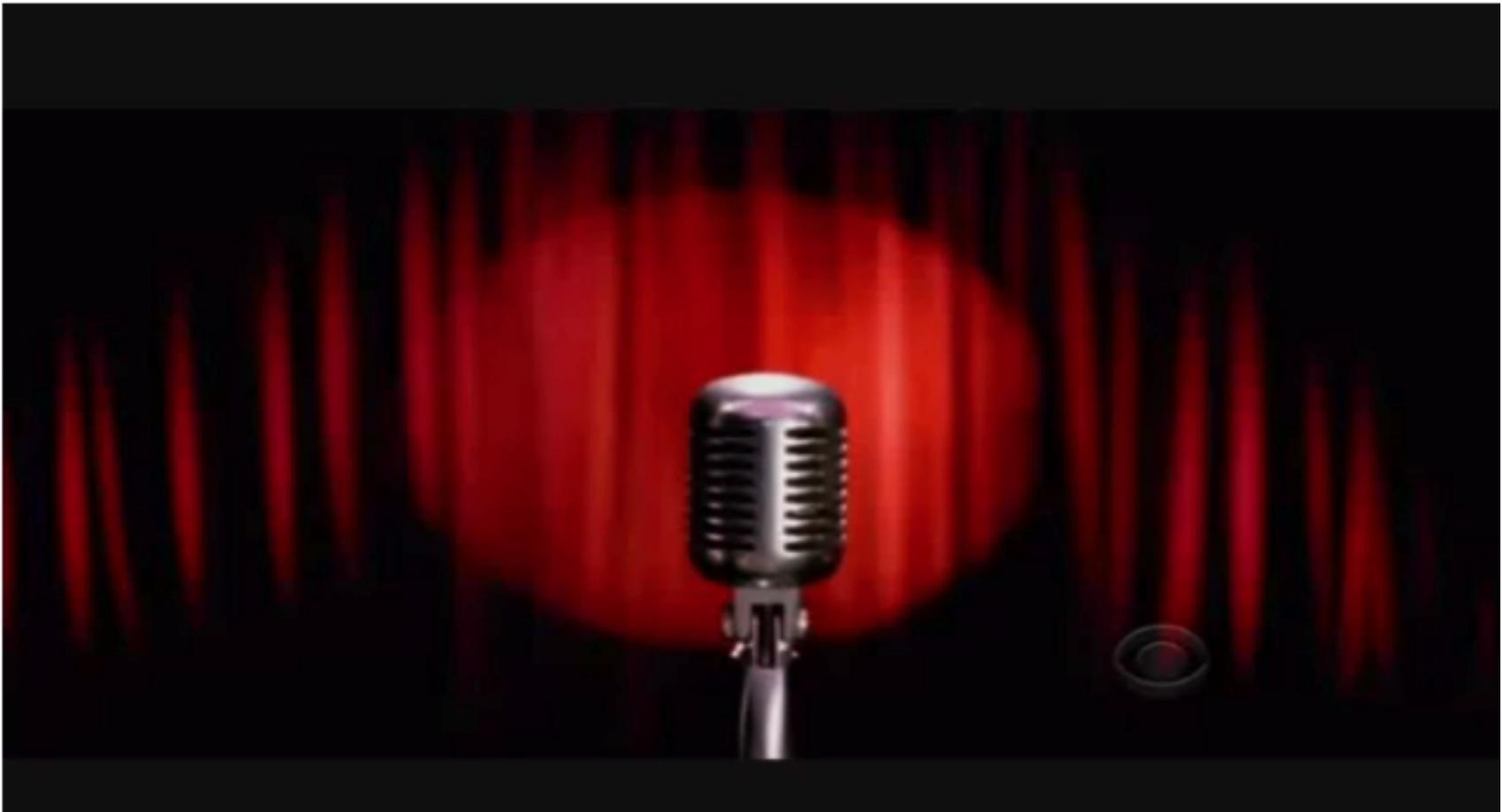
Families are not like this anymore.  
Growing Pains in the Late 80's



Families are not like this anymore.  
Roseanne in the 90's.



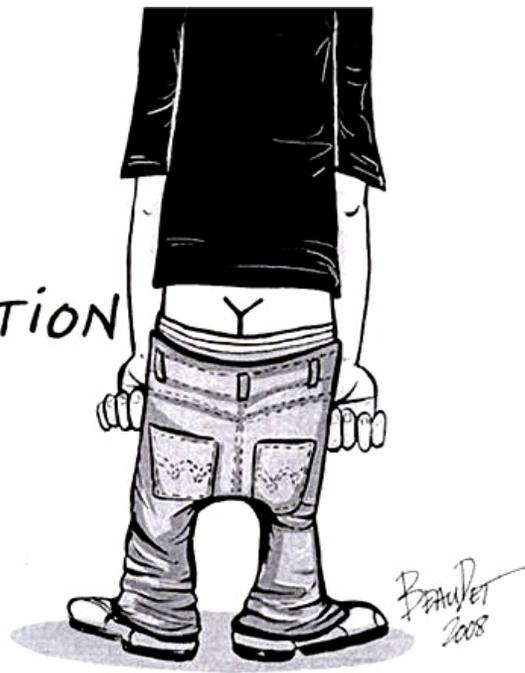
Families are pretty diverse now.  
Two and a Half Men



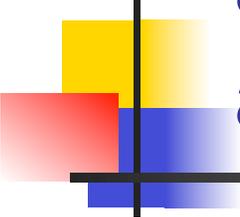
**THE STUDENTS  
HAVE**

**Changed**

GENERATION



|                                                                          |                                                                                                                                                                                    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Short attention spans and hate to be bored.</p>                    | <p><del>Boredom</del> <span style="border: 1px solid black; padding: 2px;">8-12 minutes</span></p>                                                                                 |
| <p>2. Visually preferred</p>                                             | <p>DVD High Definition </p>                                                                     |
| <p>3. Want immediate gratification</p>                                   | <p>“I want it now!”<br/>“Is it done yet?”</p>                                                                                                                                      |
| <p>4. Choose to be interactive and hands-on</p>                          | <p> </p>   |
| <p>5. Love challenge and are curious</p>                                 |                                                                                                                                                                                    |
| <p>6. Want to succeed (win) using strategies, practice, and do-overs</p> | <p> </p> |



Kids will play a video game an average of 100 hours to “get good” at it.

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- They don't . . .
  - get grades
  - get extra credit
  - win money
  - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
  1. Objectives/goals
  2. Strategies and skills
  3. Vocabulary
  4. How well they are doing
  5. What to do better next time

Which song represents your feelings about your your child's achievement so far this year?

Help



Getting Better



I Feel Good



# Is your child ready for responsible, successful learning?

|                                               |                                                                                         |
|-----------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>1.</b> Organized Home Learning Environment | <b>2.</b> Planning and Time Management                                                  |
| <b>3.</b> Working to Learn Successfully       | <b>4.</b> Keeping Track of Progress, Self-assessing, and Establishing Improvement Goals |

## Home Learning Environment

**The following characteristics describe my child's home learning environment:**

- a consistent place is used for studying/reading
- learning materials needed to complete assignments (books, assignments) are available
- supplies (notebooks, paper, pens, pencils) are available
- good ventilation
- good lighting
- comfortable temperature (not too hot or cold)
- desk/table and chairs
- couches and beds are not used for studying/reading if the child tends to fall asleep while completing assignments
- distracting noises are not present
- distracting people are not present
- TV is not on in the room used for studying/reading
- music is not on in the room used for studying/reading
- computer/video games are not on in the room used for studying/reading

## Planning and Time Management

**My child has the following planning and time management behaviors:**

- \_\_\_ records due dates for assignments, for upcoming tests and quizzes, and projects
- \_\_\_ schedules homework time for assignments
- \_\_\_ schedules time to study for tests/quizzes a little bit each day rather than cramming a lot of content in at one time
- \_\_\_ schedules recreation/fun time
- \_\_\_ schedules exercise time
- \_\_\_ schedules time for extra-curricular activities
- \_\_\_ plans for and gets enough sleep
- \_\_\_ schedules time for home responsibilities/chores
- \_\_\_ arrives at school on time
- \_\_\_ wakes up without excessive prompting
- \_\_\_ arrives on time for commitments to friends
- \_\_\_ arrives on time for commitments to family
- \_\_\_ arrives on time for work (if applicable)
- \_\_\_ completes assignments on time
- \_\_\_ completes homework on time

## **Working to Learn Successfully**

### **My child has the following learning behaviors:**

- \_\_\_ works on big assignments/projects a little each day
- \_\_\_ reviews class notes
- \_\_\_ reads for pleasure
- \_\_\_ reads for assignments
- \_\_\_ completes assigned worksheets and study guides
- \_\_\_ reviews worksheets and study guides
- \_\_\_ studies for upcoming tests/quizzes a little bit each day before the test/quiz

### **Manages Learning Materials**

### **My child manages learning materials in the following ways:**

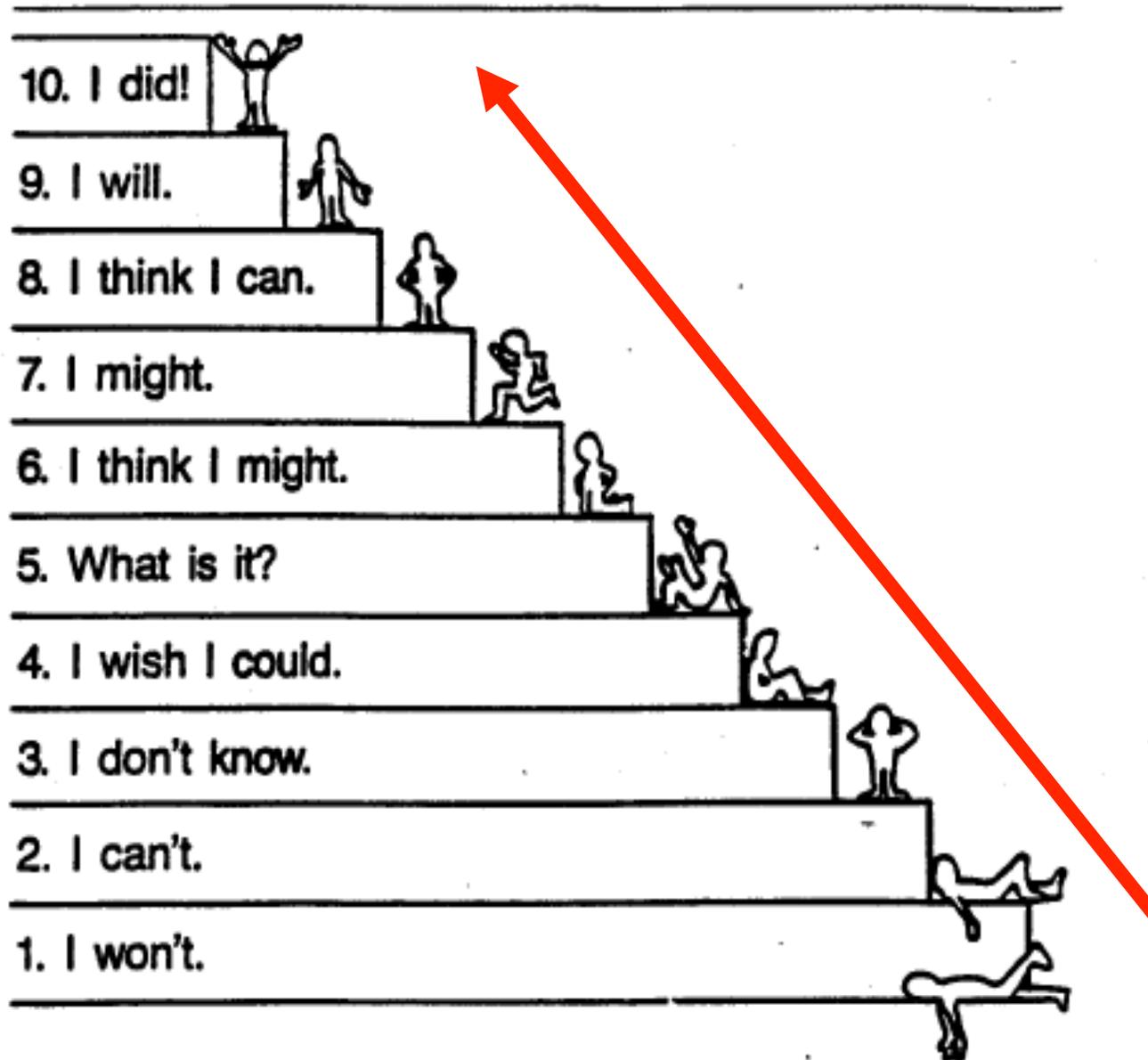
- \_\_\_ saves and organizes handouts and worksheets
- \_\_\_ saves and organizes tests and quizzes
- \_\_\_ saves and organizes projects
- \_\_\_ brings home the materials needed to complete assignments and homework
- \_\_\_ takes usable notes and organizes them in notebooks with related handouts

