THE GOOD PROJECT

Exploring "Good Work" with Students

Lynn Barendsen, Shelby Clark, Kirsten McHugh, Danny Mucinskas, Sarah Williams-Habibi

Introctions

Lynn Barendsen

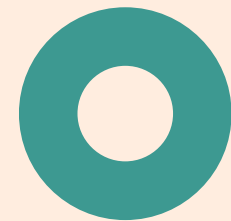Shelby Clark

Kirsten McHugh

Danny Mucinskas

Sarah Williams-Habibi
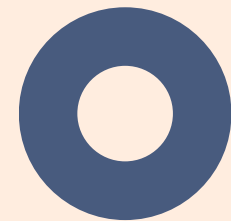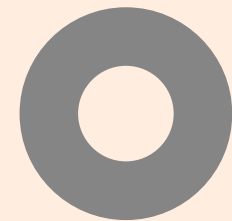

Shinri Furuzawa

Agenda for Today
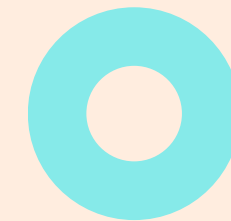
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Narrative Discussion
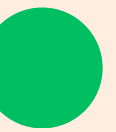
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The Good Project's Core Ideas

3

Lesson Plans and Resources

4

Q&A Session

Our Questions

What will we learn?

What is good work?

How can you teach good work?

Where can you find more resources?

Narrative Discussion

Sara is the executive director of a national nonprofit that represents the concerns of America's independent workforce, including freelancers, consultants, part-timers, and the self-employed. Sara's grandfather was also a union organizer, and although she never met him, she has been very much influenced by his work. Soon after being recognized as one of a group of outstanding social entrepreneurs, Sara was invited to the World Economic Forum (WEF), a meeting of leaders of governments and corporations from around the world. Because the WEF gathers powerful individuals together, there are often protests at the meetings. When Sara arrives at the WEF, she finds a picket line of workers, the people who she is often representing in her work. She feels torn between a loyalty to her roots in the labor movement and a desire to take the chance to speak about her role as a successful social entrepreneur.
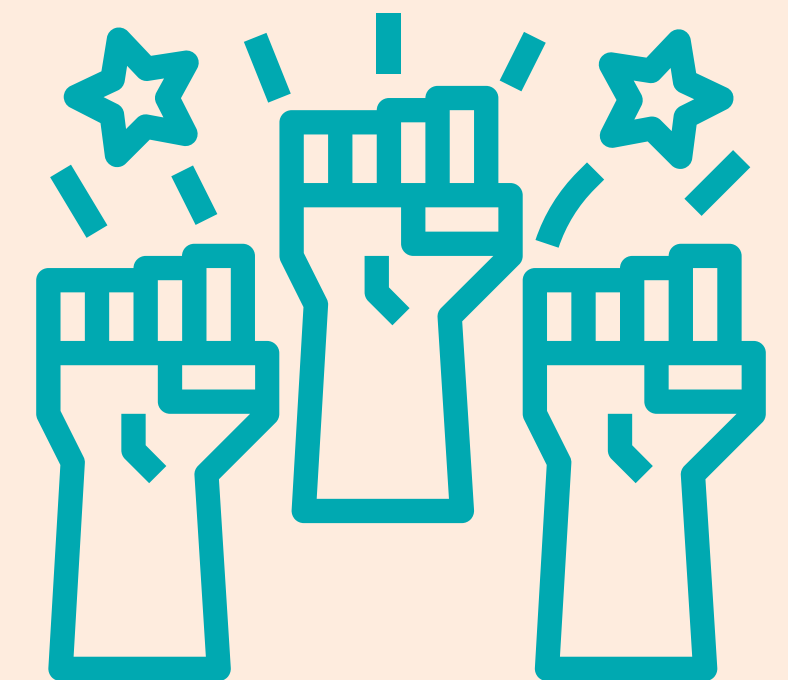
What do you see in this narrative? What do you notice?

See

Think

What does the narrative make you think about? Does it relate at all to your own life?

What does the situation make you wonder? Do you have unanswered questions?

