

# Verbatim

adjective | ver·ba·tim | 축 어적으로 | literalmente | 逐字 | doslovně | 逐語的 | *tùng tiếng một*  
: being in or following the exact words : WORD-FOR-WORD  
// a *verbatim* report of life at Cardigan

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AUGERE VIRTUTEM-DIRIGERE MENTEM

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## Table Management in a Remote Learning Setting

Interview with the Dean of Academics—Mr. Welsh/Introducing *Monotasking*

*Editor-in-Chief* | Harrison Huang



Workplace Design: 10 Simple Ways to Make Your Office More Inviting

Source: Turnstone

As Cardigan embarks on its 2-week remote learning program, self-discipline and efficiency during studying become increasingly important. Surveys conducted by PsychologyToday and PsychAlive show that 85 to 95 percent of students have experienced procrastination, while 26 percent among all are chronic procrastinators, meaning they have had multiple experiences forming a habit. Many scholars in the past have held the notion that procrastination will end as one grows up and develop a clearer goal whereas others were in favor of the idea that personal identity and personality explains one's usage of time. In this week's electronic issue, *Verbatim* will introduce a set of table management skills that help keep your desk in an organized manner to increase efficiency in a remote learning setting, featuring Mr. Welsh.

### 1. How important is organizing your desk to you in terms of efficiency in working?

I think it is really important to have a space where you can focus on the task at hand and limit the distractions. For me, I need to have space where I can work between handwriting and working on my laptop. Typically, on my desk, I will have a notebook something to write with, a book or two that I need for some aspect of my job.

### 2. What parts do you divide your desk into?

I try and divide my desk into a place for files, a place for mail, and a place for my laptop and notebook. I also like to have quick access to pens and other writing utensils. This would cut down my time spent searching for things while preventing myself from digressing or getting off task.

### 3. How do you organize things on your desk? With what criterion/criteria?

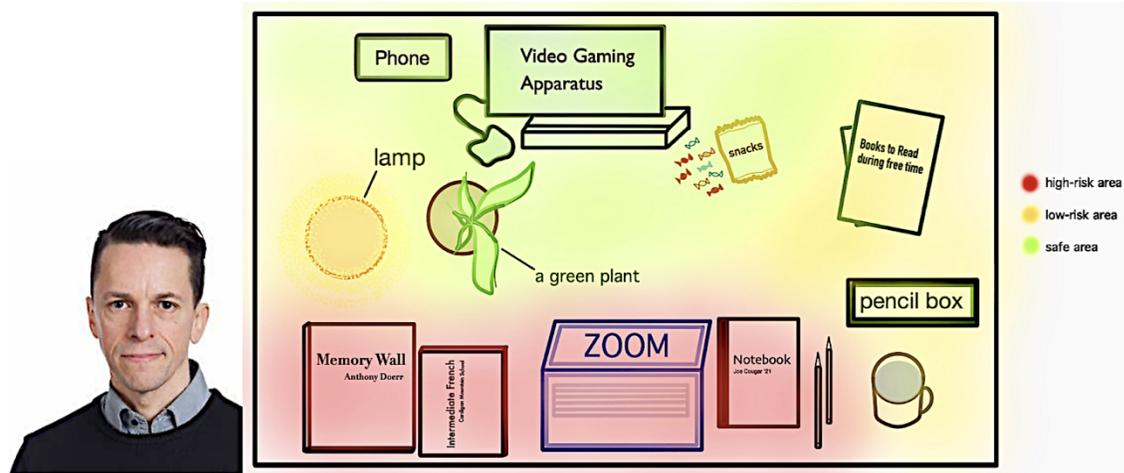
In terms of organization or prioritization, I tend to keep material that I need to work on urgently on my desk. If I allow mail papers, or other things to pile on my desk, I make sure that I go through those materials and recycle, file, or return promptly. This habit works similar to an inbox, where I may sort documents in the order of priority. It also offers me the possibility of discarding unnecessary material and keeping my "inbox" clean.

#### 4. How can students effectively use “table management” during remote learning?

Students should make sure that they have the things they need with them and prioritize those items. With a majority of time spent working individually, it is good to remember specific due dates for homework and projects, and rank their deadlines accordingly to help decide on which assignment to start doing first. Bearing that in mind, students may organize their table in accordance with whether the assignment must be prioritized or not. Everyone is different and the most important thing to remember is that you need to develop a system that allows you to keep track of the things you need.

As the term suggests, table management is the act or art of managing the usable surface of a table or desk. The concept of table management was first proposed and put into practice by Swedish agility coach Staffan Notéberg, who has given countless trainings to senior executives among enterprises around Europe, including home furnishings retailer IKEA and hybrid power system developer Flexenclosure. Executives who have undergone and witnessed his training methodology were most surprised about the fact that anyone—regardless of previous experiences with table management—can benefit from putting it into practice and becoming a master in terms of time usage.

In his book named *Monotasking*, Notéberg put forth a method of separating one’s desk into three distinct parts: high-risk area, low-risk area, and safe area, each surrounded by their latter in that order.



In the **high-risk area**, one must put their present task: a laptop for Zoom classes and notebook for taking notes; while in the **low-risk area**, a place reachable only by standing, one might store things unnecessary to the present task. As for the **safe area**, the place reachable only by walking, one must place things evoking irresistible temptation and procrastination: phones and video gaming devices.

