

# WEEK OF MAY 18

*Hard work pays off in the future. Laziness pays off now.*  
-Steven Wright

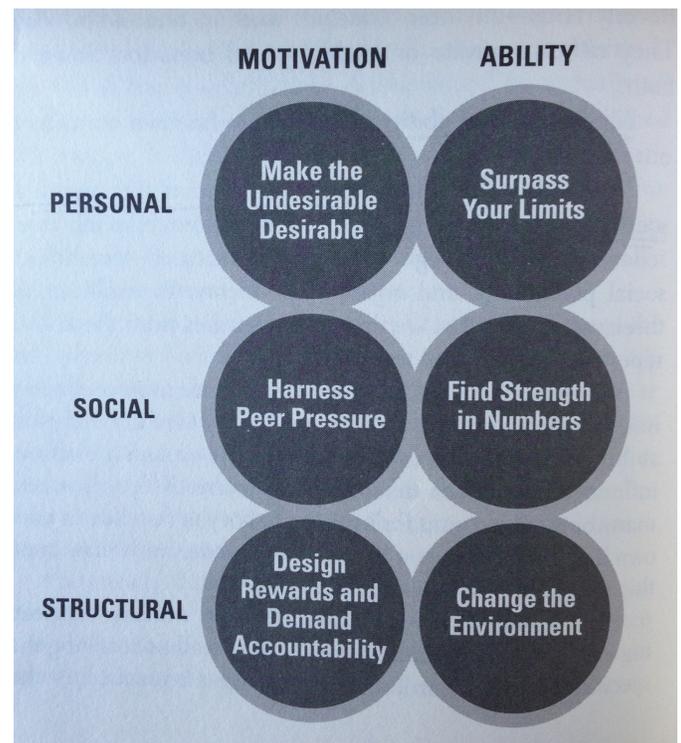
## WORDS OF WISDOM

**In-flu-ence** / 'inflʊəns / **noun:** *the capacity to have an effect on the character, development, or behavior of someone or something in indirect or intangible ways.*

Do you know the root meaning of the word influence? It literally means to flow in. You might say that when one person influences another, the example he or she is setting flows into someone else.

Mahatma Gandhi, a national hero of India, made a huge difference in the world by teaching the principles of nonviolence. Gandhi's message flowed into Dr. Martin Luther King, strongly influencing his life and our nation forever.

For better or for worse, others greatly influence us and we influence others. That's why studying history and the lives of great people is so important. Dr. King once said, "We must use time creatively, in the knowledge that the time is always ripe to do right." So today ask yourself, who is influencing you in a positive way and why? How are you influencing others in positive ways? How do you know?



In the New York Times Best Sellers book, *Influencer: The Power to Change Anything*, the authors (Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, Al Switzler) use real life examples to demonstrate that any problem caused by human behaviour can be changed, if we focus on six sources of influence (see representation on right).

One of the real-life stories the authors use to illustrate their message and contextualize how these six sources of influence work was to share the experience of a joint team of behaviorist and epidemiologists from The Carter Center and the Centers for Disease Control and Prevention charged with the eradication of the Guinea worm disease.

Guinea worm disease is caused by the parasite *Dracunculus medinensis*. The disease affects poor communities in remote parts of Africa that do not have safe water to drink. With neither a drug treatment for Guinea worm disease nor a vaccine to prevent it, the small team set-out to identify a solution to the epidemic in the 1980's.

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As the team investigated the spread of the disease within a single village, they discovered that there were three distinct tribes sharing a common water supply within the village - two were infected with the Guinea worm disease and the third was not. Through intentional observation the team discovered a small difference between the people collecting the water by the tribes that were infected and the one that wasn't. The women collecting water in the uninfected village used their skirts to filter the water they collected from the watering hole, effectively straining out the problem-causing larvae of the Guinea worm. You see the Guinea worm disease was rampantly spread by villagers drinking unfiltered water.