Wonder

What would it look like for Sara to do "good work" in this situation?

The Good Project's Core Ideas

The <u>Good Work</u> Project

Begun in **1997** by 3 researchers:

Howard Gardner | Harvard University

Mihaly Csikszentmihalyi | Claremont University

William Damon | Stanford University

Completed over 1700 interviews with professionals from over 9 professions

Student Understanding of Excellence 2019

Student Understanding of Ethics 2019
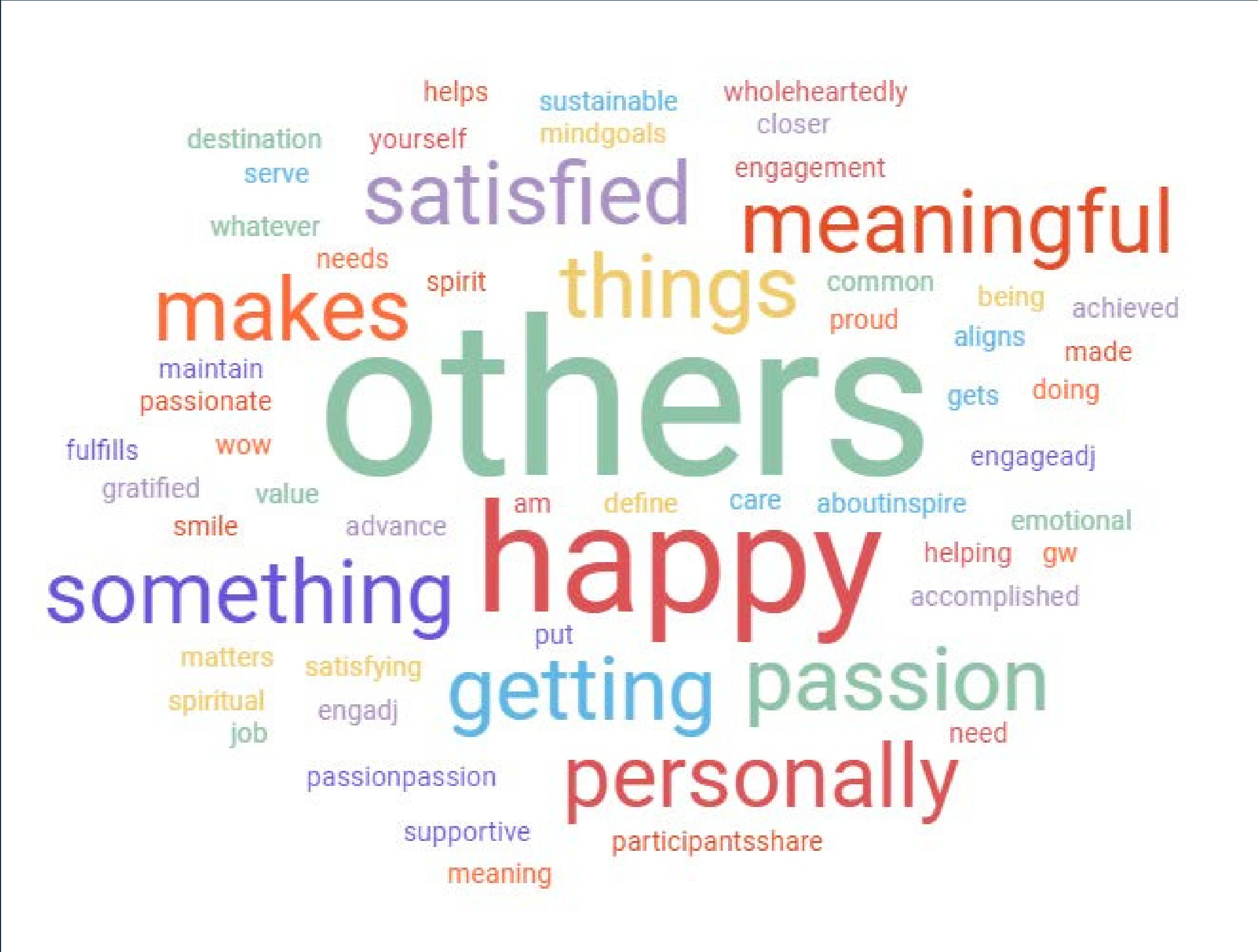
Student Understanding of Engagement 2019

Responsibility

To whom or what are you responsible?

