

C₃ BONDS

VOLUME 2, ISSUE 2

HOLIDAY 2003
YEAR 2

IMPLEMENTATION UNDERWAY FOR C₃ CLASSROOM TEACHERS

With the first round of classroom visits completed and the first semester of the 2003-04 academic year coming to an end, C₃ takes a look at the implementation of its strategies and concepts within the classrooms of its teacher participants. From data collected during the Program Coordinator's observations, the following statistics were noted: 86% of the classes were



engaged in investigative experiences with 72% of them done within one class period and 19% considered ongoing experiences. 18% of these experiences included data that was analyzed mathematically through graphing or other means. 100% of the C₃ teachers were using materials and information gained from the project with 86% focusing on higher level questioning techniques and 58% implementing sponge activities or class openers. 77% of the classrooms were using science activities from the summer project or follow up workshops while 91% incorporated classroom management

techniques emphasized in the program. 95% demonstrated that their supplies and materials were in use and 58% had highlighted laboratory safety procedures. 16% of all teachers were integrating science disciplines while 46% integrated math with science, 33% integrated history with science, and 45% were integrating science with other subjects. 95% of lessons observed utilized the



learning cycle and 63% of the lessons were taught through inquiry. 10% of the students were engaged in experimental design, 3% had engaged in a jigsaw and 43% through carousel strategies. 23% had learned through demonstrations and 24% had completed molecular level drawings. 82% of classes observed were utilizing cooperative learning, 39% of those with assigned tasks and 10% included in a group grading process.



88% of the teachers emphasized student communication skills and 79% had incorporated alternative assessment techniques. 20% were using student journals and 26% used learning logs. 3% had introduced conceptests, 31% of teachers had implemented concept maps and 35% card sorts. 2% indicated the use of demonstration assessment while 8% had students engaged in performance assessment. 3% demonstrated the use of preassessments, 12% student portfolios, and 1% utilized rubrics. 23% incorporated projects with 19% of the projects individual and 25%



group projects. 40% of all teachers emphasized real world connections during their learning experiences, 10% highlighting careers in chemistry and 18% integrating technology into the science learning experiences. It looks like we're off to an excellent start and the C₃ team thanks each teacher for the terrific work done so far. Great!



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C₃ RISES TO THE "CRESCENT CITY CHALLENGE"!!

The C₃ team hosted a joint workshop session for both Year 1 and Year 2 participants during the annual Louisiana Science Teachers Association Conference held in New Orleans, Louisiana. After two full days of short courses and breakout sessions, not to mention lots of festive frolicking served up Creole style, over 30 C₃ teachers from Louisiana, Arkansas, and Texas joined 5 of Tech's GK-12 fellows to engage in the lively "C₃ Crescent City Challenge". Kicking things off with a highly energetic and hilari-



ous activity that required each person to "Find Someone Who" did a list of things typically associated with New Orleans while attending the LSTA conference, the session was off and running in typical C₃ fashion—fast and fun!

Following the awarding of fabulous prizes to the winners, including Year 2 teacher **Julie Dubois, Simsboro High School**, cooperative groups then engaged in the "Ten Second Tower" challenge. Each group worked together to design the tallest tower that could be built from one piece of construction paper, then stand freely for 10 seconds. Year 2 teachers **Jamie McKenney, Horace Mann Middle Magnet School**, and **Julie Dubois, Simsboro High**

School, were on the winning team that produced a tower well over 5 feet tall! With more fabulous prizes presented, the whole group then dove into "Don't Burst Your Bubble", a learning experience focused on experimental design. After the cooperative group experiments and subsequent design discussion, the entire group engaged in "Putting Pen To Paper", using card sorts to discover the development of well written scientific lab reports.



