



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: VIII

"Cultivating Success in Every Child"

Friday, November 6, 2015



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



This past Wednesday through Friday, I attended the Annual Conference for the Heads of School in New York, sponsored by our state association, NYSAIS. Our Heads Conference is the largest and most important conference for those of us who lead schools in the state. Each year somewhere between one hundred and one hundred and twenty Heads of School gather to discuss, evaluate and plan for the future our of independent schools. We meet at the serene Mohonk Mountain House, which is known for its quiet and contemplative atmosphere, free of televisions, radio and most other distractions. We do, however, beginning last year, have cell service.

Each year, the conference committee, led by Barbara Swanson, an Associate Director at NYSAIS, puts together a program based on suggestions from Heads, from reactions to other conferences and from what has developed in the world of independent schools. These conferences always help us understand how the future of our schools depends on the recognition that certain trends and ideas can have an impact on what we do and why we do it.

This year's conference was no different. On Wednesday, we began with a session on "Why Liberal Education Matters." In this session, Dr. Michael Roth, President of Wesleyan University, addressed the issue and the debate, surrounding a broad-based liberal education. Dr. Roth was the keynote speaker, whose remarks set the tone for the entire conference.

Thursday sessions always prove to be very timely for our schools. We began with a session, conducted by David Orr, Counselor to the President of Oberlin College. Dr. Orr examined the potential gap between what we teach and what world we live or will live in for the future. Following this session, we an extraordinary session, conducted by a nineteen year old former independent school student, named Aija Mayrock, who has authored a fascinating book, *The Survival Guide to Bullying*. Ms Mayrock's session focused on advice to Heads who are faced with issues of bullying in our schools. Thursday concluded with several other workshops: "Cyber Security," "Risk Management" and "Technology, Policies and Employees."

On our last day of the conference, Friday, we focused on the idea of leadership in our schools: "From the Top Down: Head of School Leadership and Diversity Efforts." After these general sessions, we broke into smaller groups to address particular topics in these areas.

All in all, this proved to be a very productive three day conference.



Garden School 2015-2016 Annual Fund Letter

Dear Garden School Parents,

Last year at this time, we held our 2014-15 Annual Fund Campaign, which proved to be a successful event that raised over fifty thousand dollars to support the mission of the Garden School.

As we begin the 2015-2016 Annual Fund Drive, we are pleased and heartened that our Board of Trustees has demonstrated its leadership in this campaign with 100% participation and with gifts and pledges totaling over \$10,000! So, it is in this spirit of recognizing a bright future for Garden School, and choosing to invest in this organization's mission, that I ask you to participate in the Annual Fund Campaign and make a donation.

As evidence of our continued commitment to enhance Garden, our return to school was marked by positive improvements which were guided in part by responses to last year's Parent Survey. In addition to our growth in enrollment, we made significant upgrades to the physical plant with a new kitchen stove, new pre-k and kindergarten bathrooms and new windows in several high school classrooms. We also developed our educational technology program with stronger Wi-Fi, an Engineering Elective in the High School, and a new Character Education Program with constructive effects that are evident throughout the school. We have added a new parent trustee to support additional communication and partnership with our families.

Much of this would not have been possible without the generous support of last year's Annual Fund donors. This year's goal is to achieve 100% participation of our families. As members of an independent school community, all of us assume responsibilities to ensure the ongoing success of our students and our school. These responsibilities include securing the school's financial strength by "bridging the gap" between tuition and actual costs. With everyone's help through the Annual Fund and the Gala, we supplement our tuition revenue and help keep Garden's tuition among the lowest of comparable New York independent schools. The Annual Fund plays a vital role in Garden realizing its mission. Our Board has reached the 100% goal; now we call upon you and all of our families to help reach the goal of 100% participation in the Annual Fund. To be clear, while we ask you to be as generous as possible with your tax deductible donation, it is your participation at any level that helps us to meet our goal.

Please join us in celebrating our school's future and in supporting its mission to educate the children of our community to the highest of academic, social and personal standards. All gifts are tax deductible. Please go to the giving link on our website (<http://www.gardenschool.org/giving/annual-fund/>) and make your donation online or simply submit a check to the school office.

We thank you for your continued trust and support of Garden School and current and future generations of Garden students will also thank you for our generosity.