## **Keeping Track of Progress, Self-assesses, and Establishes Improvement Goals**

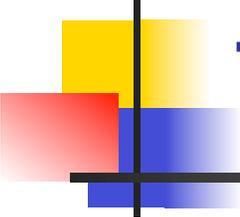
### **My child has the following behaviors:**

- \_\_\_ records test, quiz, and assignment grades
- \_\_\_ reviews graded assessments and assignments to identify errors and identifies improvements needed
- \_\_\_ identifies successful strategies used when assessment and assignment grades were high
- \_\_\_ shares progress about successful learning with parents
- \_\_\_ notifies parents when assistance is needed
- \_\_\_ notifies teachers and other school personnel when assistance is needed
- \_\_\_ identifies unsuccessful strategies used when assessment and assignment grades were low
- \_\_\_ establishes school achievable, believable, and measurable improvement goals
- \_\_\_ makes adjustments in the use of time to achieve improvement goals
- \_\_\_ makes adjustments in the use of new strategies to achieve improvement goals
- \_\_\_ creates a plan to improve performance or solve a problem
- \_\_\_ monitors and celebrates progress while trying to change strategies and use of time

# POWER THINKING



Marzano,  
Tactics in  
Thinking, 1989



# Three Great Strategies

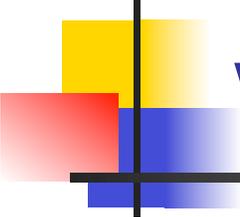
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1. **Memory Storage and Retrieval**
2. Grouping/Chunking Information
3. Self-assessment and Adjustment

# 1

## Memory Storage and Retrieval





# Vocabulary: 50 or more new words a week

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## **ab·so·lut·ism n**

a political system in which the power of a ruler is unchecked and absolute

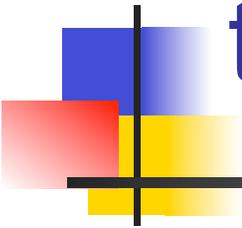
## **a·cau·les·cent**

with no stem or with a stem that is very short

## **ad·ju·di·ca·tion**

a judicial decision, sentence, or decree

Here's one powerful strategy  
to take home.



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# Deep Processing

See if you can remember  
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

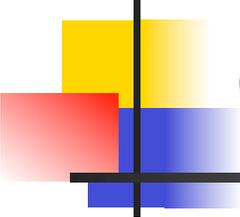
eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen



# Can you remember?

---

**one**

**six**

**two**

**seven**

**three**

**eight**

**four**

**nine**

**five**

**ten**

See if you can remember  
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen

# You will remember when . . .

- Visual images



- Auditory images



- Movement images



- Tactile images



- Smell and taste images



- Emotional images



# The Three-Column Format

**Word**

**Definition**

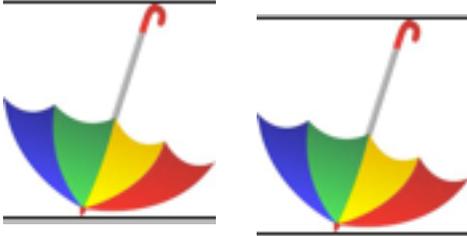
**Memory Cue**

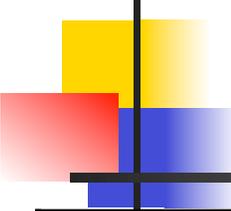
crease

The end point  
before the goal



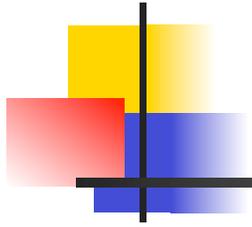
# Practice

| Word      | Explanation               | Memory Cue                                                                           |
|-----------|---------------------------|--------------------------------------------------------------------------------------|
| nefarious | utterly immoral or wicked |                                                                                      |
| umbrella  | umbrella                  |  |



# Distributed Practice

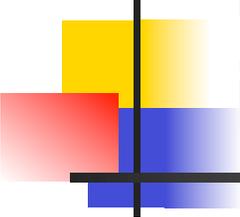
|                                                         |                                                         |                                                         |                                                         |                                                                                          |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------|
| Practice<br>8-10<br>minutes<br>and<br>test<br>yourself. | Practice<br>8-10<br>minutes<br>and<br>test<br>yourself. | Practice<br>8-10<br>minutes<br>and<br>test<br>yourself. | Practice<br>8-10<br>minutes<br>and<br>test<br>yourself. | Practice<br>10-15<br>minutes<br>and<br>test<br>yourself.<br>Work on<br>trouble<br>words. |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------|



# Practice

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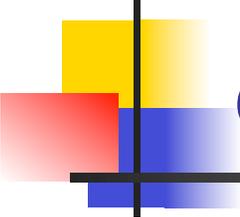
| Word      | Explanation               | Memory Cue |
|-----------|---------------------------|------------|
| nefarious | utterly immoral or wicked |            |



Here's how to get your child to remember vocabulary and other ideas.

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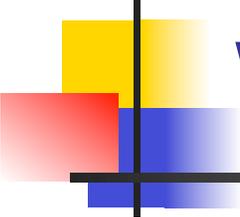
1. Your child should focus on approximately 5-7 words each day.
2. He/she should use the three column format and study the words for approximately 8-10 minutes.
3. Test your child for 4-6 minutes.
4. Ask your child to talk about their progress.



## Continue the process of using effective memory strategies.

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5. Each night, review the previous words/ ideas and learn 5-7 new words.
6. Continue to test your child for 4-6 minutes each night starting days before the test.

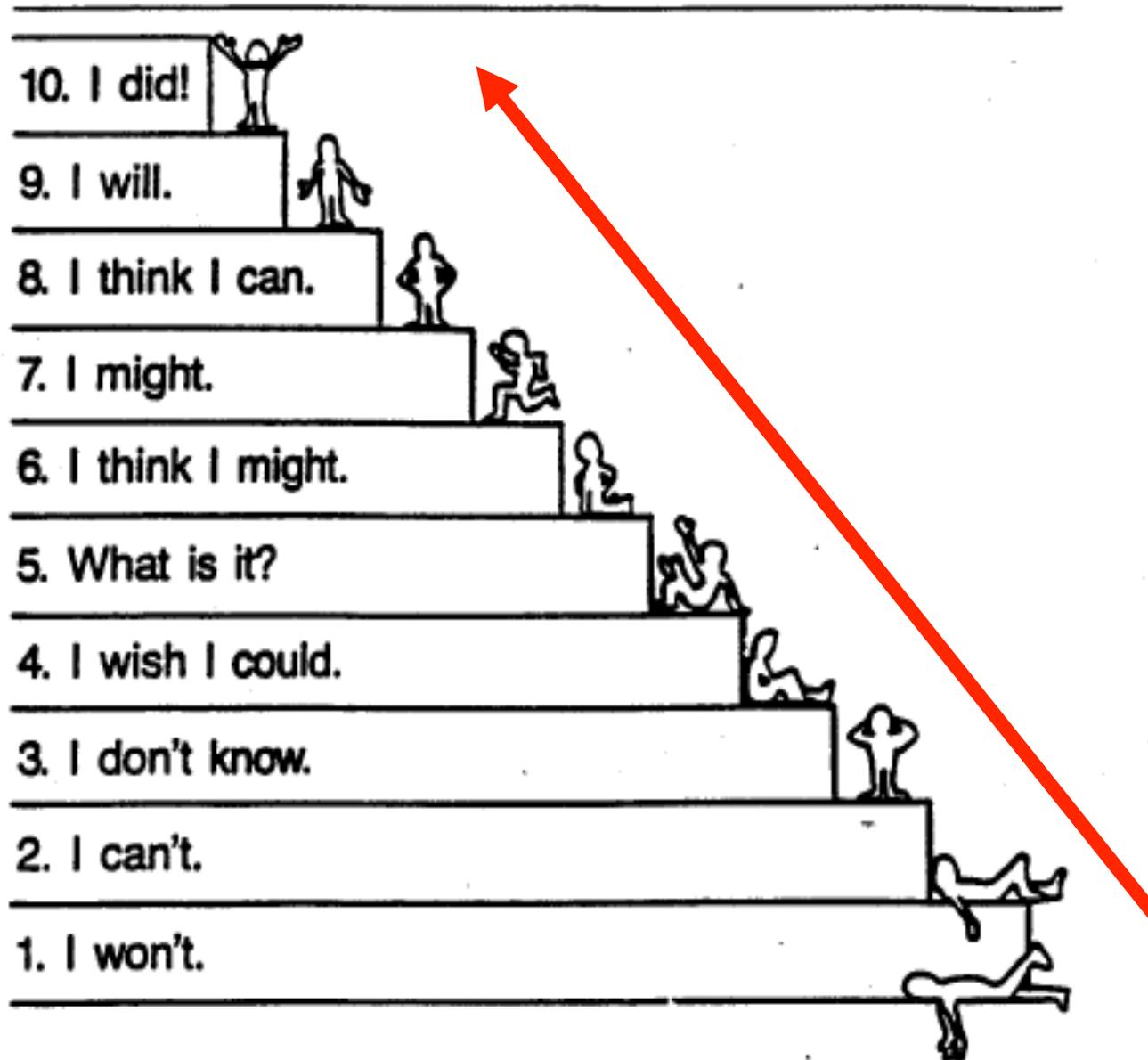


# What will happen?

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- You can prove to students that strategy and effort are better indicators for success than intelligence. Everybody can be “smart” if they use smart strategies.
- You will accelerate concept mastery and vocabulary development.
- You will provide a feeling of self-efficacy (I can do it attitude).

# POWER THINKING



Marzano,  
Tactics in  
Thinking, 1989

# The Brain and Successful Learning

| Neurotransmitter     | Purpose and Result                                                       |
|----------------------|--------------------------------------------------------------------------|
| <b>Noradrenalin</b>  | Arousal<br>Energy<br>Drive<br>Excitement                                 |
| <b>Serotonin</b>     | Calming neurotransmitter<br>important to the<br>maintenance of good mood |
| <b>Acetylcholine</b> | Focus<br>Memory<br>Feelings of pleasure                                  |
| <b>Dopamine</b>      | Pleasure<br>Reward<br>Good Feelings towards<br>others                    |

# 2

## Grouping and Patterning



Remember as many words as you  
can.

You have 20 seconds.