From this platform, the C₃ team shared information on the upcoming publication of a research journal for student work. Each teacher was encouraged to have students submit appropriate work for publication in the debut issue of the journal. The workshop concluded with the last of the fabulous prizes being presented as everyone planned one last outing before heading back to the reality of school life. Thanks to everyone for their typical energy and enthusiasm. It was a terrific cap to another exciting and certainly "unique" LSTA experience. And plans are already underway for next year's meeting in Lafayette, Louisiana. C₃ will see you there!



LSTA FILLED WITH C₃ FOLKS



The 2003 Louisiana Science Teachers Association Convention was filled to the brim with C₃ teachers as both Year 1 and Year 2 groups gathered in New Orleans for the annual event held December 4-6, 2003. Many of the C₃ participants presented breakout sessions while all in attendance made the rounds and gained resources and strategies from the sessions and courses they attended. Those spotted from Year 2 include **Jon Brinkman (Eunice High School)**, **Betsy Chism (East Ascension High School)**, **Julie Dubois (Simsboro High School)**, **Mandy Dugdale (West Feliciana Middle School)**, **Jane Hamby (Morehouse Middle Magnet School)**, **Cindy**

Hampton (Cedar Creek High School), **Mary Beth McCoy (Ouachita Parish Junior High School)**, **Jamie McKenney (Horace Mann Middle Magnet School)**, **Richard O'Neal (Crossett High School)**, **Sandi Prejean (Vandebilt High School)**, **Lynn Prosen (St. Thomas More High School)**, **Stacy Thibodeaux (Lafayette High School)**, **Michelle Underwood (Chatham Jasper Henderon High School)**, **Lori Varner (Choudrant High School)**, **Emilie White (Quitman High School)**, and **Missy Wooley (Rayville High School)**.



Thank you for representing C₃ in such an outstanding way! As always, you were fantastic!!

MARK YOUR CALENDARS NOW!!



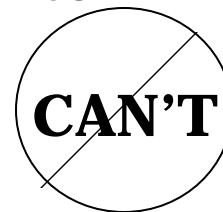
Dates To Remember:

March 6-7, 2004: Year 2 Workshop Weekend #2

April 2, 2004: Deadline for Student Submission for the Research Journal

July 25-28, 2004: C₃ Year 3 Summer Institute

DON'T USE FOUR LETTER WORDS:



"LOST TIME IS NEVER FOUND AGAIN."

Benjamin Franklin

BREAKING DOWN THE BOARD

Year 2 C₃ teachers are currently engaged in three different online assignments as their Blackboard experience continues. With only three teachers to go, 85% of Year 2 participants have successfully completing the Learning Cycle assignment and discussion. 65% have now addressed Assignment #2. The second discussion stems from the initiation of each participants Collegial Coaching partnership during the first semester of the 2003-04 academic year. In the Blackboard post, each Year 2 teacher reflected on the following: *what process did you engage in to select the educators you will be working with, what was their initial response to your invitation to participate, how did you feel approaching them with the project, were there any initial concerns from either you or those you will be working with, how has your administration reacted to this opportunity, can*



you share how things have progressed thus far. Hopefully, through sharing the experiences from each unique learning community, the Year 2 teachers will gain insight as well as fresh ideas that will enhance their effectiveness as they continue the partnership during the second semester. In addition, 35% of the group has already initiated the discussion for Assignment #3. The third installment features a discussion surrounding the different C₃ strategies they have implemented in their classrooms throughout the fall semester. Teachers are discussing strategies that have yielded the greatest success, those that they feel require more of their attention and focus, and areas that may not have been implemented to date. Cathi appreciates the excellent job that everyone is doing with the online learning community and encourages each Year 2 participant to complete ALL assignments by 2004!