Sincerely,

Richard Marotta, Ph.D.
Headmaster

Michael Rakosi
President, Board of Trustees



DATES TO REMEMBER:

- **Wednesday, November 11: College Night for Juniors**
- **Thursday, November 12: Report Cards Distributed with conference request forms**
- **Friday, November 13: Report Cards Returned with conference request forms**
- **Friday, November 13: Career Day for Grades 7 to 12**
- **Wednesday, November 18: Parent/Teacher Conferences from 3pm to 8pm**
- **Wednesday, November 18: United Nations Trip for Grades 8 & 9**
- **Wednesday, November 18: Rubin Museum Trip for Grades 10, 11 & 12**
- **Thursday, November 19: Photo Re-take Day**
- **Thursday, November 19: Thanksgiving Feast**
- **Thursday & Friday, November 26-27: School Closed for Thanksgiving Day**
- **Tuesday, December 1 – Thursday, December 3: Holiday Gift Boutique**
- **Saturday, December 5: Merit Exam & Open House (9am – 12pm)**
- **Friday, December 18: Lower Division Show at 9am**
- **Friday, December 18: Noon Dismissal**
- **Monday, December 21 – Friday, January 1: School Closed for Winter Break**
- **Monday, January 4: Classes Resume**

Garden Character Education Program

By Ms. Lisa Sohmer (Director of College Counseling, Upper Division Coordinator)

The first academic quarter ends today and so does our focus on the first of four character values that we will explore this year.

For the past 9 weeks we as a community have focused on character and kindness. These were not new concepts; ever they had been part of the Garden School experience. But we sought to codify them, formalize them and to see them in the context of our lives each day.

And we have done it. Through story time in the early childhood classrooms to school wide drawing and writing activities, with games and a donation to a neighborhood food pantry, we have kept kindness part of our daily lives. And with our "Kindness to the Future" time capsule, we made promises to our future selves.

Now our character education program continues with reflections on Honesty. Honesty to ourselves, our friends, our families, our community. Academic honesty. Integrity, transparency, and credibility.

Thomas Jefferson wrote, "Honesty is the first chapter in the book of wisdom." Please join us in the next academic quarter as we grow wise together.

Garden School's Lisa Sohmer In The News!

Check out this national NBC News.com article featuring our Director of College Counseling and expert, Lisa Sohmer!

<http://www.nbcnews.com/feature/freshman-year/rejection-hurts-how-handle-college-not-accepting-you-n458911>

"Like" the Garden School Facebook Page Here!

<https://www.facebook.com/GardenSchoolNY/>





Garden PTA

By Diane Sarro (PTA President)

Career Day is taking place on Friday, November 13th. This is an opportunity for Grades 7 through 12 to meet with various alumni to gain insight into a variety of careers.

Save the date! Get all of your holiday shopping done on December 1, 2 and 3 at our **Holiday Boutique!** We need **volunteers for setting up on November 29 and 30** and on the days of the Boutique for sales and wrapping. The students always have an amazing time!

Open House and Merit Scholarship Exam Saturday, December 5th, 9:00 AM

Garden School will host an Open House on Saturday, December 5th from 9:00 to 11:30 AM for families interested in all grades of the school. No RSVP is necessary.

Please **invite friends, family members and colleagues** who may be interested in learning more about Garden School. There will be a presentation at 9:30 AM on the school and its educational and enrichment programs.

The same morning, we will also be offering the annual Merit Scholarship Exam on Saturday, December 5th. The Merit Exam and the scholarships are eligible to both incoming new and current Garden students presently enrolled in grades 5-10 (entering 6-11 in 2016). Pre-registration using the form from the web link below is required by December 2nd.

If you have any questions, please feel free to contact the school at 718-335-6363. Use this link for more information and forms: <http://www.gardenschool.org/open-house-and-merit-scholarship-exam-sat-december-5th-900-am/>

GARDEN SCHOOL
&
STUDENT COUNCIL



BRING CANNED GOODS AND NON PERISHABLE ITEMS TO SUPPORT THE NEEDY THIS THANKSGIVING

All proceeds will go towards the St. Mark's Episcopal Church Lion's Club Food Drive in Jackson Heights.



Click [here](#) and watch Garden's Own 8th Grader, Joelle G. on the Greg Gutfield Show!

We wish the Garden School Debate Team lots of luck as they prepare for their first meet next Saturday!

[Click here](#) for a video of last year's City Hall Proclamation Trip!



Jackson Heights Halloween Parade - Saturday, October 31st

Thank you to all the Gardenites, Student Council and Key Club members, parents, students, faculty and friends who showed up to march in last Saturday's JH Halloween Parade! We all had so much fun! See you again next year!