**black**

**brown**

**cinnamon**

**gloves**

**canary**

**parrot**

**sweater**

**shirt**

**dove**

**green**

**garlic**

**pepper**



# How did you do?

**black**

**brown**

**cinnamon**

**gloves**

**canary**

**parrot**

**sweater**

**shirt**

**dove**

**green**

**garlic**

**pepper**

Remember as many words as you can.  
You have 20 seconds.

**vanilla**

**chocolate**

**strawberry**

**horse**

**camel**

**elephant**

**yellow**

**red**

**green**

**desk**

**table**

**chair**



# Three important Questions

1. Did it seem like the time I gave you to study was longer for the second list?
2. Did you have more confidence in your performance on the second list?
3. Did you think the second list was easier when you first saw it?

How did you do now?

**vanilla**

**chocolate**

**strawberry**

**horse**

**camel**

**elephant**

**yellow**

**red**

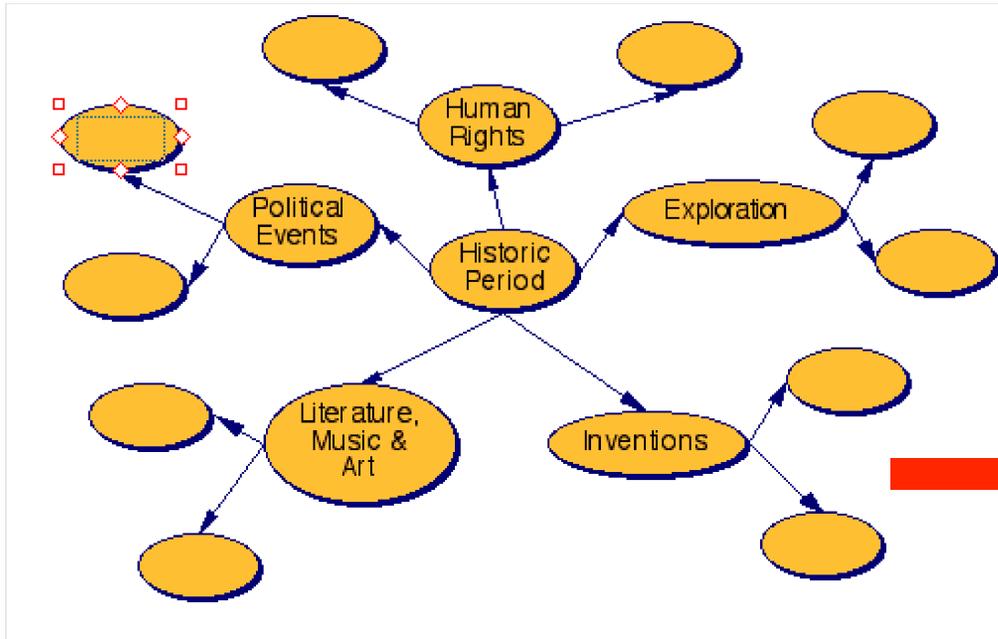
**green**

**desk**

**table**

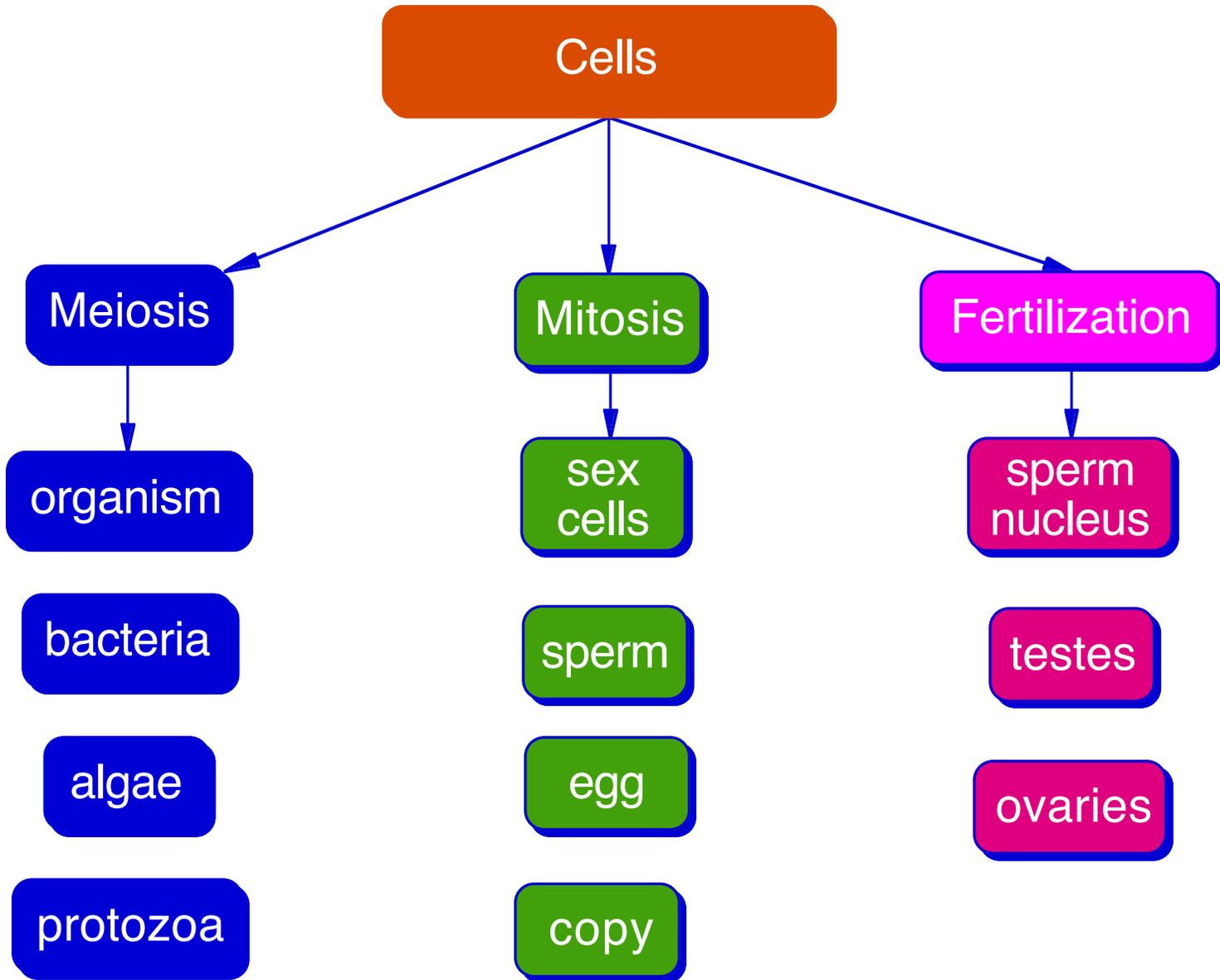
**chair**

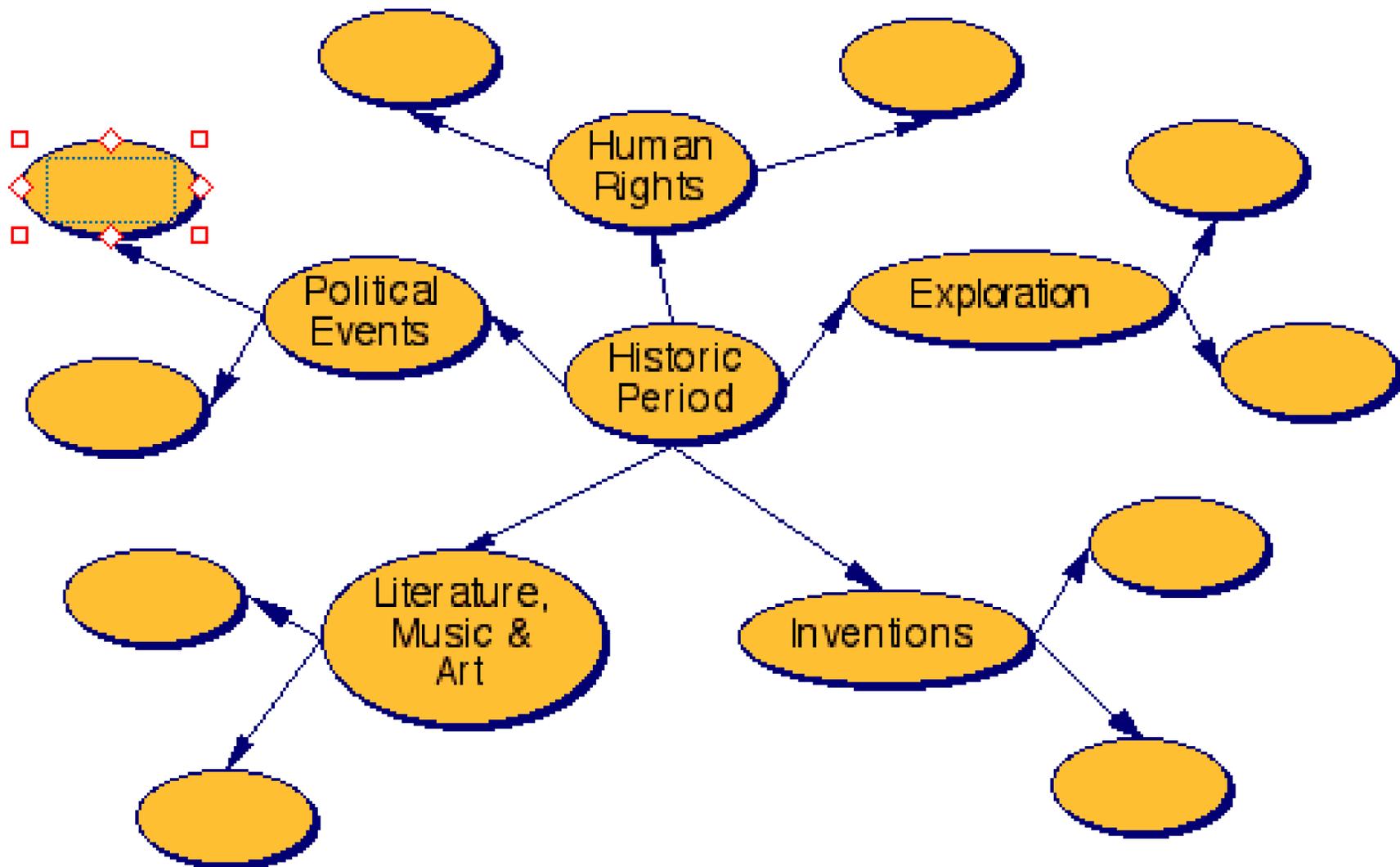
A graphic organizer is a tool used to construct meaning and provide evidence of learning.