2004 CLASSROOM VISITS ARE RIGHT AROUND THE CORNER!

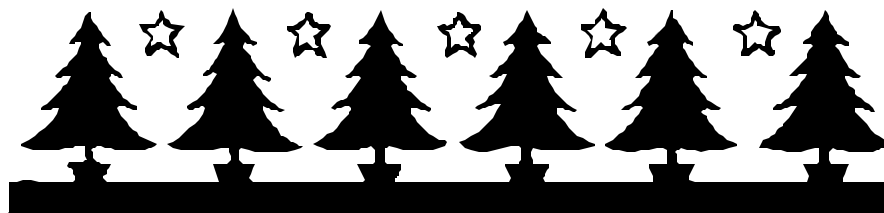


With the first set of classroom visits now completed, Cathi is already gearing up for the next round of teacher observations. Slated to begin in early January, the visits will be similar to what the C₃ teachers have already experienced. However, during the second round we will be looking for more of you to implement strategies that you might not have had a chance to try during the earlier part of the academic

year. The areas needing more focus and attention can be noted in the implementation data recorded in our opening article. Each C₃ teacher is encouraged to think of additional strategies that they can try and then challenged to work diligently toward further implementation in 2004. Let's really put our C₃ experiences to work for us as we get the new year underway—make 2004 a year to remember!!



M E R R Y
C H R I S T M A S F R O M
T H E C ₃ T E A M !!!

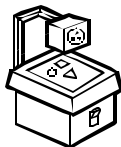




SPOTLIGHT ON C₃ SUCCESS



Jamie McKenney, Horace Mann Middle Magnet School, introduced card sorts to her class by constructing her own cards on transparency film. She then cut the cards apart and actually manipulated them on the overhead as she guided her students in the development of the sort. Great idea **Jamie!** . . . **Richard O'Neal, Crossett High School**, has been working on concept mapping in his classes. Instead of newsprint presentations, **Richard** had large white boards cut for the students to work on, then erase and use again.



Super! . . . **Stacy Thibodeaux, Lafayette High School**, used an analogy between a basketball court and arena seating arrangement and an atom and its energy levels before guiding the students into an exploration using a random distribution of peas. Students collected data from the exploration and graphed it. Excellent **Stacy!** . . . **Lynn Prosen, St. Thomas More High School**, developed a carousel for her students to work through as part of their study on metric measurement and conversions. **Lynn** printed conceptest



type questions on card stock, folded it half so that a flap covered the question, then posted the cards in a system throughout her room. Terrific! . . . **Sam Johnson, Eunice High School**, used different sized skateboards, real world scenarios, and a strong integration of math in as he engaged his students in the development of Newton's Laws of Motion. Fantastic! . . . **Lori Varner, Choudrant High School**, used dragons to engage her students in the exploration of genetic traits. Students worked with popsicle stick alleles reflecting different traits and produced the appropriate "dragon baby". Wonderful! . . . **Betsy Chism, East Ascension High School**, shares that her collegial coaching partner teacher implemented Mole Day this year and it was really ROCKIN'!



Great! . . . **Jon Brinkman, Eunice High School**, developed a two day lab exploration that allowed his students to determine the molarity of vinegar. Super! . . . And as usual, the C₃ teachers continue to delight and dazzle Cathi as she makes her way into each classroom represented. Excellent job everyone.



Way to really let your light shine!!



MARKING A MAGNIFICANT MOLE DAY!!

On October 23, teachers and students across the country engaged in the annual Mole Day Celebration.

C₃ teachers were challenged to develop something special in their classrooms in an effort to initiate their students into the wild and wacky world of celebrating the mole! Dangling "fabulous prizes" out there as an incentive, Cathi asked anyone who organized something for Mole Day to submit it in the first annual C₃ Mole Day Challenge. And Year 2 can boast TWO excellent examples of how to really mark a truly MAGNIFICANT Mole Day! **Missy Wooley, Rayville High School**, developed her first ever RHS Mole Day Extravaganza and shares that was such a HUGE success, there is no doubt it will become an annual event. Her students met at