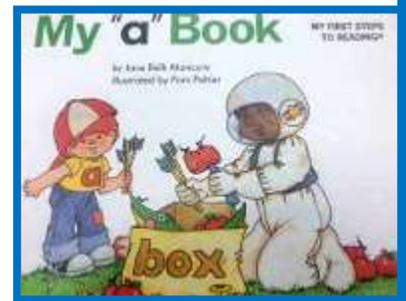


Early Childhood

Nursery Language Arts

By: Joanne Vogel (Nursery Teacher and Reading 1-2-3)

The children in nursery have been happily exploring colors and shapes. This skill of careful discrimination is needed as children progress to recognizing letters and sounds, the foundational building blocks to reading. This week has been devoted to the introduction of the letter "a". Excitement ensues as the children quickly arrive at the carpet to "read" books from the Jane Belk Moncure collection. *Annie the Acrobat* reinforces the letter "a", as does coloring sheets, smartboard activities, and sing-song verses.



Parents can join in recognition skills by pointing out the "a" letter in street signs, advertisement posters, cereal boxes, and print materials. Ask your child to find the letter "a" during daily home activities and watch smiles grow with this new-found skill!

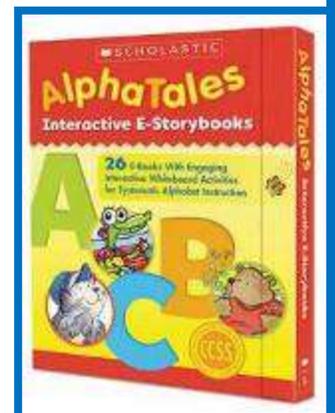
Pre-K Language Arts

By: Eileen Reyes (Pre-K Teacher, Dean of Early Childhood)

This year in Pre-Kindergarten, the students will be working on upper and lower case letter recognition, connecting sound to symbol, tracing letters, and writing letters.

These skills lead the way to reading. Letters and words are pointed out in picture books, street signs, food labels, and just about anywhere they can be seen throughout the day. Literacy centers are set up where children can explore letters and sounds through puzzles, games, and art. Books are read in all subject areas each day to introduce, teach, and follow up lessons that have been taught.

Smartboard activities and games are another way to teach the ABC's and build phonemic awareness. Two series of books are used through the year that target letter recognition skills that lay the foundation for reading: *AlphaTales* by Scholastic Inc. and *My First Steps to Reading* by Jane Belk Moncure.





Kindergarten Language Arts

By: Kristen Ahlfeld (Kindergarten Teacher)

The students in Kindergarten continue to develop their reading and writing skills in language arts through phonics activities and various studio art projects. These two subjects are very important in child development because they both help children explore their range of confidence, their will to focus, perseverance and the creativity of thinking outside of the box.

Each child participates in various phonological awareness activities to learn the sounds associated with letters and concepts about print. That skill is then incorporated in art projects such as "Name Plate Printing," with each student coloring his or her name in block letters using crayons, oil pastels and watercolor paint. Every week we practice a new letter and link that letter to our names, words, colors and pictures. This helps students increase their phonological awareness both verbally and visually as they learn to read each other's names.

We also use learning centers to isolate rhyme and segment words to help build fluency in reading. Students are focused and enjoy this activity because it exercises their ability to read common words and learn to pronounce them confidently. Language arts activities help students succeed in literacy as they begin to write using inventive spelling techniques to form words and sentences.



Elementary

Grade 1 and 2 Physical Education

By: Vonetta Trotter (Physical Education Teacher)

With our soccer unit coming to a close, 1st and 2nd graders have focused on an introduction to fitness for the past two weeks of classes. Exercises include jumping, balancing and core strengthening movements. Previously, in the spirit of Halloween, the students made spider webs using colorful scarves and hula hoops. The scarves represented the spider's web and the hula hoops represented tree branches. Connecting all of the webs, 1st and 2nd graders worked in pairs, creating a tree of spider webs. After completing the webs, students emulated movements of a jumping spider by carefully jumping over every web on the tree.

We have also started 'Wacky Wednesday', singing along to traditional songs with movement and dancing to popular children's music. 'Freeze Dance', a creative and self expressive game in which students dance when the music plays and then 'freezes' when the music stops, is one of many music games that 1st and 2nd grade enjoys playing. Next week, we will continue our music component on Wednesday, or better known as 'Wacky Wednesday'. As well as introducing basketball, students will practice various fundamental skills using the mini balls and basketball hoops throughout the week.



