Unit Three: Show Me Something New

1. Here is your problem. You are designing a delivery mechanism. You have been given a light bulb. Your light bulb will be dropped from three feet to a concrete floor. The bulb will be held so that the screws are to hit the floor first. It is imperative that the bulb not break. Your grade depends on it (I’m sure there is a standard for this somewhere). You will be provided with six facial tissues, three rubber bands, a match box, a small balloon, and seven feathers. Your light bulb delivery mechanism will be dropped by me and no member of your team will be allowed to touch or disrupt the light bulbs drop to the concrete floor. These are your only instructions.

Megan, Kelsey, Laura, and Paul

I. Detailed Outline of Design

Our design was tested and modified several times in order to create the best model for the light bulb. Our final design consisted of:

1. 3 tissues around the light bulb, with a rubber band around the tissues and light bulb

2. A blown up balloon inserted into the matchbox

3. 3 tissues inside the matchbox to act as a cushion

4. 2 rubber bands around the matchbox

5. 7 feathers placed between the matchbox and the rubber bands, evenly spread.

6. The screws of the light bulb sticking out of the bottom of the match box, slightly
Once we attempted our original design several times, and adjusted the design to fit what we listed above, the light bulb was safely dropped from three feet several times onto the concrete floor without breaking.

II. Plan on the Success of Our Team

Our team’s plan of success was to collaborate effectively between all group members. Even though we are different in our TEAM personality traits, and all of us had different ideas, we chose to share responsibilities equally. Sharing equal responsibilities effectively helps to hold each group member accountable, and instead of working on a task that aligned with our TEAM trait, we used our TEAM traits within whatever responsibility we decided on. We discussed the possible designs that would effectively support our light bulb, came up with a checklist of steps, and delegated responsibilities. We communicated effectively between all of us, and really pulled together to come up with an effective design for the light bulb. We were pleasantly surprised to find it only took a few tries to find a design that would not break the light bulb.

III. Our View on Stressed Brains

Stressed brains do not work well. In our experiences in various work places, we have seen several examples of the effect of stress on employees. “Stress attacks the immune system, increasing employees’ chances of getting sick. Stress elevates blood pressure, increasing the risk of heart attack, stroke, and autoimmune diseases” (Medina, p.186). Stress does affect people in the work place, some different than others. Some people may hide stress well, some may not. But the affects that it does have the body can be very unhealthy or even more serious. Medina describes the conditions that can be caused by stress, all of them can be damaging to a person. Also, when faced with stress, the body does not function as it would under normal conditions.
When faced with stress, “stressed employees tend to avoid coming to work at the slightest excuse, and they often show up late” (Medina, p.186). Stress in the workplace can affect an employee’s performance by causing them to rush and not complete assigned work, and because stress can cause sickness, it can also allow employees to fall farther behind in their work.

Another example of why stressed brains do not work well is the physical response you get from stress. Dr. Medina states that “your pulse races, your blood pressure rises, and you feel a massive release of energy” (Medina, 174). Feeling stress in a physical manner can often times lead to more damaging effects on your body, such as sickness. According to Dr. Medina, a study showed that “stressed individuals were three times as likely to suffer from the common cold” (pg. 177). Stress can take a toll on your body. We’ve personally seen accounts, such as tension in muscles and an increase in desire for sleep. Muscles tend to tighten when stress is felt, and prolonged tension can have damaging effects, leading to back problems, shoulder problems, or other aches and pains. We personally feel more tired when we are stressed, since our brains and muscles are being overworked to try and cope with this tremendous pressure. Dr. Medina also mentioned an increased risk of heart attacks and strokes, which are highly negative effects of prolonged stress. Through these factors, stress has an extremely dangerous physical effect on our bodies.

A third example of stressed brains not working well are the emotional damages that can come from stress. Dr. Medina states that if stress is “too severe or too prolonged…stress begins to harm learning” (pg. 178). It can be shown that stressed people don’t do well with math, can have issues processing language and have memory issues, both long and short term. It also can cause concentration issues. These issues with learning can be emotionally damaging to an individual. Children with stress in their home can also have emotional damage from stress. They tend to
show issues with “regulating emotions, soothing themselves and focusing attention on others” (pg. 183). A “loss of control is emotional crippling” (pg. 183). This can be directly linked to the classroom, as we have seen so many emotionally damaged children and how it negatively impacts their learning. Children who are emotionally disturbed tend to have behavior issues, and have poor results in school.

Based on stress in the workplace, physical repercussions and emotional repercussions, we believe as a group that stressed brains do not work well, and can have serious crippling effects on an individual’s body and mind.

**Second Part of Question One (300 words or less) - How can the kid's first agenda be added to your school system? Will it work? Why or why not?**

The team assessment shows that people are different and function differently, and therefore not only have different personalities but learn differently. In my daily life, I work with people who are different letters, and learning and personality styles than mine, and somehow it all works. It is beneficial to learn to work with people of different styles and types because it will enable me to be a better teacher. It will help me be the best teacher and reach all my of my students by knowing what makes each 'letter' work. By knowing what helps and hinders each letter and will help them be successful.

My former manager at work (Fred Meyer) is a T. She likes to get things done. She doesn't really care if they get done correctly or not. She has her check off list, likes to get things checked off her list. One of my best friends is an E. She loves to talk, and to have conversation and have interaction with many different people. One of my best friends is an A. Her and I get along really well. Another person I work with on a daily basis is an M. We get along really
well. I think we get along well because A's and M's get along well. I think we also get along well because I am an equal mix of A and M.