McDonalds at 6:02 that morning. They then paraded into class singing Happy Mole Day as **Missy** threw candy. The students then engaged in a Mole Day Scavenger Hunt on the computers, played pin the hair on Molevis, competed in the Mole Race (complete with "moley noses" on their face!) where they pushed avocados across the floor with their nose, ate quacaMole and other mole food, discussed the mole, played the Mole Song, and ended with Elvis Trivia in honor of Molevis. **Missy** even reports that some of the students dressed up like Rock 'N Mole Molevis themselves! And of course, there were fabulous prizes throughout!! But to top it all off, **Missy's** principal observed during the celebration and according to them both, Mole Day is a keeper!! Then, from a Mole Day rookie to a seasoned veterana, **Lynn Prosen, St. Thomas More High School**, shares that this year was another terrific production. The day kicked off with a huge breakfast gathering featuring all types of wacky mole related gags. In each of her classes, **Lynn** then introduced the students to Avogadro, presented an overview of the Mole complete with mind blowing facts, had the class recite the Mole Day pledge (complete with wiggling noses like a star-nosed mole would!), and then participate in a celebration of the magic of chemistry and the great, glorious mole with exciting and entertaining demonstrations. Students also built mole models that reflected different aspects of pop culture such as "Moledonna", "Moletallica", and of course, "Molevis". **Lynn** said it was another tremendous success and anticipates that it will only continue to grow next year! Cathi expresses her thanks to both for their creativity and efforts in bringing the mole to life in their classrooms as part of National Mole Day. Way to go!!



CONGRATULATIONS

Hats off to **Sandi Prejean, Vandebilt Catholic High School**, on being named LSTA High School Science Teacher of the Year. **Sandi** was honored during the Awards Banquet at the annual LSTA Conference, receiving a beautiful plaque and generous stipend.



Way to go **Sandi**—C₃ is proud of you!! . . . C₃ also congratulates **Richard O'Neal, Crossett High School**, whose Robotics Team made the quarter finals at the NWA BEST Robotics Competition held in Fayetteville, Arkansas. And kudos as well to his student team which was comprised of four girls this year!! Fantastic! . . . Excellent work gang. You continue to make us all SO PROUD!!!



HORACE MANN TO DEBUT A NEW OPPORTUNITY FOR SCIENCE STUDENTS

When school opens at **Horace Mann Middle Magnet School** in the fall of 2004, there will be an exciting new science course offered. And they can thank **Jamie McKenney** for this wonderful opportunity. **Jamie** recently was part of a field trip with six of her students, a colleague, and her principal. The group met with members of the Audubon Society in an effort to form an ongoing partnership with **Mann** that would contribute to the development of a community wildlife center near the school. The trip involved visiting an abandoned building as a starting point for the center as well as Granite Mountain, and an abandoned city park in Little Rock that the Audubon Society had purchased. **Jamie** shares that there are four different types of forests in and around the park as well as a swampy area known as Fourche Creek, located in the heart of the city. The group canoed the creek and within a matter of minutes were surrounded by Cypress trees that are hundred of years old. **Jamie** reports that she had no idea that such a beautiful environment was located right in the middle of Little Rock. But in the midst of the beauty, it was obvious that the water was polluted. The creek water is collected from city run off water and the group documented the trash and oil that was evident in the area. It was at this time that **Jamie** saw this as an opportunity. She began discussions with her principal about the research possibilities that were available to her students using this natural environment. He then allowed her to prepare a proposal to present to the school board as a request for a formal class at **Mann** that would work with the Audubon Society to do environmental research while developing methods for educating the community about environmental issues. **Jamie** was notified late in November that the proposal had been accepted by the school board and she will be facilitating the course next year in addition to her lab classes. The name of the new class is Active Community Research and it will be an elective for 7th and 8th grades students who are enrolled in the **Mann** science magnet program. Congratulations **Jamie** on your vision and the hard work it took to make it a reality. These are exciting time for the students at **Horace Mann Middle Magnet School!**



We Do Extra Curricular, Too!