Grade 3 Physical Education

By: Vonetta Trotter (Physical Education Teacher)

The 3rd graders have worked on soccer skills and light fitness exercises in PE for the past two weeks. Our new tag games, dance and 'capture the flag' have played a key role in students' spatial awareness, moving creatively around the gym with their fellow classmates and teammates. In the coming weeks, we will perform different forms of balance and coordination through Frisbee throwing and bowling games. We are also starting our introductory basketball unit, learning how to dribble and practice how to shoot in the mini basketball hoops.

Queens Botanical Garden Field Trip Grades 2 and 3

By: Nilla Ingravallo

“Where people, plants, and cultures meet”: This past week the second and third grade classes visited the Queens Botanical Garden to enhance their understanding of nature. This environmental center offers a myriad of thematic gardens and historic plantings in a 39-acre living museum.

During our visit, the classes learned about the garden’s World Fair’s origins and history. They also explored and investigated different plant and animal life. For example, the students had the opportunity to hike through the wetland and woodland environments and see and discuss the plants and insects found in these areas. The second and third graders also examined the Compost Demonstration Garden; they learned about composting and its benefits. The students developed an appreciation and better understanding of the role of animals, insects, and plants in our environment.

The classes enjoyed their culminating activity! After a discussion on planting and how to care for plants, the second and third graders were each given a planter. They selected four seeds of their choice to plant. The students were able to take their planters home and are excited to see their seeds turn into sunflowers, beans, and corn!

Following the tour and hands-on activity, the classes had the opportunity to enjoy lunch in the outdoors before returning to school.

We would like to thank the chaperones that helped make this trip a wonderful experience!





Grade 4, 5 and 6 Fine Arts

By: Tiina Prio (Art Teacher, Chair of Fine Arts Department)

Albrecht Durer, the Northern Renaissance artist, is the focus for the Fourth, Fifth and Sixth grade artists.

After learning about where the Renaissance started, why it started and who started it, the artists studied the many different techniques of engraving. Being that it is autumn and all the leaves are turning beautiful colors, the first concern for the artists was to draw leaves accurately into a design. Drawing from nature is a matter of comparison...what does it look like ... what did I draw... what can I do to make it look more like what I see. Pressing the lines of the design into a piece of Bristol board and using color sticks to nuance fall colors, while the indented lines stay white, will create a beautiful autumn leaf project.



Grade 4, 5 and 6 Music

By: Tom Heineman, Music Teacher)

Students in 4th through 6th Grade music recently approached a piece of music that is related to Halloween: French composer Camille Saint-Saens' orchestral tone poem *Danse Macabre*. The music represents the release of skeletons, ghosts, witches, and bats on Halloween night. Every one of these creatures has its own musical theme, so students discussed what type of music and which instruments would be used, and whether the notes would be long or short for each. When first listening to the piece, they took guesses at the themes they were hearing by holding up placards with images depicting each of the above things. We discussed the instrumentation (which changes throughout the piece) and speculated about other aspects of the music: what time it is when the creatures are freed (there's a sound meant to represent clock chimes), what quiet, short notes with separation between them were portraying (some students correctly identified them as footsteps), and the significance of the oboe's rooster call (dawn approaching). Students in 5th and 6th grade also followed a map depicting the themes and events that are heard in the music.



Many pieces of music from the 1800s such as *Danse Macabre* are programmatic; the music is meant to aurally reflect something visual. Due to their representational nature, they are helpful in guiding students to hear certain melodies, rhythms, instruments, or other aspects of the music.

The 4th Grade is continuing its studies of the science of sound. Today, they were learning about nocturnal owl's reliance on their hearing for hunting. The class speculated as to why barn owls' flight is nearly silent (they track their prey in flight with their advanced hearing) and why owls' ability to rotate their heads 270 degrees is essential to their hunting (they focus on locating the exact position of the sound with their ears). Next, we will be examining owls' unique facial structure and how it is ideal for enhancing their ability to listen for prey.

The science-related lessons, which I began doing with greater reach the last couple of years, would not have been possible without the aid of the faculty members from the Science Department. I truly am indebted to Mr. Hale, Mr. Albano, and Mrs. Dapice for offering their assistance, knowledge, ideas, and support, and both my teaching and curriculum are so much the better for their guidance.



Middle School

Grade 7 Mathematics

By: Natalie Sangiovanni (Mathematics Teacher)

The 7th graders have been exploring rational numbers, which include whole numbers, integers, decimals and fractions. We've strengthened our skills in changing fractions to decimals and vice versa. We've also worked on performing the basic operations on each. We just finished perfecting applying PEMDAS, the order of operations. The 7th graders have just begun to learn a variety of problem solving strategies to solve real life word problems.