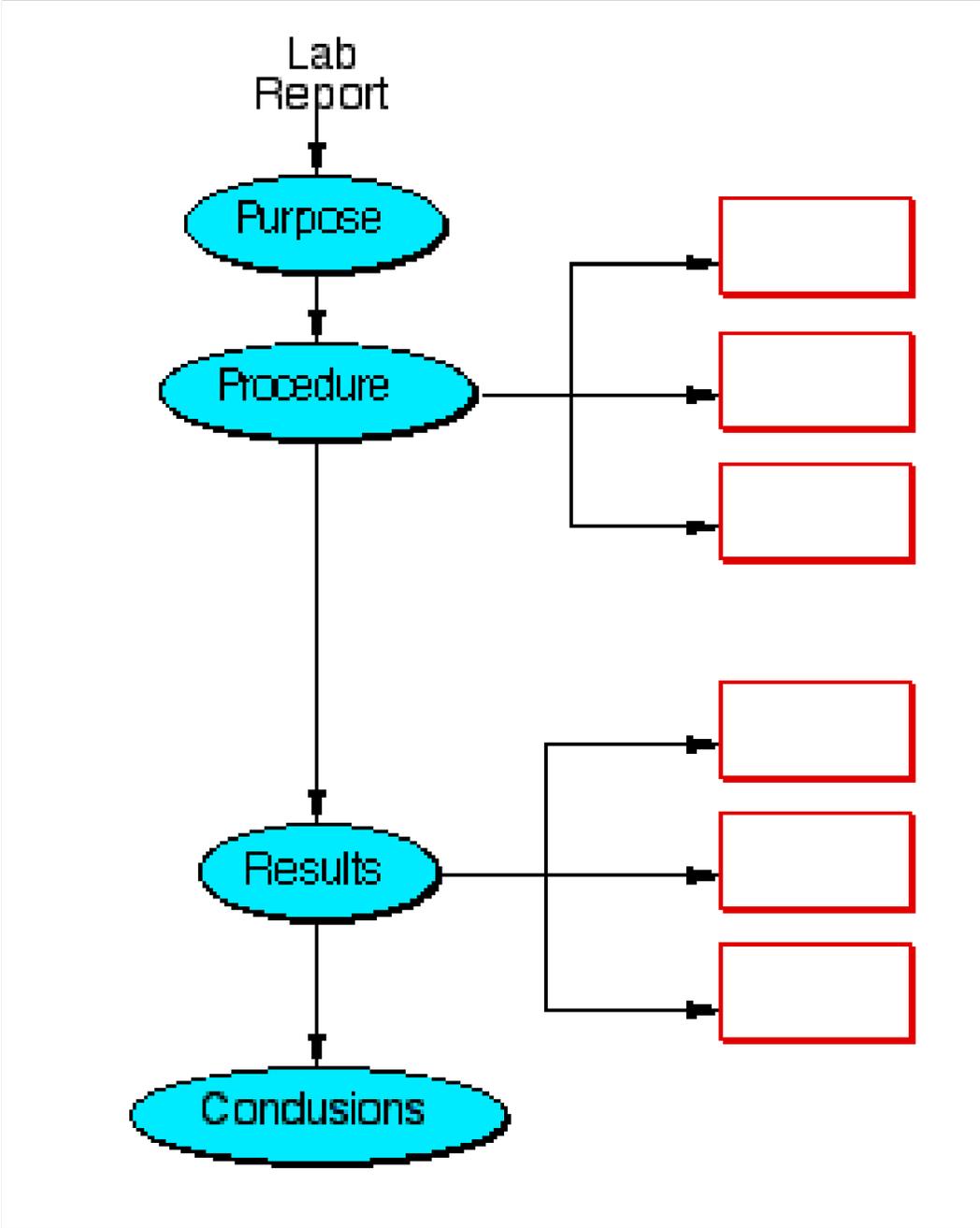


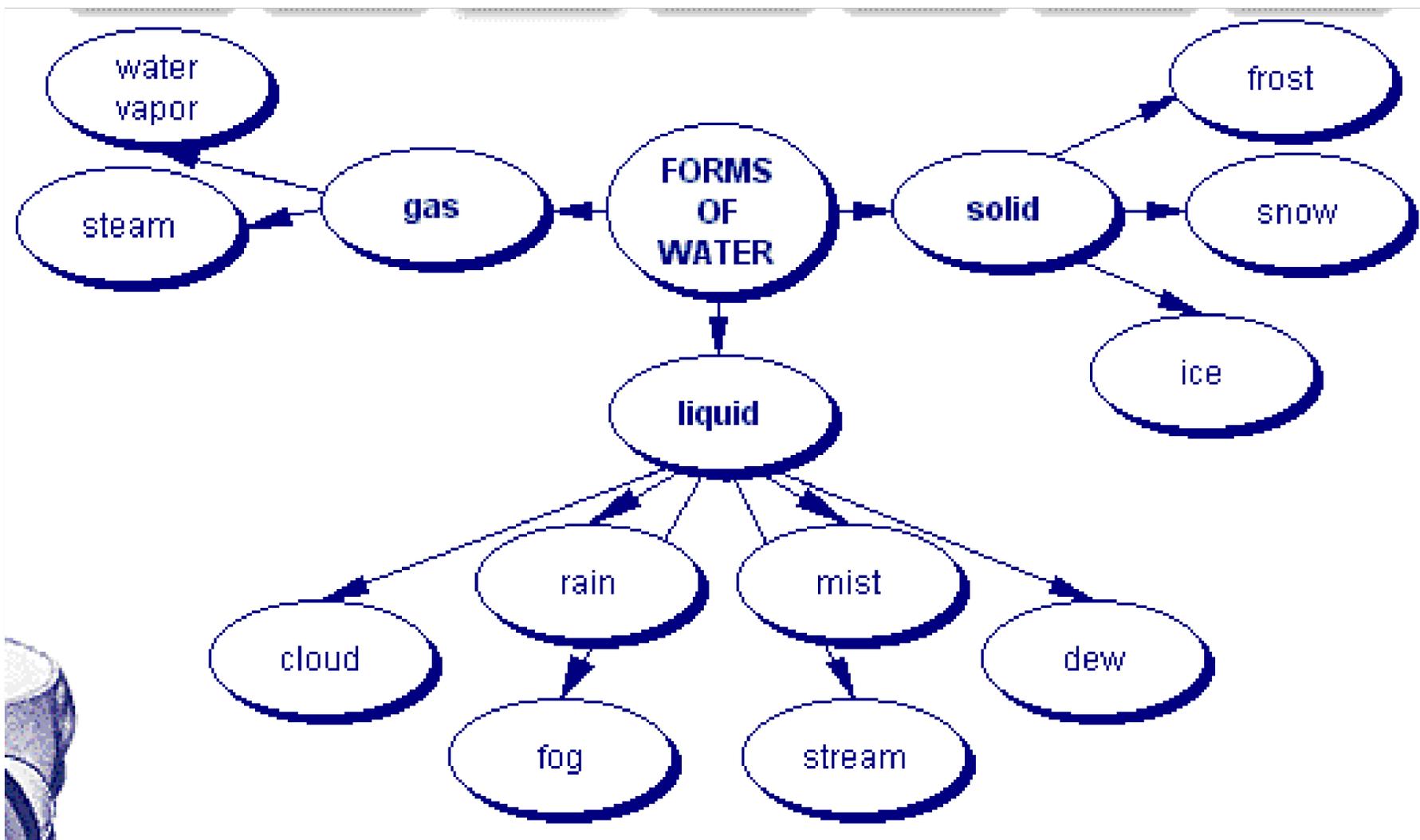
1. Main Idea Identification and Summary
2. Significant Detail
3. Sequential/Order Relationships
4. Comparative Relationships
5. Cause-Effect Relationships
6. Problem-solution relationships
7. Meanings of Words
8. Generalizations/Drawing Conclusions
9. Author's Voice and Method
10. Interpreting Instructions