Tony Reliford, Booker T. Washington High School, is busy with his new responsibilities as head basketball coach. **Sam Johnson, Eunice High School**, is also hitting the hoops hard as he helms the girls basketball program. In addition, **Sam** and **Jon Brinkman**, also **Eunice High School**, head up the school's Science Olympiad program. **Lori Varner, Choudrant High School**, sponsors the school science club, as does **Missy Woolley, Rayville High School**. Great job everyone. You're as talented out of the classroom as you are in it!!



Leadership Links

Tony Reliford, Booker T. Washington High School, represented his school at a special grant writing workshop and was subsequently presented with technology for his classroom. **Lori Varner, Choudrant High School**, and **Julie Dubois, Simsboro High School**, were both involved with developing system wide assessments for Lincoln Parish science teachers. Good job!



"IF YOU KEEP DOING THINGS THE SAME WAY, YOU WON'T EVER GET DIFFERENT RESULTS" *advice passed along to a new recruit by his first employer*

A ROOF OVERHEAD!! Kudos to **Jane Hamby, Morehouse Middle Magnet School**, and her family on finally being able to sleep in the new house they've been working on for months and months. Way to hang in there **Janie** . . . We knew you could do it!!



WISHING YOU MORE IN 2004!



Happy New Year to the C₃ Crew!!

BULLETIN BOARD:

Check out a super science web site: Visit <http://tryscience.org/home.html>

NASA's Student Observation Network/Sun-Earth Connection Workshop will be held January 30 & 31, 2004, at the Challenger Learning Center located in the Louisiana Art and Science Museum. For more information about this free opportunity, call 225-344-5272 ext 4 or e-mail clc@lasm.org

The Louisiana Environmental Education Association, in conjunction with the Governor's Office on Environmental Education and the Louisiana Environmental Education Association (LEEAA), is planning the 9th Annual "Sharing the Vision" Environmental Education Symposium. The conference components, an evening Exhibitors' Social on Friday, February 27, 2004, and the educational sessions on Saturday, February 28, 2004, will be held at the Holiday Inn South, 9940 Airline Highway, Baton Rouge, Louisiana. For more information, call toll-free 1-877-523-6833 or visit www.gov.state.la.us/enved/

The University of North Carolina at Asheville (UNCA) will conduct a summer comparative science education program in cooperation with the Department of Education of the University of Bath, England, June 30-July 27, 2004. U.S. Science teachers can visit English classrooms that are still in session and attend lectures on the new "National Curriculum", the historical development of the British education system and on global environmental problems. Field trips to areas of special educational interests such as Oxford University, the Slimbridge Wildfowl and Wetland Field Station, Kew Gardens, and to science museums are also part of the program. Any person who is or has been involved in science education, k-12, is eligible. The \$2500 fee covers tuition, ground transportation for the course, and four weeks of private room housing on the University of Bath campus. For information, contact Dr. Gary Miller, Environmental Studies Department, CPO #2330, UNCA, One University Heights, Asheville, NC, 28804-8511; phone 828-232-5184 (days), 828-891-9595 (nights), 828-251-6041 (fax). Registration will remain open until the course is filled.

GRAPHING WOES?

<http://nces.ed.gov/nceskids/graphing/>

Need a diffraction grating pattern? Download one at departments.colgate.edu/physics/research/optics/oamgp/gp.htm Using a photocopier, reduce the pattern to about half a centimeter per side and transfer it to an overhead transparency. Shine a laser pointer through the pattern, making sure the beam passes through the center, and project it onto a wall. The grating will split the laser beam into a row of circles and each of the circles flanking the central circle should have a small hole in the middle. The holes are a sign that light is being twisted!