Math Olympiads, a new program at Garden, is for 7th and 8th grade math enthusiasts. We meet every Thursday at 3:00 in Room 6. Math Olympiads challenges the young mathematician minds by applying a variety of strategic methods to word problems.

Grade 8 Mathematics (Algebra)

By: Sonia Ambarsom (Mathematics Teacher)

Eighth graders have, thus far, been applying and extending previous understandings of operations with fractions and decimals to add, subtract, multiply, and divide rational numbers, integer exponents and simplifying algebraic expressions, which include the aforementioned.

Simplifying expressions is not necessarily a simple task. First, the problem must be examined and assessed properly so that the laws related be used and the student apply mathematical properties of operations to simplify.

The goal of this practice is to solve multi-step applications. In the solutions, logic and reasoning are used in problem solving and variables are used to represent quantities in the real world.

French III

By: Lea Medina (Grade 10 Student)

On November 3, 2015, the French III class, ventured out with our teacher, Gabriel Gomis, to the local French café and renowned patisserie, Cannelle Bakery, along 79th Street for a classic, French literary lounge experience !

We read "On a bien rigolé," a chapter in the popular book, *Le Petit Nicolas*, by Jean-Jacques Sempé and René Goscinny. The students bought pastries and other baked goods; who could forget the heartily brewed steaming coffees that sat atop tables besides the several open books? As the 10th graders took turns reading the chapter aloud, a warm encounter with a Parisian allowed them to speak with a native French speaker. It was a cultural experience, as a delicious one!





High School

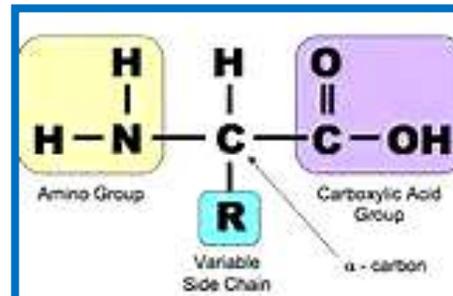
Grades 9 Science

By: Lou Albano (Science Teacher, Grade 4-6 Dean)

Our ninth grade students have ventured into the realm of Biology. As in most Biology classes, baby steps are taken in order to reacquaint students with the scientific method that has been taught throughout their academic courses in science from years past. Students quickly progressed to understanding the study of life.

Using hands-on activities, students were familiarized with the array of tools and laboratory techniques that biologists use. As in all science labs, proper safety protocol was emphasized. We quickly shifted gears and established the significance of chemistry in biology.

The study of the atom and its subunits were part of our discussions. We then moved onto the study of organic molecules, such as carbohydrates, proteins, lipids, and nucleic acids. Discussions about acids, bases, and the pH scale were also part of the classroom experience. Despite the complexity of the materials and the associated vocabulary, the ninth grade Garden students have been working hard in order to meet the requirements of Biology. After all, it's all about life.



Grades 10 Science

By: Marlene Dapice (Science Teacher, Chair of Science Department)

Can you describe the structure of an object that you can't see or touch? A very long time ago, scientists had to do just that when trying to describe what an atom looked like and how its subatomic particles were arranged with respect to one another. Chemistry students gained an appreciation of what was involved by performing a modified "black box" exercise. Using just a marble and their sense of hearing, they had to ascertain the shape of an object affixed to the bottom of a plywood board. The results were interesting. Some groups nailed the shape right on the head while others didn't even come close. It was an enjoyable way to point out that scientific inquiry isn't always easy.

On another occasion, students determined the atomic mass of a fictitious sample of "beanium". Three isotopic forms of this element were given to each lab group. With the use of a balance to determine the mass of each sample and their direct count of each isotope, students determined the atomic mass of this element.

The class is currently completing its discussion of the quantum mechanical model of the atom. In addition to constructing electron configurations and orbital notations for various elements based on their understanding of the periodic table of elements, students engaged in an activity to study the atomic orbitals of atoms. There's never any rest for a scientist!



Grades 11 English - Creative Writing

By: James Pigman (English Teacher, Chair of Language Arts Department)

"Sometimes we sit down to write and can't think of anything to write about." This from Natalie Goldberg in "Writing Down the Bones."