Staffan Notéberg and his Table Management Methodology

Source: staffannoteberg.com (portrait)

The essence of this method, according to Notéberg, is to increase the cost of resorting to temptation. Typically, an efficient remote learner’s table setup would contain the necessary things for classes, further reducing unwanted temptation from phone messages, hunger, thirst, or gaming. Be aware that time spent procrastinating could result in missing important pieces of information amid classes!

## Romain Grosjean Crash

Editor | Cayden Van Dolah

French Formula 1 driver Romain Grosjean got into a horrific crash on Sunday, November 28th. On the third corner of the first lap at the Bahrain Grand Prix, his car was clipped from behind and began to spark just before veering off into the wall and splitting in two. The car was immediately engulfed in flames. Grosjean was able to get out of the cockpit in time with the help of the medics. He was extremely lucky to come out of this crash with only burns on his hands. Grosjean said that the fairly new halo technology was the reason he survived.

Previously skeptical about the halo technology, Grosjean couldn’t be more thankful it was created. Halo is a 3-legged curved bar that fits around the cockpit of the car, with the purpose of protecting the driver’s head. According to FIA, when equipped with halo a driver’s survival chances increase 17%. It’s crazy that a 9-kilogram piece of titanium is what saved Romain Grosjean’s life.

After the crash, Grosjean not only praised the halo technology for his survival, but he said the thought of his children gave him the courage and strength to climb out of the burning wreckage.

Romain was released from the hospital a few days ago. He has posted a couple of videos and pictures on his social media, one of which said “never thought that a few body weight squats would make me so happy”. Another quote from him said “my body is recovering well from the impact. Hopefully same about the burns on my hands.” Grosjean has thanked the medics that helped him get out of the car, and has thanked his fans for their support. Romain had now had a brush with death, and said that he will never take anything for granted, and will cherish the little things from now on.



Romain Grosjean helped out of his car.



Halo safety device on F1 race cars.

Source: wikipedia.com

# Culture

The World According to Mr. Gartner

Mr. Gartner | *Ph.D. in Knowledge*

- 1) Spray works better than stream.
- 2) Nickels are the least used coin.
- 3) Men over 70 say "what?" more than 250 times a day.
- 4) TV fires are hotter than real fires.
- 5) "Heat lightning" isn't real, it is the reflection of regular lightning that is far away.
- 6) Nancy Green, the inventor of the microwave, liked her food cold.
- 7) Hand sanitizer bottles are the least sanitized.
- 8) Safety pins aren't safe.
- 9) Pluto is a planet.
- 10) One size fits all is a lie.

## Announcement

*Editor-in-Chief* | Harrison Huang

The *Verbatim* crew is particularly grateful for former reporter Seongheon (Harold) Kim'21, as well as his past contributions to the school newspaper. Harold's strong character and work ethic has brought *Verbatim* far this fall. It is in our best wishes that Harold may pursue an excellence working as Editor-in-Chief for the *Cardigan Current* publication. Cardigan Mountain School embraces intellectual curiosity, and it is in my sincerest hope that the *Cardigan Current* may join *Verbatim* on the journey to making each Cardigan experience unique. To share the commonalities and cherish our differences.

## Getting Better at Hockey | Mr. Leisenring

*Reporter* | Damian Zhu

### How did this idea come to you?

Our staff had discussed putting some extra hockey training together because the opportunity to skate during the fall was limited due to COVID. Ice-hockey has always been a rich part of Cardigan Mountain School's tradition; therefore, we knew it would be important to offer extra hockey specific training for our student-athletes. We are very fortunate to have our own amazing rink so it made it safer and easier to accomplish our hockey training goals during this time.

### How long did it take to plan it?

It took quite a while to plan because it was over break and we needed to be extra cautious with following our school and state's COVID protocols.

### Was it successful? In what ways?

I believe that our hockey training was very successful. First off, many of our student-athletes were able to re-quarantine after getting COVID tested and socialize with their peers for the first time in a pod. Secondly, our day-students that attended camp were able to experience dorm life and spend time with many other students that they haven't had the chance to meet or get to know yet. Lastly, the 9th grade students were able to receive extra SSAT prep, essay prep and Zoom interview prep from Mr. Langetieg which was awesome!

### What was your favorite part of the training?

My favorite part about our on-ice training was seeing the development that was made in just a little over a week from our CMS hockey players. We were able to focus on power skating, stick handling skills, and play many small games that encouraged our hockey players to think and develop better "hockey sense." Just like any academic subject or sport, expertise does not come easy and failure is promoted and expected because this encourages them to get out of their comfort zones and learn to grow. That is truly the only way to develop and improve. A lot of our drills were new and difficult and it was rewarding to see our boys not give up or quit.

I would like to thank all of the hockey staff and faculty that made a personal sacrifice to stay on the point which made this hockey program training a huge success! I also would like to thank Mr. Hines and his staff that kept our boys properly fueled each day and the CMS families that donated dorm snacks throughout the duration of our hockey training. Hopefully we can do this every year!



—Mr. Leisenring

Players during the final game at hockey training.

Source: smugmug.com