Making Connections and Nutrition Across the Curriculum Workshop: a one day workshop offered to Louisiana educators on January 29, 2004. Hands-on activities will focus on becoming familiar with the Making Connections web site and the Nutrition Across the Curriculum project. Over 60 nutrition related lessons that are standards based and technology rich were created to promote teaching nutrition across the curriculum. Mileage, substitute pay, and a working lunch will be provided through the USA Team Nutrition Training Grant. The workshop will be offered at the Louisiana Center for Educational Technology in Baton Rouge, LA, from 8:30 AM-3:00PM. To register, e-mail Nancy Laird at nancy.laird@la.gov Include your name, e-mail address, phone number, district and school name, grades and subject matter taught. Deadline to register is December 15, 2003.

With the click of a mouse, you can choose from over 2000 instructional videos, 20,000 video clips, and 1500 images to use in your classroom. Contact edserv@lpb.org for your school's password to this free service. Be sure to mention your parish and school when requesting your password!

Help your students learn about molar mass, molecular volume, and Avogadro's number. Visit the following site for a terrific activity! <http://www.flinnsci.com/homepage/ctlmindex.html>.

Need \$10,000? There's still time to apply for the Toyota Tapestry Grant. For more information go to <http://www.nsta.org/programs/tapestry>

Have a question about classroom strategies in science or math that you would like help with? Contact the Math and Science Mentoring Archives at <http://www.sedl.org/scimast/archives/> The archives contain questions posed by teachers about instructional resources, teaching strategies, content, and assessment issues. You may submit your own question or read those already posted!

A DAY OF CELEBRATION, A YEAR OF FUN!



Don't Miss Out on Mole Day 2004!

The National Mole Day Foundation, Inc, has all the scoop on how "molementum" is growing!! Don't miss this opportunity to "moletiply" the enthusiasm for chemistry in your classroom by "moletivating" those around you while having loads of fun. Be a part of the excitement as C₃ continues to celebrate all things molar when October 23 rolls around next year. Begin thinking about how you can create your own unique Mole Day celebration between 6:02 AM and 6:02 PM on Mole Day. Dine at a "Mole-inspired buffet", sponsor "Mole-lympiads", crown student "Mole royalty", sing "Mole tunes", and just generally join the "Famoley" as you enjoy what is becoming the Mardis Gras of Chemistry! For more information on National Mole Day, visit www.moleday.org or e-mail mole@mhtc.net Become a member now!!

COLLEGIAL COACHING REMINDERS

Year 2 C₃ teachers are reminded of the following concerning the completion of their Collegial Coaching program:

- A total of 9 hours is required to meet the guidelines of the program
- If you haven't turned in documentation of your meetings for the fall semester, that needs to be done immediately
- Remember to fully document the meeting plans as well as the outcomes
- All meetings must be completed by the end of March, 2004
- All paperwork and documentation must be in the C₃ office by April 1, 2004
- Your second Blackboard assignment deals with the Collegial Coaching program; questions, concerns, issues, etc, can be addressed there if needed

Remember to contact Cathi should you need further information at any time. Good luck!!

HOLIDAY HO! HO! HO!

1. What Christmas Carol is a favorite of parents? (Silent Night)
2. What do elves learn in school? (the elf-abet)
3. What is the difference between the Christmas alphabet and the regular alphabet? (the Christmas alphabet has no L [Noel] in it)
4. Why does Santa have three gardens? (so he can hoe, hoe, hoe)
5. What do snowmen eat for breakfast? (Frosted Flakes)
6. What do you get when you cross a snowman with a vampire? (frostbite)
7. What did the ghost say to Santa Claus? (I'll have a boooo Christmas without you)
8. How do sheep in Mexico say Merry Christmas? (Fleece Navidad!)
9. What does a cat on the beach have in common with Christmas? (Sandy Claws)
10. What do you get if you deep fry Santa Claus? (Crisp Cringle)
11. What kind of candle burns longer, a red candle or a green candle? (neither, all candles burn shorter)
12. Why was Santa's little helper depressed? (he had low elf esteem)
13. What do you call people who are afraid of Santa Claus? (claustrophobic)
14. What kind of bird can write? (pen-guin)





'Twas the Night Before Christmas, Redneck Version

'Twas the night before Christmas and all through the trailer, not a creature was stirrin', 'cept a redneck named Taylor.