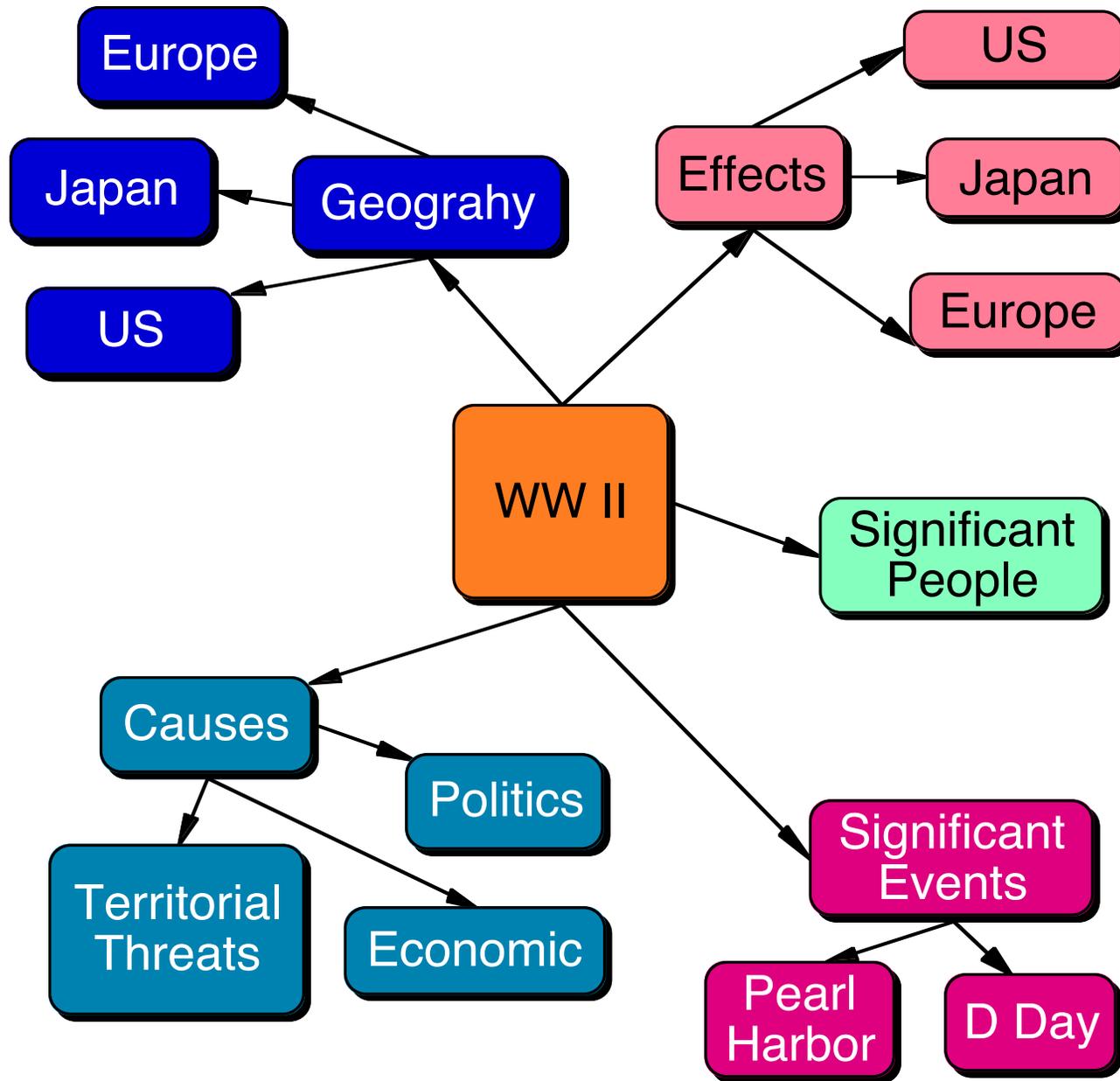
**and**  
**Content Area Learning**

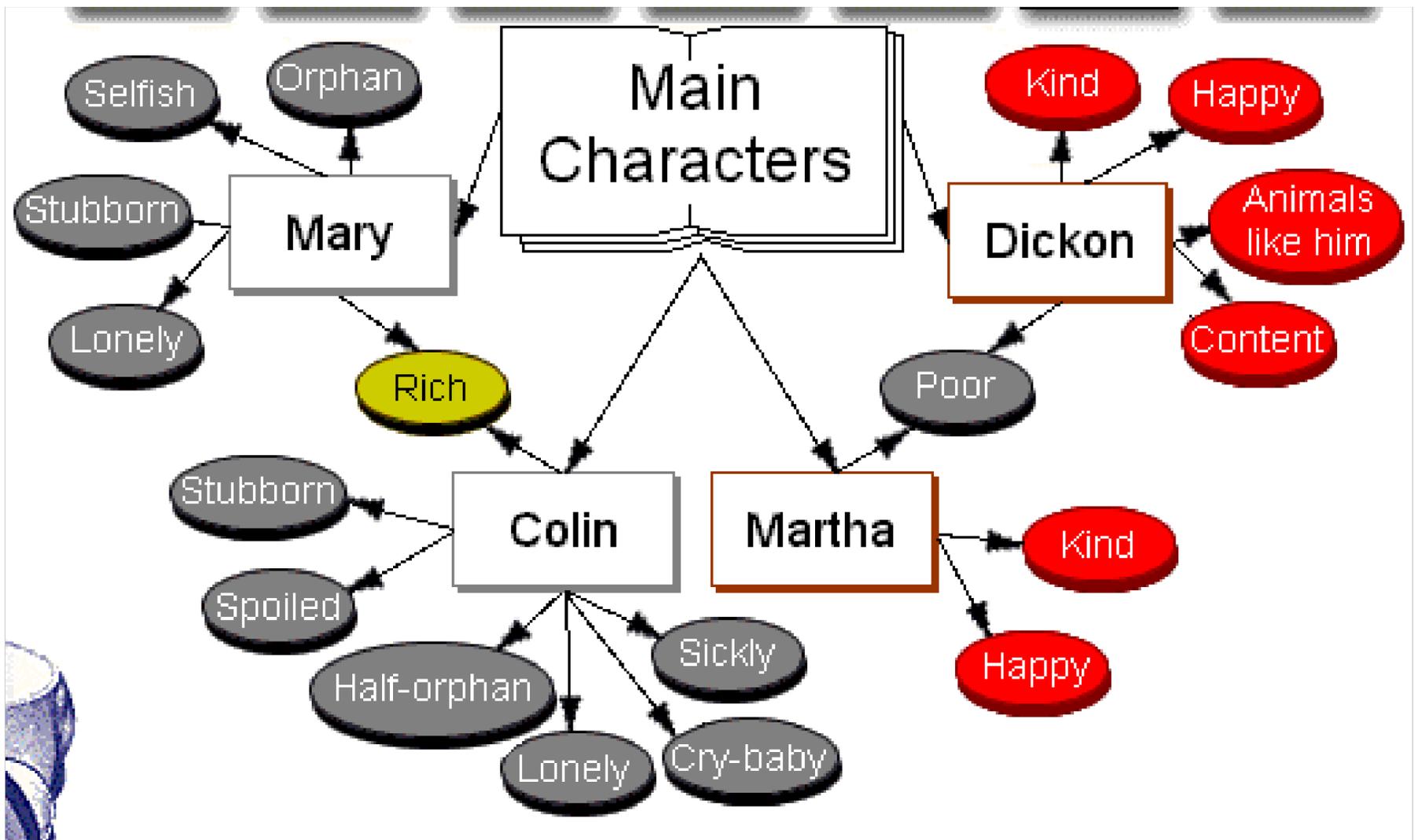


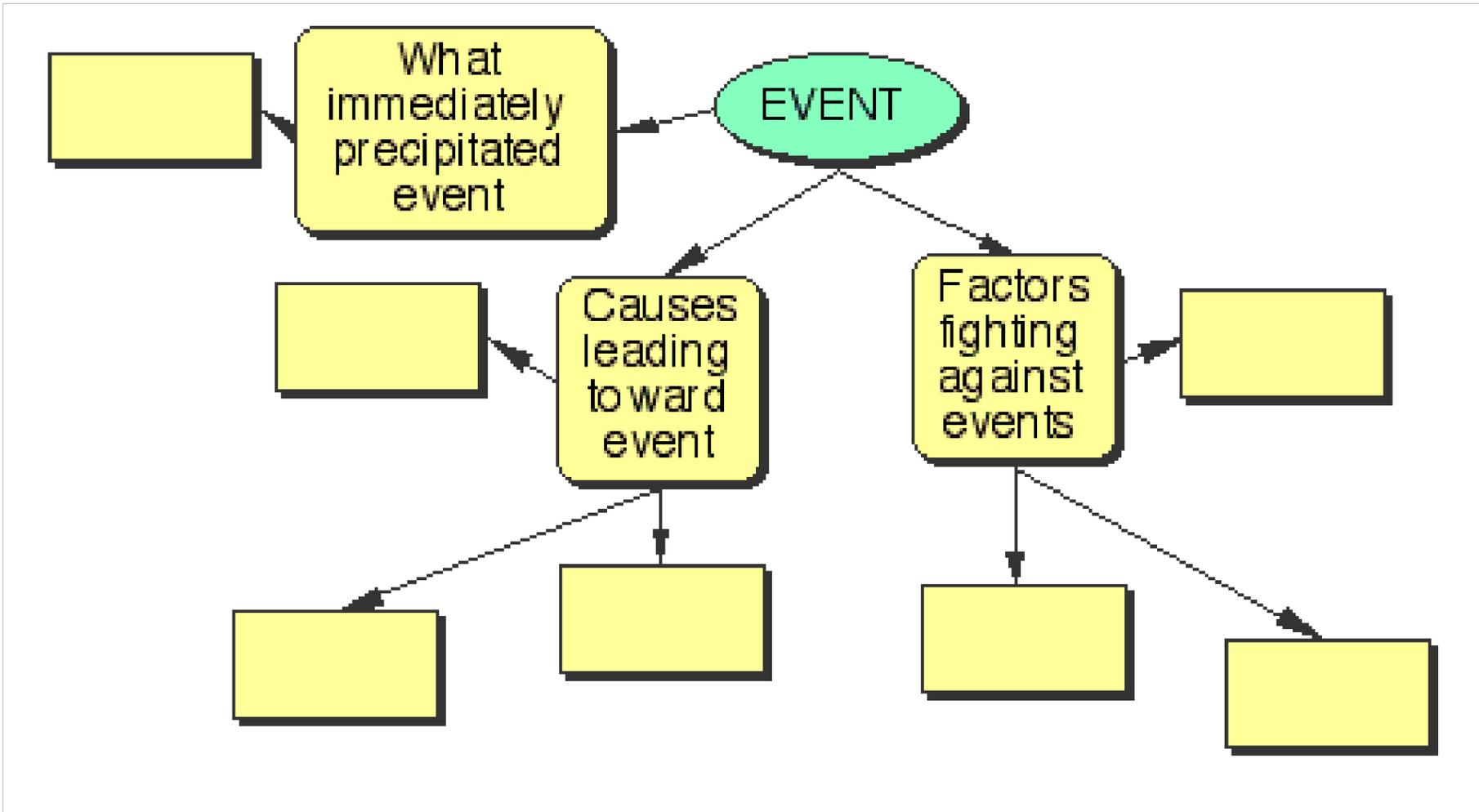


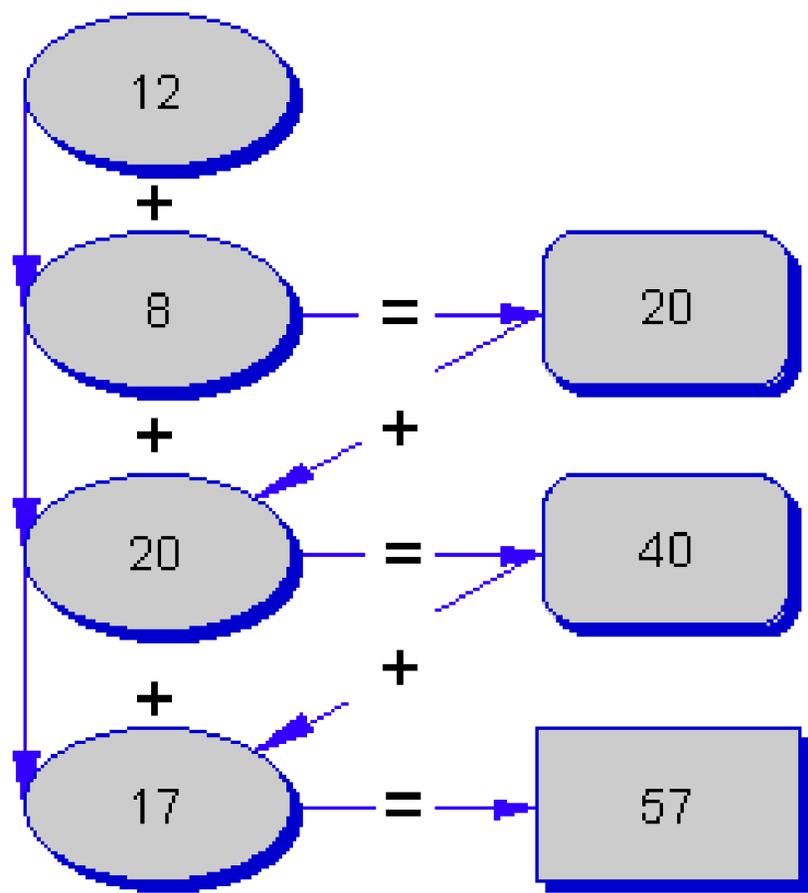
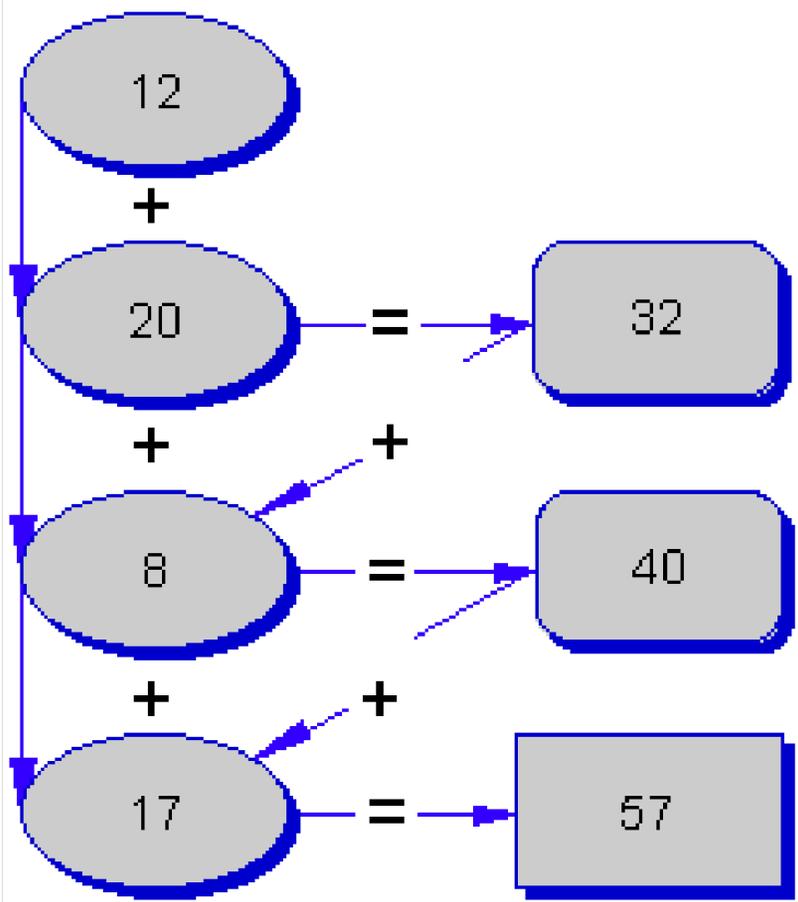