The small team identified and communicated to the villagers three vital behaviors to enact in order to eradicate the Guinea worm:

1. Filter the water.
2. Prevent anyone infected with the Guinea worm from making contact with the public water supply, until the infection has run its course.
3. Confront any neighbor that is not filtering water or becomes infected.

What seemed like a simple 1-2-3 solution, researchers quickly learned wasn't easy at all. This is where the six sources of influence come into play.

- **Personal Motivation:** Why? If you don't address personal motivation, you will face resistance. When the Guinea worm is exiting the victim's body, the pain is excruciating. Since victims can't merely yank the worm out of their arm or leg without the worm breaking and causing a horrific infection, they're forced to wind the parasite around a stick and slowly edge it out over a couple of weeks. The only source of relief during this prolonged ordeal is to soak the painful sores in water. That means the victims are personally motivated to do the exact opposite of the vital behavior - stay away from the water supply.
- **Personal Ability:** Why? You can't change what you don't know or can't do. Lack of skill results in anxiety. Many of the villagers don't know how to properly filter water. When they take the steps to filter the water, they'll carelessly slop over a splash here and a drop there, infecting the water supply and continuing the infestation. Or they'll transfer filtered water into a pot that is still moist with unfiltered water. Villagers needed training to enhance their personal ability.
- **Social Motivation:** Why? If there isn't peer pressure to change and a group doesn't trust the messenger, the message falls on deaf ears and the change fails. When the team sat down with local villagers to teach them how to eliminate the Guinea worm, few paid very much attention to the advice. The team were outsiders and weren't trusted. Although the team had good rapport and trust with the chief of the village, there were three tribes and two of which resented the chief and resisted anything he supported.

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- **Social Ability:** Why? If you want to go fast, then go alone. If you want to go far, then go together. People in the village needed to assist each other if they hoped to eradicate the Guinea worm. When it came to this outbreak nobody could make it on their own. For example, if someone comes down with the worm, others may have to fetch water for him. And when it comes to filtering, locals often have to buddy up in order to have enough pots to both fetch and filter water. If locals don't enlist the help of others, you'll be missing the key factor of social ability.
- **Structural Motivation:** If you try to move forward without addressing structural motivation, your influence won't reach far. Given the villagers' current financial circumstances (living hand to mouth), individuals who become infected can't afford to stay away from work. This forces them to labor in and around the water supply. Quite simply, to put food on the table, they'll need to fetch water for both their crops and livestock. This means that the formal reward system is at odds with the three vital behaviors. Infect people earn money only if they work near the water source. If you don't compensate for the existing reward structure, victims will be compelled to serve their families at the expense of the entire village.
- **Structural Ability:** If you keep doing what you've always done, you'll keep getting what you've always got. Locals don't have all the tools they need to filter the water or care for their wounds in a way that keeps them away from the community water source. Worse still, the layout of the village makes access to the public water supply so easy and natural that it's enormously tempting for victims to merely plunge their aching arm or leg into the water - at the peril of everyone else.

When the team was able to address each of the six sources of influence, the impact was significant within the village amongst all three tribes. Over time, the ripple effect of their intervention had a profound and lasting impact throughout the world. Although the Guinea worm disease isn't completely eliminated, the number of human cases annually has fallen from 3.5 million in the mid-1980s to 28 in 2018.

So what might be keeping you from taking a risk, changing behavior, and/or positively influence a larger group of people within your school and community? [In this episode of "The Harbor"](#), by Jostens, dozens of high school students give us their perspectives on their insecurities and how they work to overcome them.

Each Episode of "The Harbor" also comes with a [critical thinking guide](#) to enhance the meaning behind this message.

# GETTIN' UP

## THE POWER OF STARTING WITH WHY

Influence is the primary ingredient needed to move others toward an objective, as it is intrinsic by nature, whereas extrinsic motivation is fleeting. Money, perks, and extra time off are temporary and are not tied to the actual task at hand. Those motivated by them can quickly disassociate from the mission as soon as better perks are offered by a less noble cause or objective. But, if someone can grow to understand THE WHY, they will see the objective itself as vital.