As commitment to wider society deepens, people think more about the ethical implications of their actions.

WIDER WORLD
PROFESSION
COMMUNITY
OTHERS
SELF

RINGS OF RESPONSIBILITY

Alignment & Misalignment
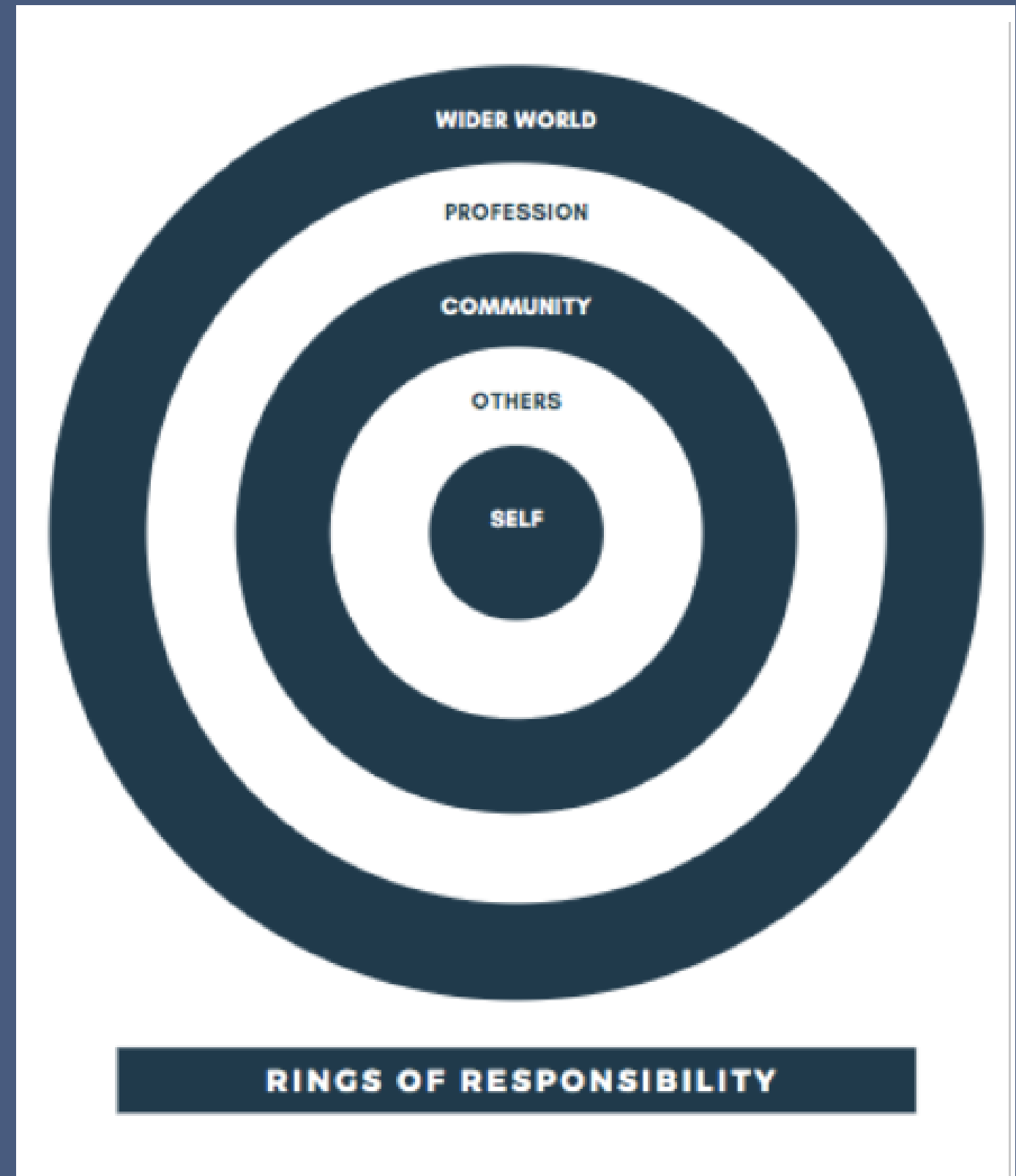
In fields that are <u>aligned</u>, in which the various parties share common goals, people find it easier to do good work.