Writing requires a variety of settings and tones and topics if one is going to improve. On November 18th, we will be going to the Highline Park and the Rubin Museum of Art. A major assignment for the day will be sitting in the museum amidst exquisite Buddhist and Hindu art, priceless and evocative and for us like almost nothing we have encountered. In this exotic setting, what do we feel? How do we react to the peace and tranquility of the Rubin Museum, of the respectful presentation of artworks from the other side of the world, from a non-Biblical tradition? Ms. Goldberg says that a promising writer should try to write in many new uncomfortable almost alien places. And our students will be faced with a new place, a new set of feelings, and putting those emotions and intellectual realizations to paper. Some of the best writing I have ever gotten from students has been from excursions to the 42nd Street Library and Bryant Park. We look forward to the students and their essays in such a varied location and the thoughts that come from the art or the park.

11th/12 Grade English Elective: Bible in/as Literature

By: Marcia Elkind (English Teacher)

Like the Constitution of the United States, the Bible is a living document. Each generation reads the words and makes sense of them in light of their own experiences. Our course aims to acquaint students with the events and people written about in this document. We examine the stories from a literary viewpoint. Our past several weeks have been focused on Genesis and the creation of humans, and of God's experience with those humans from their placement in the Garden of Eden to the destruction of the Tower of Babel. We agreed that God learned a great deal about his creatures. We were less sure that people learned much about God or themselves.

We turn now to the stories about the early monotheists, the patriarchs of the Old Testament. We begin with Abraham's willingness to sacrifice Isaac and move on to Jacob's wrestling with an angel and his life with four wives and thirteen children. We will continue to read poems, short stories, listen to music and examine art, all inspired by the stories and characters from the Bible. Students are writing almost nightly, analyzing biblical passages or the art and music inspired by them. Classes combine lecture when background information is required, and class discussion, where students voice their own insights and concerns as raised by the reading. This class emphasizes thoughtful analysis and careful argument, both written and oral. These skills will stand a student in good stead in college and in life.

On November 15, at the Skirball Center at Temple Emanuel in Manhattan, students in the Bible/Lit. class will be able to see the Bible in action as a living document. The temple is sponsoring an event entitled "The People vs. Moses." This will be a mock trial of Moses who may arguably be accused of murder. It says in the Bible that he killed an overseer. He was never charged with a crime. On November 15, he will be. Prosecuting the case will be Dan Abrams, defending Moses will be Alan Dershowitz, and the presiding judge will be the federal court judge, Alison Nathan. There is a \$35.00 admission fee for the event.





This is one of those "extras" that living in New York and being a student at Garden School offers you. As Dr. Marotta is fond of saying, "Carpe diem." I encourage students to take advantage of this opportunity. An event like this drives home the point that the Bible is as relevant today as it was when compiled centuries ago.

Garden School Alumni News

An Open Letter To Former High School Athletes Now Your Playing Career is Over. What's Next?

Will Vogel, Class of '14, Sophomore at Butler College

[In Odyssey: 500 Words On on Sep 6, 2015](#)

Being an athlete in high school defines you. Your days are spent competing, practicing in the gym and going to games with your team. But what happens after you graduate? You go to college and your athletic career is over. The thing that once defined you is gone. So what do you do next?

It's weird not playing a competitive sport after high school. You don't get the same feeling when the season is about to start. The rush is now replaced with a sadness and nostalgia of your old glory days of running up and down the court, hitting jump shots, spiking the ball over the net, and hitting home runs.

You will find yourself at the gym staying in shape, playing multiple intramural sports, going out for the club team and of course, attending every home game for your college team. You will try to get that rush you used to get when you were the one winning a big game.

You will miss bonding with your team and all the time you spent together on the buses to away games. You'll miss the loud laughter after a win and all the tears shed after a heartbreaking loss. You will look back on this and feel like a piece of you is missing.

Even though you loved playing, there are things that you won't miss. Getting up even earlier for morning practices, which meant showering in the locker room and feeling gross for the rest of the day, running suicides till you couldn't feel your legs anymore, and how sore you would feel after playing back-to-back games.

There's one thing that you will never miss: that horrible feeling you'd get after losing, playing back the entire game in your head, seeing what you could have changed or done differently.

Not playing a sport will change who you are and give you the freedom to do things you couldn't in high school because you were dedicated to athletics. You can become more involved, join clubs, and have more of a social life. This doesn't mean you won't miss it, because trust me you will, but you will appreciate the time you had playing your sport.

You will look back on when your coach would give pre and post game inspirational speeches and learn that there is more to life than the game. It's the memories you made and the people you made them with that really matter.