## THE GOLDEN CIRCLE

Simon provides a useful framework for his approach to leadership: the Golden Circle. At the center of the Golden Circle is WHY. The next concentric circle is HOW. And finally, the outermost circle is WHAT.

Nearly every leader and company knows the WHAT. They can describe their products, their industry, and their competitors. Some companies also know HOW they do WHAT they do — their unique differentiators, their value proposition, and their values. But few companies know or articulate their WHY — their purpose, their cause or their belief. The WHY is their reason for being. And the WHY communicates the reason(s) anyone should care.

Since the WHAT is the easiest to know and articulate, most leaders and companies start with WHAT. Sometimes they will also discuss HOW, but they rarely talk about WHY. With respect to the Golden Circle, they go outside-in.

Simon advocates that we should invert the order. Go from the inside-out in the Golden Circle. Start with WHY, discuss the HOW, and end with WHAT.

Starting with WHY gives your followers a way to identify with you on a personal level. If your WHY matches their WHY, they are willing to stand with you through thick and thin. Without a clear WHY, people default to the WHAT. Then you are always caught in this struggle to differentiate yourself in the sea of WHAT.



[Click here to watch](#)

# GETTIN' UP

## INFLUENCE VS. PERSONALITY STYLE

Another word that frequently enters our vernacular and is often used interchangeably with influence is "motivate." But there is a difference. Motivating' requires giving someone a 'motive', usually self-interest or self-preservation along the lines; while influencing is a higher-level skill that makes the desired action their idea. But how one initiates and converses with those around them can vary widely based on their own personality characteristics.

One of the most critical success indicators of any working group is comfortability. Allowing others to feel heard, validated and knowing how to motivate and inspire each individual member can quickly create an impactful environment. To accomplish this, one of the first activities to engage this development should be a personality assessment.

Personality assessments can provide greater insight into why we act the way we do and equally important, how we should address and work with those around us. Whether a workgroup prefers ridged agendas and evidence-based practice or an open dialog of creative brainstorming – having students realize they need to tailor their approach to fit the needs of their workgroup will lead to learning opportunities and more effective working committees when the time comes.

Understanding one's own personality characteristics and the traits of team members and those around them will lead to a more comfortable, and ultimately, successful environment.

## TRUE COLORS

True Colors is a model for understanding yourself and others based on your personality temperament.

The colors of Orange, Gold, Green, and Blue are used to differentiate the four central True Colors personality styles. Each of us has a combination of the four True Colors that make up our personality spectrum, usually with one of the styles being the most dominant. By identifying your personality (and the personalities of others), True Colors provides insights into different motivations, actions, and communication approaches. The core of the system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation and ethical behaviors.

<b>BLUE</b> emotionally driven seeks harmony in groups enthusiastic creative sympathetic	<b>GOLD</b> loyalty driven respects rules and authority responsible organized appreciative
<b>ORANGE</b> short-term driven welcomes change and variety adventurous competitive impulsive	<b>GREEN</b> logically driven independent thinker focused efficient analytical

[True Colors Personality Test Assessment](#)

# GETTIN' UP

## DISC

The DiSC assessment is a non-judgmental tool used for discussion of people's behavioral differences. If you participate in a DiSC program, you'll be asked to complete a series of questions that produce a detailed report about your personality and behavior. You'll also receive tips related to working with people of other styles.

### DiSC profiles help you and your team:

- Increase your self-knowledge: how you respond to conflict, what motivates you, what causes you stress, and how you solve problems
- Improve working relationships by recognizing the communication needs of team members
- Facilitate better teamwork and teach productive conflict
- Develop stronger sales skills by identifying and responding to customer styles
- Manage more effectively by understanding the dispositions and priorities of employees and team members

Scoring is done electronically or by hand, depending on the profile format you choose. Scoring will produce a profile report. You'll be able to read about your unique behavioral style, your tendencies, needs, preferred environment and strategies for effective behavior. You'll learn more about your strengths and weaknesses.