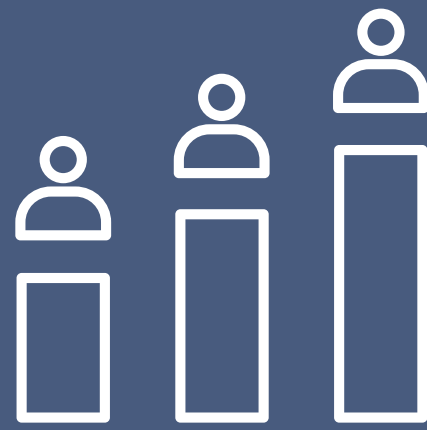In fields that are <u>misaligned</u> or common goals are not shared, people find good work much more challenging (yet this can lead to creativity).

In education, we are currently in a moment of tremendous misalignment.

Poll

Which of the 3Es do you think students today find most challenging in their lives?

Doing <u>ethical</u> work
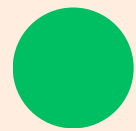
Being <u>engaged</u> in their work

Completing <u>excellent</u> work

Lesson Plans

The Good Project Lesson Plans

4 Units, 16 45 Minute Full Lessons

Assessment: Student Portfolio

Also available in asynchronous online format on SeeSaw

Appendices: whole school format, long research project, etc.

Unit Goals

1 Students will understand the term "good work" as defined by excellence, ethics, and engagement

2 Students will develop habits of reflection through examination of external dilemmas and resources

3 Students will articulate their own values and beliefs about work

4 Students will reflect upon active strategies to accomplish good work in the future

LESSON 1.1

STUDENTS WILL UNDERSTAND THE TERM "GOOD WORK" AS DEFINED BY EXCELLENCE, ETHICS, AND ENGAGEMENT.

LESSON GOAL

Keep this in mind as you complete the activities below

Students will begin to investigate the meaning of "good work" as defined by excellence, ethics, and engagement.

ASSESSMENT

Think about the following as ways of tracking your students' learning during the lesson

Students will be able to understand and be able to articulate the meaning of "good work" using specific reference to each of the three Es: excellence, ethics, and engagement, through an in-class discussion, written reflection and a reflective activity. Students will think of individuals they believe exemplify good work and write reflections about the exemplars they've identified. Together, students will brainstorm the qualities that make someone a good worker. Based on this discussion, each quality will be considered and categorized as one of the "3 Es". Students will complete an in-class activity further considering the essential qualities that exemplify good work. The written reflections and activities can be collected and assessed in the Good Work portfolio. Teacher impressions of group conversation can be used to provide feedback. Homework will ask students to consider different "good workers."

TOOLS & TIMING

Handouts and activities needed to complete this lesson plan

Tools
- 3 Es Video
- Activity: What is Good Work? An Introduction to the Concept
- Homework: "Who Does Good Work?"

Timing
45 minutes

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1. Opener: Introduction to "Good Work" [10 minutes].
- Ask students to think of someone they believe exemplifies good work. If possible, this should be someone the students know personally, but if they can't think of someone, they can also choose an example from history or current events. *Note: Discourage students from asking for definitions of "good work"; part of this activity is unpacking students' own preconceptions of what "good work" means.*
- With these individuals in mind, ask students to write a reflection about this individual: who is s/he? What kind of work does s/he do? Why does s/he exemplify good work?
- Ask students to add this activity to their Good Work portfolio.