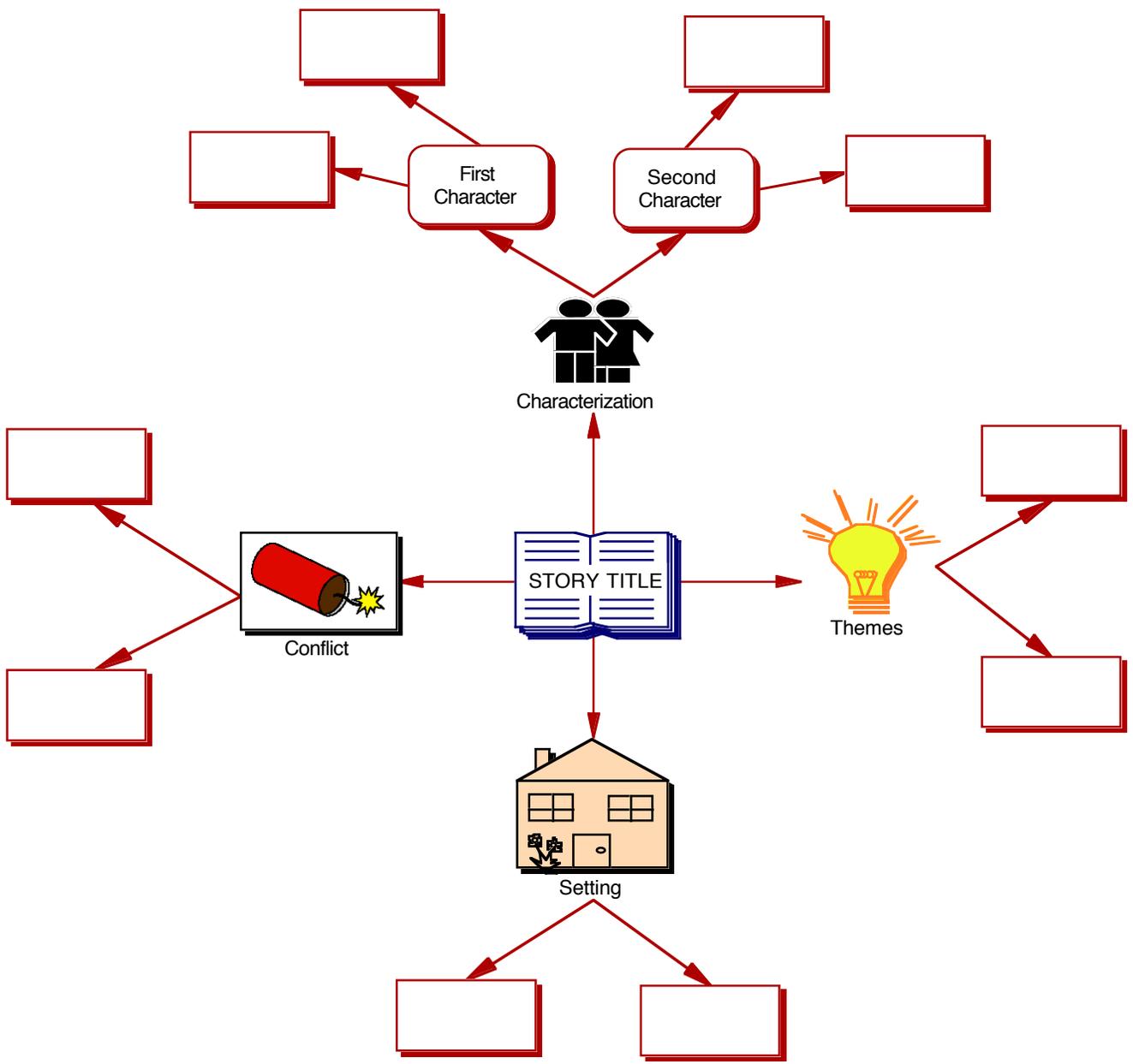




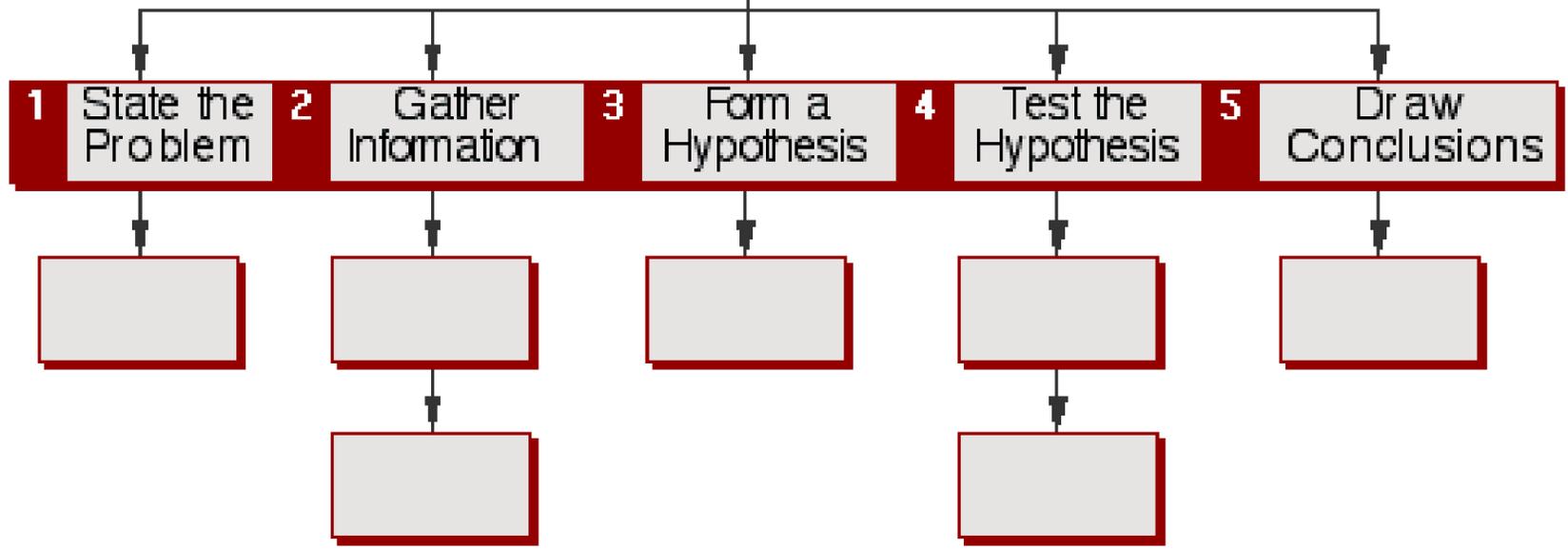


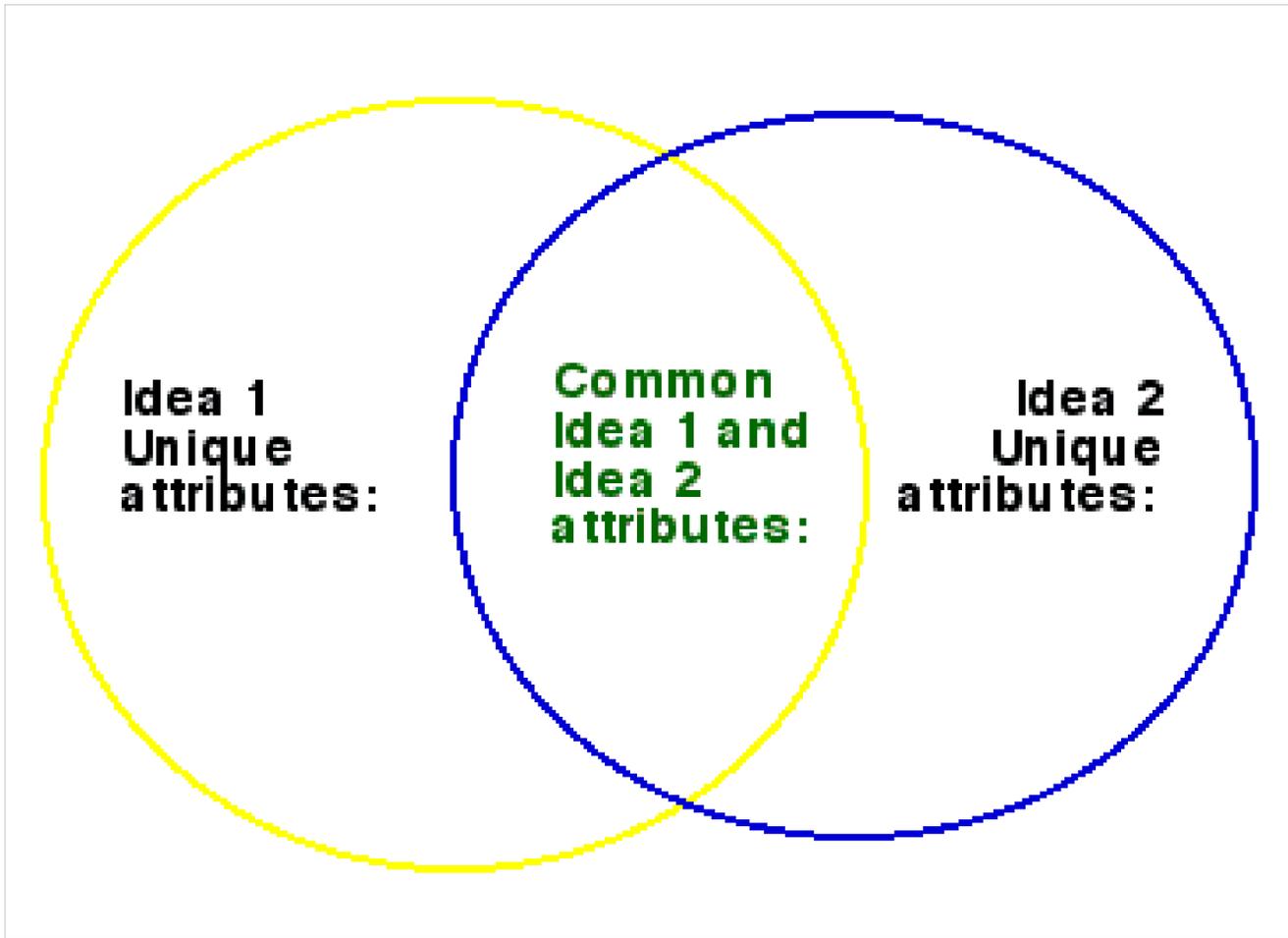




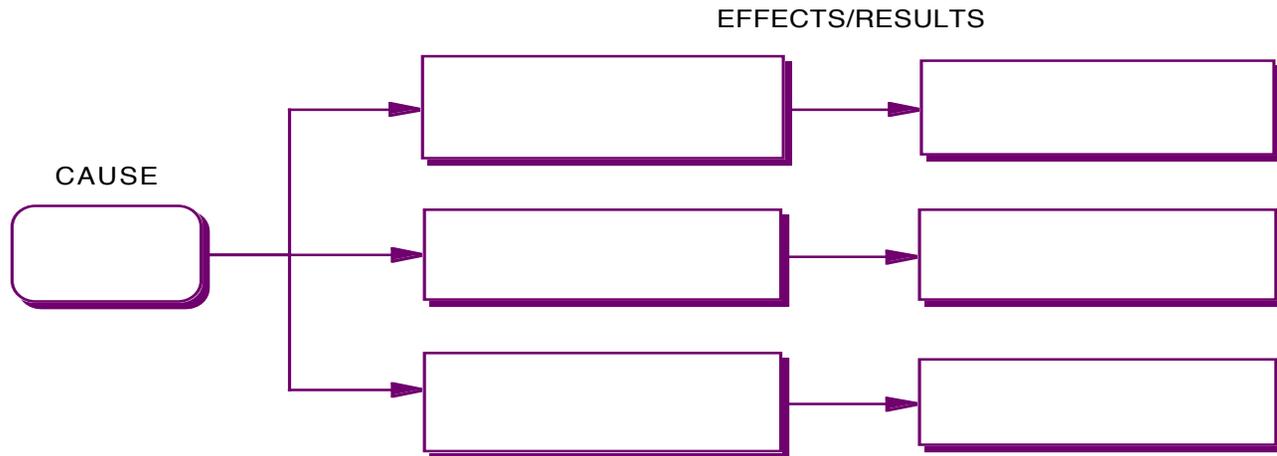


Scientific Method

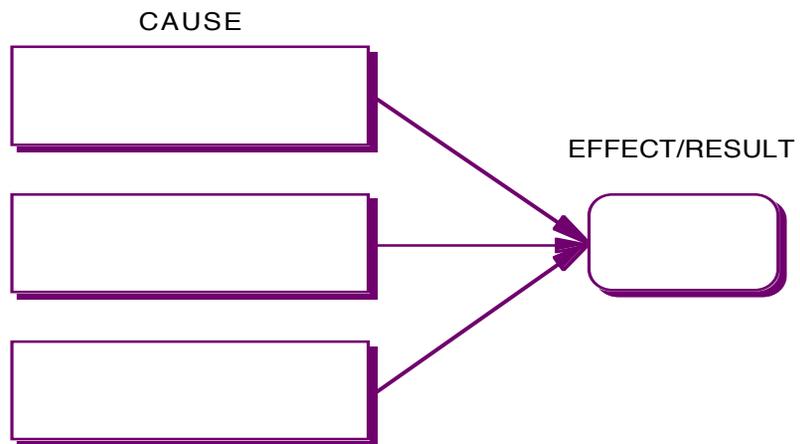


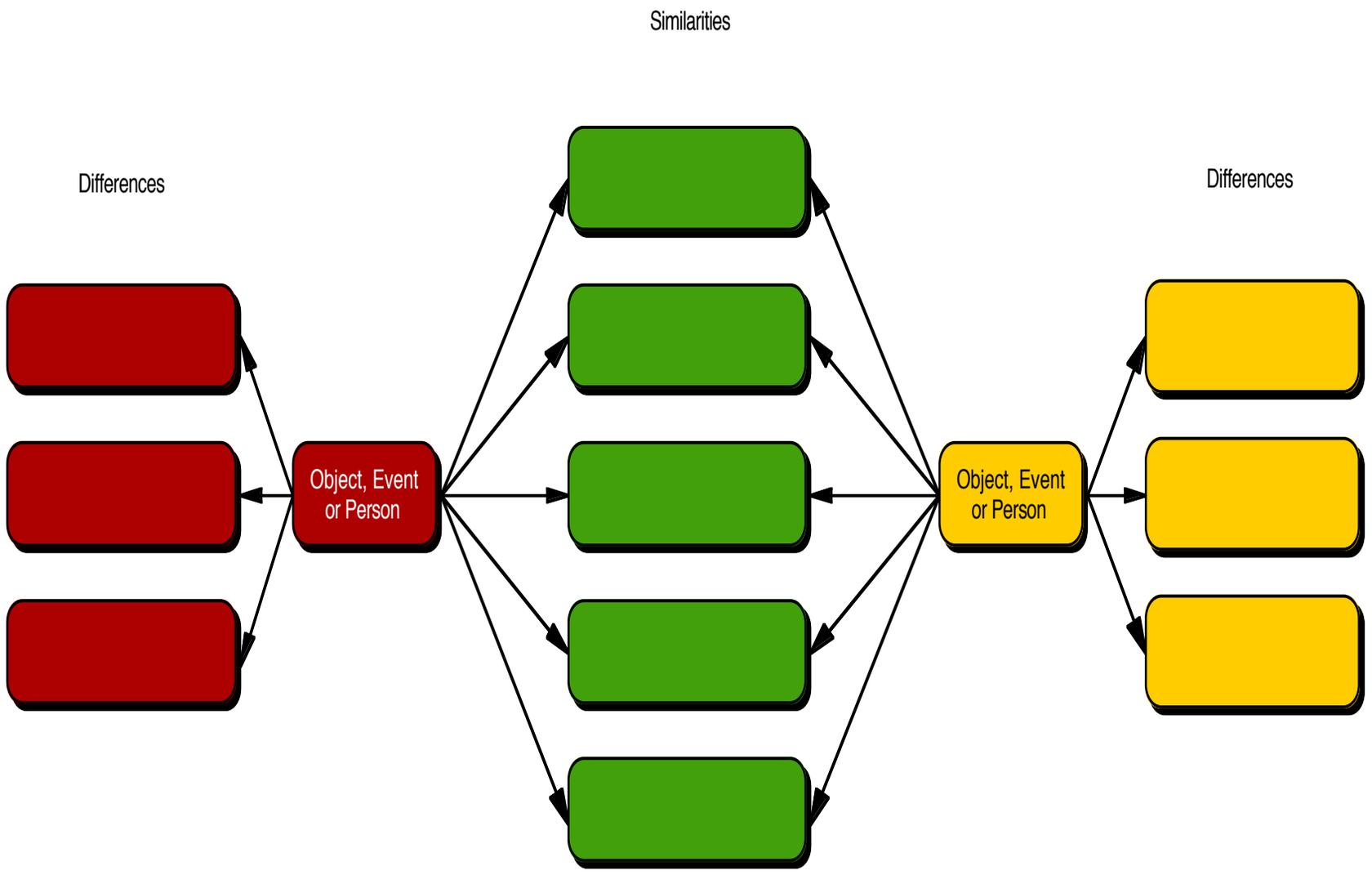


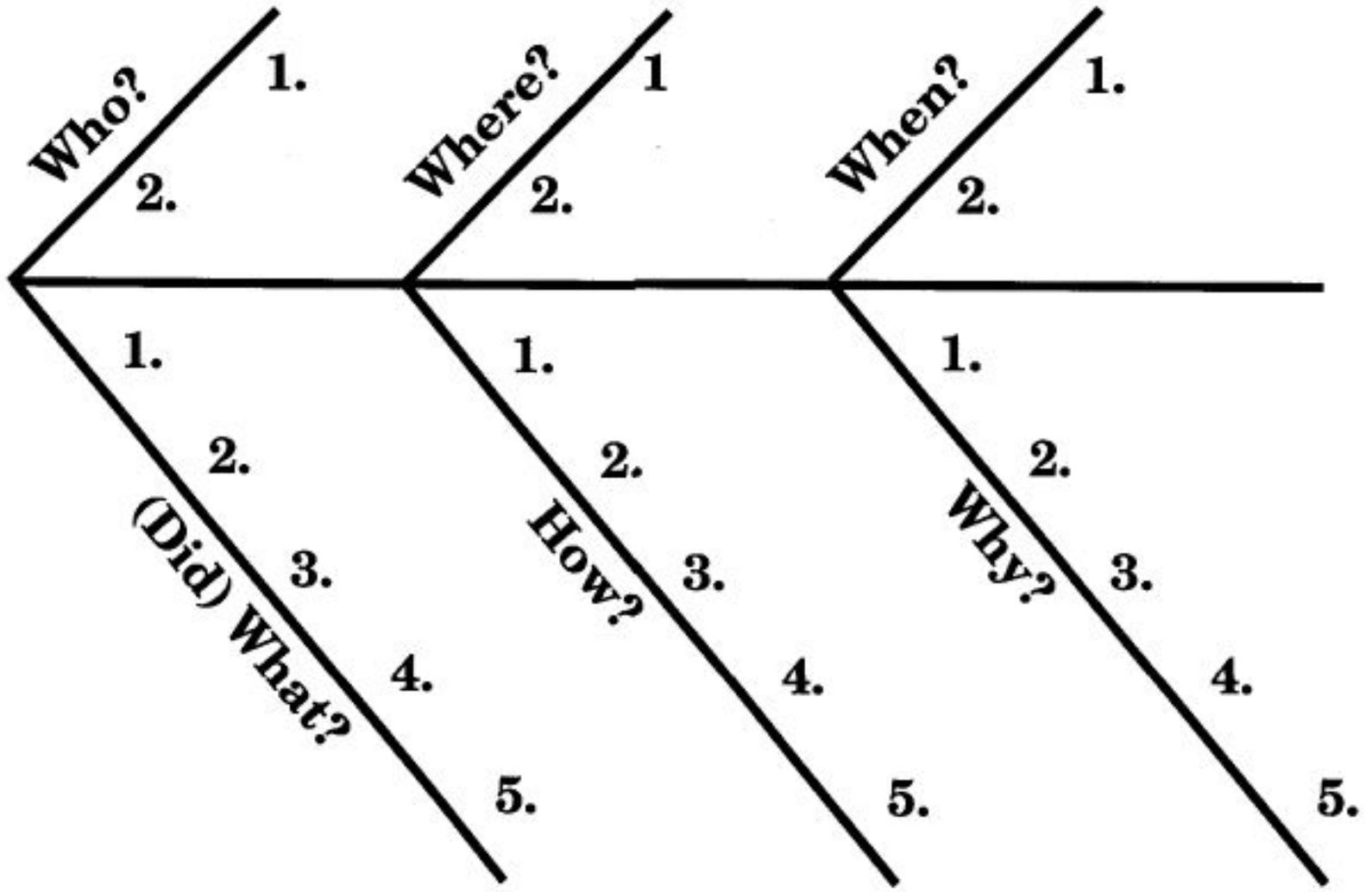
We often find that one cause has several effects,



and that several causes lead to one effect.







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Blank rounded rectangular box in the first row, middle column.

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Blank rounded rectangular box in the second row, middle column.

Blank rounded rectangular box in the second row, right column.

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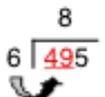
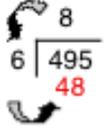
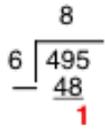
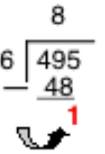
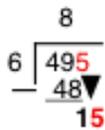
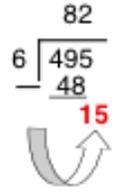
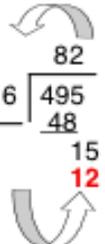
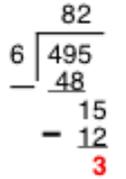
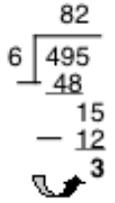
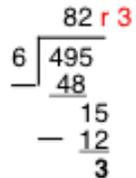
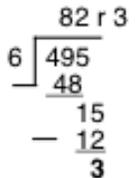
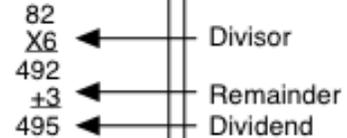
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SIMPLIFIED IPS: Illustrated Performance Sequence of a Long Division Problem (495 ÷ 6)

|                                                                                                                                         |                                                                                                                                         |                                                                                                      |                                                                                                        |                                                                                                                                           |                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>1. Compare</p>  <p style="text-align: right;">?</p> | <p>2. Divide</p>  <p style="text-align: center;">÷</p> | <p>3. Multiply</p>  | <p>4. Subtract</p>  | <p>5. Compare</p>  <p style="text-align: right;">?</p> | <p>6. Bring Down</p>  |