Each profile report also includes information about other DiSC styles to help you learn more about others as well. Facilitators might use [comparison, group or other reports](#) to provide a greater understanding of your team, group, clients or colleagues.

	<p><b>Dominance</b> <i>Person places emphasis on accomplishing results, the bottom line, confidence</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Sees the big picture</li> <li>- Can be blunt</li> <li>- Accepts challenges</li> <li>- Gets straight to the point</li> </ul> <p><a href="#">Learn more</a></p>
	<p><b>Influence</b> <i>Person places emphasis on influencing or persuading others, openness, relationships</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Shows enthusiasm</li> <li>- Is optimistic</li> <li>- Likes to collaborate</li> <li>- Dislikes being ignored</li> </ul> <p><a href="#">Learn more</a></p>
	<p><b>Steadiness</b> <i>Person places emphasis on cooperation, sincerity, dependability</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Doesn't like to be rushed</li> <li>- Calm manner</li> <li>- Calm approach</li> <li>- Supportive actions</li> </ul> <p><a href="#">Learn more</a></p>
	<p><b>Conscientiousness</b> <i>Person places emphasis on quality and accuracy, expertise, competency</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Enjoys independence</li> <li>- Objective reasoning</li> <li>- Wants the details</li> <li>- Fears being wrong</li> </ul>

## 1 Part One

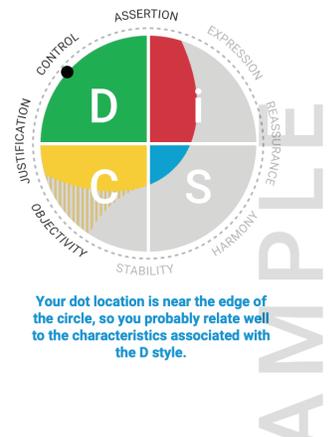
# Your DiSC® Style in Conflict

### Your DiSC Style: D

Ruby, your dot and shading say a lot about how you respond in conflict. Because your dot is located in the middle of the D region, you have a D style. Your shading indicates your priorities and where you focus your energy. During conflict, you prioritize control, assertion, justification, and objectivity.

As someone with the D style, because you have a strong vision of how things should be, you likely have a desire to take control of conflict situations. Therefore, to prevent others from influencing your agenda, you may take charge of the conversation and do what needs to be done to stay in the driver's seat. Your candid and focused approach can help minimize any misunderstandings and help direct others to focus on the task at hand. At the same time, some people may withdraw or become defensive when you're perceived as dominating, impatient, or overly blunt. These reactions could ultimately stall progress, which is counter to your intent.

Most likely, you want to be seen as projecting strength and as someone of authority. Therefore, when there is a difference of opinions, your instinct may be to try to influence others by asserting your views in a forceful, dominant way. While this approach is likely due to the confidence you have in your ideas, others may feel overpowered or disregarded by this behavior at times.



# GETTIN' UP

## STRENGTHSFINDER 2.0

The CliftonStrengths assessment is a Web-based assessment of normal personality from the perspective of Positive Psychology. It is the first instrument of this type developed expressly for the Internet.

Over a secure connection, the CliftonStrengths assessment presents 177 items to you. Each item consists of a pair of potential self-descriptors, such as "I read instructions carefully" versus "I like to jump right into things."

The descriptors are placed as if anchoring polar ends of a continuum. You are then asked to choose the descriptor that best describes you, and to identify the extent to which that chosen option is descriptive of you.