His first name was Bubba, Joe was his middle, and a-runnin' down his chin was a trickle of spittle. His socks, they were hung by the chimney with care, and therefore there was a foul stench in the air.

That Bubba got scared and roused the boys.

There was Rufus, 12, Jim Bob was 11, Dud goin' on 10, Otis was 7.

John, George and Chucky were 5,4, and 3, the twins were both girls so they let them be.

They jumped in their overalls, no need for a shirt threw a hat on each head, then turned with a jerk. They ran to the gun rack that hung on the wall, there were 17 shotguns, they grabbed them all.

Bubba said to the young'uns, "Now hesh up ya'll! The last thing we wanna do is wake up yer Maw." Maw was expecting and needed her sleep, so out they crept out the door without making a peep.

They all looked around, and then they all spit, the young'uns asked Bubba, "Paw, what is it?"

Bubba just stared, he could not say a word, this was just like all of the stories he'd heard.

It was Santy Claus on the roof, darn tootin', but the boys didn't know they was about to start shootin'!

They aimed their shotguns and nearly made a mistake, that would have resulted in venison steak.

Bubba hollered out, "Don't shoot, boys!" That's Santy Claus and he's brought us some toys.

The dogs were a-barkin' and a-raisin' cain, and Bubba whistled, and shouted, and called them by name.

"Down, Spot! Shut up Bullet! Quiet, Pete and Roscoe! Git, Turnip and Tater and Sam and Bosco!"

"Git down from that porch! Git down off that wall! Quit shakin the trailer, Or you'll make Santy fall!"

The dogs kept a-barkin' and wouldn't shut up, and they trampled poor Pete who was only a pup.

Santy opened his bag, And threw out some toys, Bubba got most, but left a few for the boys.

Since the guns had been dropped he just might not die.

He jumped in his sleigh, told his reindeer to hurry, the trailer started to wobble Santa started to worry.

Just as the reindeer got into the air, the trailer collapsed, but Bubba didn't care.

He was busy lookin' at all his new toys, then a thought hit him, and he said to the boys:

"Go check on yer Maw, Make sure she's all right that roof fallin' on her could-a hurt just a might."

But Maw was OK, and the girls were too, they fixed up the trailer, it looked good as new.

And as for Bubba, he liked Old St. Nick, but Santa thought Bubba was a pure-in-tee hick!

Bubba had a nice Christmas, And the boys did, too.

And the Taylors wish A Merry Christmas to you!



5 Rules For Influence

1. BE GENUINE

People who influence have an attractive quality of transparency, because they are not afraid to be themselves

2. BE FOCUSED

People who influence remind themselves regularly why they do what they do; they adjust their attitudes and strategies to match their focus

3. BE PASSIONATE

People who influence communicate in both action and attitude that they believe in what they do; passion is focus in action

4. BE EXCELLENT

People who influence do whatever it takes to be excellent; the equation for excellence is decision plus discipline

5. BE TENACIOUS

People who influence do not give up, give in, or give out—they press on

BE THANKFUL

Be thankful that you don't already have everything you desire.
If you did, what would there be to look forward to?
Be thankful when you don't know something,
For it gives you the opportunity to learn.
Be thankful for the difficult times. During those times you grow.

Be thankful for your limitations,
Because they give you opportunities for improvement.
Be thankful for each new challenge,
Because it will build your strength and character.

Be thankful for your mistakes.
They will teach you valuable lessons.
Be thankful when you're tired and weary,
Because it means you've made a difference.

It's easy to be thankful for the good things.
A life of rich fulfillment comes to those
who are also thankful for those setbacks.
Gratitude can turn a negative into a positive.
Find a way to be thankful for your troubles,
and they can become your blessings.