| <p>Optional</p>                                                                                                                         |  <p style="text-align: center;">÷</p>                  |                     |                     |  <p style="text-align: right;">?</p>                   |                                                                                                          |
| <p>Optional</p>                                                                                                                         | <p>Remainder</p>                                     | <p>Final</p>      | <p>Check</p>      |                                                                                                                                           |                                                                                                          |

desserts

angel

lychee

decaffeinated

foods

Shark

corn

beans

brisket

Red Delicious

vegetable

meat

crammed

peaches

tender

fruits

banana

skin

ice cream

Chiquita

chocolate

Diet Rite

ground

beans

cob

artichoke

soda

apples

peas

green

cake

tea

seeds

coffee

orange

chopped

frappe'

| Desserts                                | Meat                                           | Beverages                                                               | Vegetable                                                                      | Fruits                                                                          |
|-----------------------------------------|------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Angel<br>cake<br>ice cream<br>chocolate | tender<br>ground<br>chopped<br>brisket<br>skin | decaffeinated<br>Shark<br>Diet Rite<br>tea<br>soda<br>coffee<br>frappe' | corn<br>pods<br>seeds<br>artichoke<br>peas<br>creamed<br>beans<br>cob<br>green | Red<br>Delicious<br>apples<br>peaches<br>banana<br>lychee<br>orange<br>Chiquita |