You are given 20 seconds to respond to a given pair of descriptors before the assessment automatically presents the next pair. Completing the online talent assessment is your way to:

- Discover what you naturally do best
- Learn how to develop your greatest talents into strengths
- Use your personalized results and reports to maximize your potential

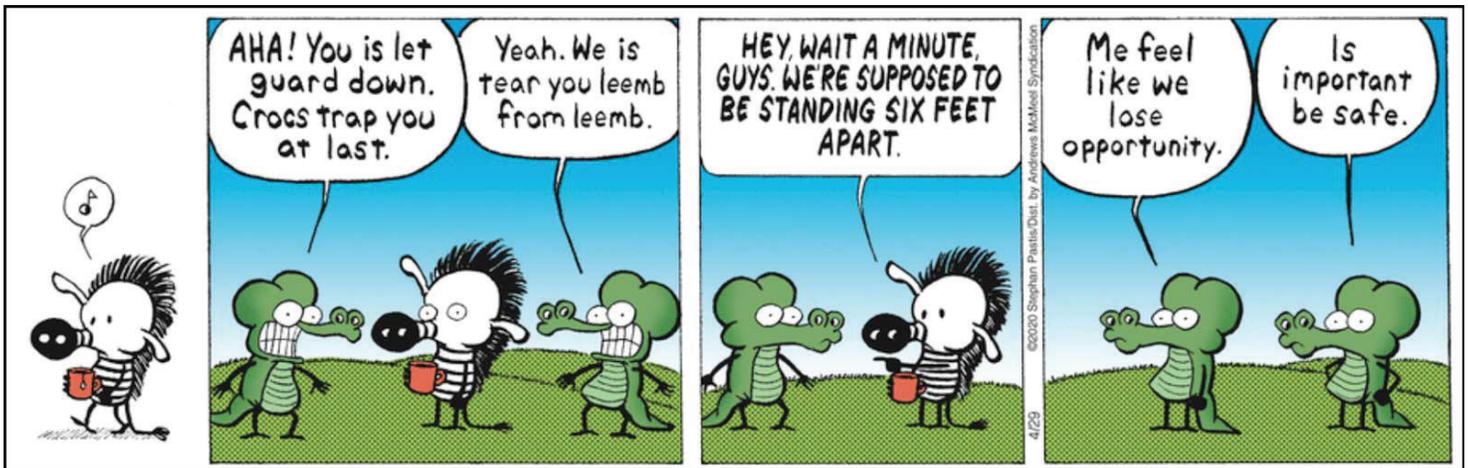
All of these tools help uncover and further explain one's innate character traits and personal preference against environmental and social interactions. Having a better understanding of our personalities' covert operations and tendencies allows someone to hone their craft, practice skill sets that align with comfort levels, as well as uncover areas that need improvement.

Gallup StrengthsFinder® Themes Four Domains	
<b>Striving: Working Harder</b> <ul style="list-style-type: none"><li>• Achiever</li><li>• Activator</li><li>• Adaptability</li><li>• Belief</li><li>• Discipline</li><li>• Focus</li><li>• Restorative</li><li>• Self-Assurance</li><li>• Significance</li></ul>	<b>Thinking: Working Smarter</b> <ul style="list-style-type: none"><li>• Analytical</li><li>• Arranger</li><li>• Connectedness</li><li>• Consistency (formerly Fairness)</li><li>• Context</li><li>• Deliberative</li><li>• Futuristic</li><li>• Ideation</li><li>• Input</li><li>• Intellection</li><li>• Learner</li><li>• Strategic</li></ul>
<b>Impacting: Influencing People</b> <ul style="list-style-type: none"><li>• Command</li><li>• Competition</li><li>• Developer</li><li>• Maximizer</li><li>• Positivity</li><li>• Woo</li></ul>	<b>Relating: Assisting People</b> <ul style="list-style-type: none"><li>• Communication</li><li>• Empathy</li><li>• Harmony</li><li>• Includer (formerly Inclusiveness)</li><li>• Individualization</li><li>• Relator</li><li>• Responsibility</li></ul>