# ACHIEVEMENT STRATEGIES, INC.

[Home](#) [Topics](#) [Presentations](#) [Tutorials](#) [Professional Development](#) [Contact](#)

*Assessment*

*Class Management*

*Curriculum/Standards*

*Home Learning*

*Instruction*

*Leadership*

*Special Needs*

*School Improvement*

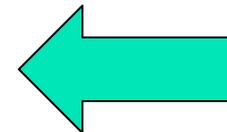




[Home](#) [Topics](#) [Presentations](#) [Tutorials](#) [Professional Development](#) [Contact](#)

## *Instruction*

*English Language Arts and Content Area Literacy*



*Math*

*Technology*

*English Language Learners*

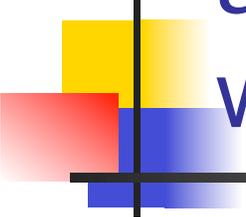
1. **Click on a skill in the FIRST column & it will take you to ALL the resources for THAT skill.**
2. **Download a copy of the chart shown below (pdf)**
3. **Complete list of ALL the Graphic Organizers**
4. **Complete list of all Summary Templates**
5. **Complete list of all Questions/Prompts**
6. **Intro and explanation of the use of Hand Signals**
7. **See all the Hand Signals**
8. **FULL video containing ALL the Hand Signals**

| <b>Reading Skills</b>                       | <b>Graphic Organizers</b>                                                                                                                                    | <b>Summary Templates</b>                                                                                            | <b>Questions/Prompts</b>                                                         | <b>Hand Signals</b>                                                                                                                                                               |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.<br><i>Main/Central Idea</i>              | <ul style="list-style-type: none"> <li>• spider map</li> <li>• network tree map</li> <li>• cluster map</li> <li>• bubble map</li> </ul>                      | <ul style="list-style-type: none"> <li>• main idea paragraph and two-sentence summary</li> <li>• MEL-Con</li> </ul> | <ul style="list-style-type: none"> <li>• main/central idea</li> </ul>            | <ul style="list-style-type: none"> <li>• Hold a fist (main idea) and dangle and wiggle fingers (details).</li> </ul>                                                              |
| 2.<br><i>Significant Details/Evidence</i>   | <ul style="list-style-type: none"> <li>• spider map</li> <li>• network tree map</li> <li>• cluster map</li> <li>• bubble map</li> <li>• w's chart</li> </ul> | <ul style="list-style-type: none"> <li>• topic sentence evidence/detail</li> <li>• MEL-Con</li> </ul>               | <ul style="list-style-type: none"> <li>• significant details/evidence</li> </ul> | <ul style="list-style-type: none"> <li>• Dangle and wiggle fingers (details)</li> </ul>                                                                                           |
| 3.<br><i>Sequential/Order Relationships</i> | <ul style="list-style-type: none"> <li>• cycle map</li> <li>• flow map</li> <li>• storyboard</li> <li>• continuum/timeline</li> </ul>                        | <ul style="list-style-type: none"> <li>• sequence paragraph</li> <li>• chronological summary</li> </ul>             | <ul style="list-style-type: none"> <li>• sequence/ order</li> </ul>              | <ul style="list-style-type: none"> <li>• Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</li> </ul> |

# 3

## Self-Assessment and Goal Setting





If you keep on doing what you've always done, you will continue to get what you always got.

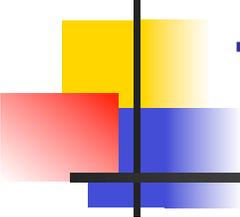
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What do we want?

What are we doing to get what we want?

What do we need to change?

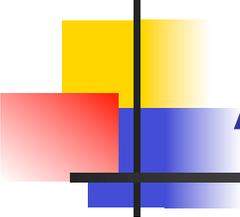
What's our plan?



# The Self-Assessment Strategy

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- What did I accomplish?
- What strategies, steps, or practices did I successfully apply?
- What do I need to abandon or change?
- What's your plan?
- What assistance/help do I need?



# Monitoring Progress and Making Adjustments: Self Assessment

---

1. selecting strategies.
2. monitoring task performance.
3. making adjustments to your strategies.

# When report cards come . . .

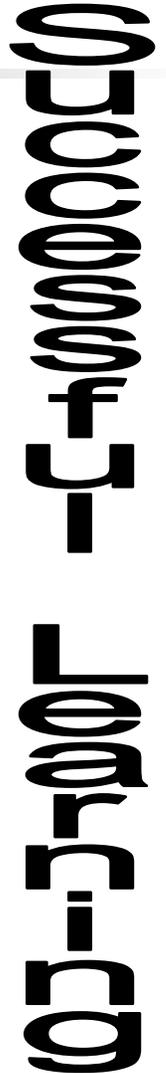
1. Review the report card first without your child.
2. Determine something(s) in the report where you can **PRAISE** your child.
3. Ask what he/she used/did (e.g., strategies, techniques, skills) to be successful in the course(s). (**WHAT WORKED?**)
4. Determine courses below A' s/B' s where you can ask how their strategies, techniques, or skills were not applied or didn' t work well. (**WHAT DIDN' T WORK?**)
5. Ask what he/she would like to/needs to **improve or change**.
6. Ask for some ideas they have about a **plan** for making that improvement.
7. Share your **encouragement and expectations** and ask what **assistance** he/she may need.

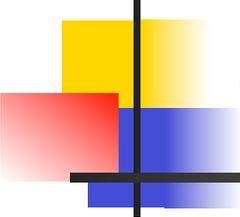
# How can we help students believe that “learning is like standing in line” while making progress?

“I am getting more knowledgeable and skillful.”

“I am getting more knowledgeable and skillful.”

“I am getting more knowledgeable and skillful.”

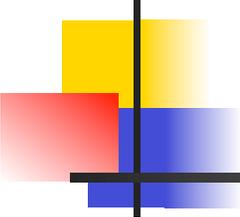




# Goal Setting

---

- Goal setting establishes direction, purpose and expectations for learning.
- Reflection about goals helps students develop important skills for life.
- Learning goals should be specific enough to improvement.

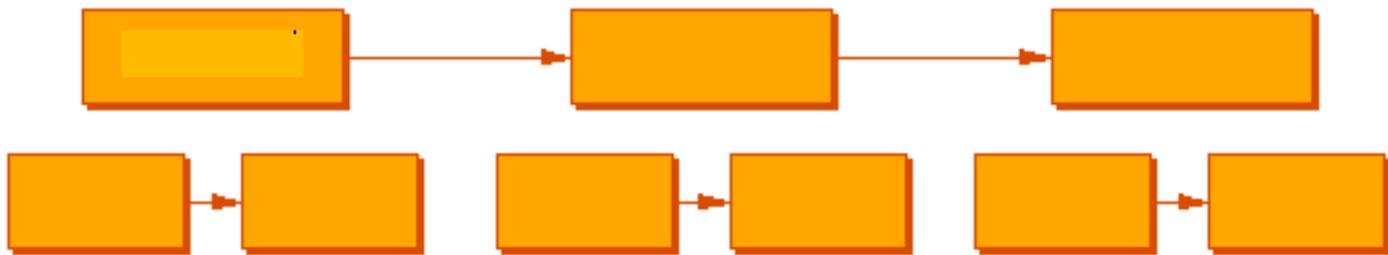


# Student Personal Weekly Goals

## Improve Student Learning and Learning Capacity

---

- I will take home my learning materials.
- I will plan to use home-learning time each day.
- I will rehearse/practice before a test.
- I will pay attention and take notes during teacher demonstrations.
- I will ask for help when I don't understand something.



# January 2014

Sun

Mon

Tue

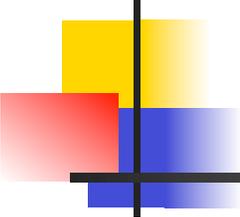
Wed

Thu

Fri

Sat

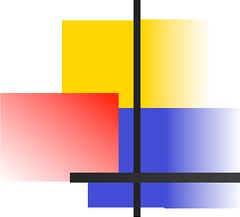
|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |    |



# Contract for Success: Parents should . . .

---

1. Agree to see that my child attends school regularly.
2. Commit to establish a regular time for homework and an appropriate place to study.
3. Promise to set a regular bedtime.
4. Pledge to attend school conferences and communicate with the school.



As students get older, parents and students have conflicting needs.

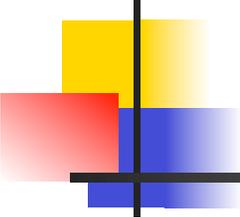
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### **Independence**

- Students want to be independent of their parents.
- Parents want students to achieve independence.

### **Dependence**

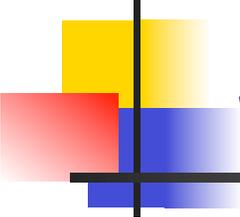
- Students occasionally want help from their parents.
- Parents want to help their children.



# Contract for Success: Parents should . . .

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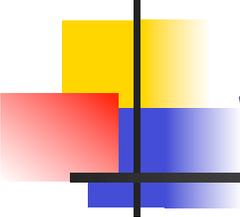
5. Help when needed.
6. Check student's schoolwork, study schedule, and notebook when necessary.
7. Praise the student for being responsible, for learning, and asking for help.
8. Actively listen to your children by showing attentiveness, talking less, concentrating, interacting, and giving eye contact.



# Contract for Success: Students should . . .

---

1. Agree to come to school ready to learn.
2. Promise to complete homework on time and study for tests.
3. Observe regular study and bedtime hours.
4. Pledge to put forth a reasonable effort in the classroom and at home.



# Contract for Success: Students should . . .

---

5. Ask parents for help when needed.
6. Show parents schoolwork, study schedules, and notebook when asked.
7. Tell parents about schoolwork, experiences, and what is learned at school.
8. Actively listen to parents, friends, and teachers by showing attentiveness, concentrating, talking less, interacting, and giving eye contact.

## Ways to Encourage Your Child's Growth

- |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Praising</li><li>2. Active listening</li><li>3. Questioning</li><li>4. Modeling</li><li>5. Permitting displays of products and projects</li><li>6. Permitting time for presentations to the family and others</li><li>7. Encouraging self-assessment and goal setting</li><li>8. Appreciating differences</li></ol> | <ol style="list-style-type: none"><li>9. Remaining open-minded</li><li>10. Being non-judgmental</li><li>11. Providing freedom and independence within boundaries</li><li>12. Reinforcing persistence</li><li>13. Having fun while exploring and creating together</li><li>14. Spend fun time together and learn about each other's interests and opinions</li><li>15. NEVER give up on your child</li></ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Success

- **To laugh often and much**  
**To win the respect of intelligent people and**  
**endure the betrayal of fake friends**  
**To make the world a bit better whether**
  - **by a healthy child**
  - **a garden patch**
  - **or a redeemed social condition****To know that even one life has breathed easier**  
**because you've lived**  
**This is to be a success**

**(Emerson)**