# KEEPIN' UP

## INDIVIDUAL OR FAMILY ENGAGEMENT WITH CURRENT NEWS AND EVENTS

- **Monday's News Article** contains comprehension and critical thinking questions, (including video clips, maps and links) covering current news and events.
  - [Judge Rules NY Must Hold Democratic Primaries](#)
- **Tuesday's World Events:** Events containing three news stories from around the world. Questions are found below the article. In addition, "Background" and "Resources" are provided below the questions
  - [China Hid Coronavirus's Severity To Hoard Supplies](#)
- **Wednesday's Pro-Con:** Explore controversial issue using a structured pro-con methodology to improve academic performance, increase civic engagement, strengthen personal resiliency, bridge political divides, and stimulate critical thinking – the #1 skill sought by employers and educators.
  - [Do Standardized Tests Improve Education?](#)
- **Thursday's Human Interest News Story** includes news briefs that are generally amusing and sometimes thought-provoking.
  - [7-year-old Runs Backyard Marathon to Raise Money for COVID-19, Charity](#)
- **Friday's Political Cartoons** are accompanied by a question requiring the student to demonstrate understanding of the cartoonist's intended meaning.
  - [Social Distancing](#)



Check out this video to better understand how to Identify Fake News with the [Five C's of Critical Consuming](#) or [click here](#) to utilize a 5C's checking your sources document to assess sources you have found during research.

# WEEKLY CHALLENGE

## WEEK 9 CHALLENGE: COVID TIME CAPSULE

As we enter the 9th week of this extended learning experience, most of society would recognize that this unprecedented experience is one that we will all remember for a lifetime. When you picture the global scale and scope of this time period, you realize that it will someday be read about in the history books of the next generation (if books are still a thing..but you get it.)

With that said, you have your own personal story to tell about living during the COVID-19 pandemic. The good. The bad. The just plain weird. Each of us have compiled a memory bank full of experiences unlike anything we have seen before. Largely due to circumstances dictating a very personal, if not almost solo existence during this time.

And it needs to be recorded (especially the weird.) Enter the digital time capsule!

TimeCaps is a video-sharing app for capturing the moments that matter today and sending them into a future, either for yourself, or for others in your support network. This platform allows participants to leave video messages, showcase documents or record experiences as a digital journal. After messages are complete, you can set each TimeCap to be unlocked on a specific date in the future. For this week's challenge, we want students to look towards the future and lay some truth on their elder selves!



### TIME CAPSULE PROMPTS

(Always start with the date and time of your submission. It will be helpful if you state the question prompt before answering as a reminder of the subject matter)

#### INTRODUCTION:

What were you doing when you heard that the novel Coronavirus pandemic was forcing schools to stop instruction until April 1st? What were your initial reactions, feelings and questions?

Where were you when you learned that in-person instruction would be suspended for the remainder of the school year? What were your initial reactions, feelings and questions?

Throughout this pandemic each of us have had to adjust to almost all aspects of our normal lives. Describe what your daily routine is. This may include a typical schedule, course work, maintaining a social life, hobbies and activities.

# WEEKLY CHALLENGE AND NATIONAL DAY

## WEEK 9 CHALLENGE: COVID TIME CAPSULE

### CHALLENGES

Describe the top 3 challenges you have faced during this time and how you are working on dealing with or overcoming each.

Where do you find strength during this time?

What do you believe the future will hold when you view this message one year from now?

### SILVER LININGS

If you could give your future self sage advice, what would it be? What have you learned during this time that was a silver lining?

What is one funny, positive or memorable moment that you want to be reminded of one year from now?

What is one goal you want to begin, or continue working on from here on out that you hope will be achieved by the time you view this message in one year?

(When you finish recording these thoughts - either in one long video or in smaller clips- set your recording to be viewed exactly one year from the time of your recording)

### NATIONAL DAY

Use this website to provide kids a focus for the day and help to promote quality family time together. These mini celebrations might turn into a literacy activity, cooking lesson, crafting exercise, history and geography lesson, and a lot of laughter. We don't have to wait for traditional holidays to create memories with our family. Using National Days to springboard ideas is an easy way to inspire your own creativity and create some quality moments at home.

Here are national days for the coming week: **May 18**

- [Brother's Day](#)
- [National Barbecue Day](#)
- [National Do Something Good for Your Neighbor Day](#)
- [National Love a Tree Day](#)
- [National Scavenger Hunt Day](#)
- [National Juice Slush Day](#)
- [National Memorial Day](#)

[View entire week calendar here](#)