2. As a group, brainstorm a list of the qualities of a good worker [20 minutes].
- Using their reflections as a starting point, ask students to consider their exemplars.
- If necessary, model this activity by describing one of your own mentors. Try to encourage examples from students that encompass several different types: teachers, family members, friends, other professionals.
- Ask students to throw out descriptors or adjectives (e.g., honest, hard working, visionary, caring, creative) and write these terms on a white board.
- Look at the list of qualities. Make three columns: excellence, ethics, and engagement. Ask students to consider each word individually, and try to place it in one of these three columns. If it's difficult to determine whether a word belongs in one or another column, discuss why and decide as a group if perhaps it should appear in more than one column. *Note: Make clear to the students that you will be using the 3 Es as a framework going forward but allow them to explore their own interpretations of these concepts during this activity.*

3. Complete Activity: What is Good Work? An Introduction to the Concept [10 minutes].
- Ask students to complete this activity.
- Reflect together using these discussion questions:
  - What makes a good professional? What are some of the qualities? Some of the factors?
  - What are some of the challenges to doing good work?
- Add this activity to students' Good Work portfolio.

4. Present students with their homework assignment, "Who Does Good Work?" Have students watch this video about the "3 Es" and complete the worksheet for homework. [Video: 2 minutes]. [5 minutes total].
- Give students the handout "Who Does Good Work?". The activity allows students to name good workers and explain why those individuals represent good work.
- Add this homework assignment to students' Good Work portfolio.

Lesson Walkthrough

Students think about their model of good work

Students list their qualities of a good worker & categorize into the 3 Es

Complete "What is a Good Worker" worksheet

Assign homework worksheet: "Who does good work?"

Class Reflection:
What makes a good professional? What are the qualities?

NAME:
DATE:

WHO DOES GOOD WORK?

As an alternative to writing out answers to the questions below, consider creating an infographic. Be sure to address each of the questions in your design.

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1. WHO ARE THREE PEOPLE YOU CONSIDER TO BE GOOD WORKERS?

THESE PEOPLE CAN BE REAL OR FICTIONAL (E.G., FROM BOOKS OR MOVIES) AND CAN RANGE IN THEIR ROLES, BUT MUST BE SOMEONE THAT YOUR TEACHER AND CLASSMATES ARE LIKELY TO KNOW. CANNOT BE SOMEONE ALREADY NAMED IN CLASS.

2. WHAT IS IT ABOUT THESE PEOPLE THAT MAKES THEM GOOD WORKERS?

PERSON 1:

NAME:
DATE:

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WHAT IS GOOD WORK? AN INTRODUCTION TO THE CONCEPT

Look at the three professions below. Mark off whether you think the item makes the professional "good" at their job or not.

A GOOD JOURNALIST IS SOMEONE WHO...

☐ ASKS THOUGHTFUL QUESTIONS, EXPRESSES OPINIONS CLEARLY

☐ IS AN ANCHOR WOMAN ON TELEVISION

☐ BECOMES MANAGING EDITOR OF A WELL-ESTABLISHED AND RESPECTED NEWSPAPER

☐ WRITES A FRONT PAGE STORY FOR THE NEW YORK TIMES

☐ WINS A PULITZER PRIZE

☐ INTERVIEWS GRIEVING PARENTS OF A MISSING CHILD TO CONFIRM DETAILS OF A STORY

A GOOD ACTOR IS SOMEONE WHO...

☐ IS FAMOUS AND WELL-KNOWN

☐ PLAYS A LEADING ROLE IN A BIG HIT MOVIE

☐ WORKS AS A WAITRESS IN ADDITION TO AUDITIONING FOR SHOWS ON ROADWAY

☐ GETS A ROLE IN A PROMISING NEW MOVIE WITHOUT HAVING ANY FORMAL THEATER TRAINING

☐ DOESN'T HAVE A PAID ACTING JOB, ONLY ACTS IN SHOWS SPONSORED BY LOCAL COMMUNITY THEATERS

☐ WINS AN ACADEMY AWARD OR AN OSCAR

Ways to Implement

- Advisories
- Enrichment Sessions
- Work Study
- Intertwined with Curriculum
- Asynchronously
- After school
- And more...

Good Project Resources

- Dilemmas
- Activities
- Lesson Plans
- Value Sort
- Videos
- Collaboration toolkit
- Blogs
- Good Work Profiles
- Better Arguments & Good Work

thegoodproject.org

Q&A

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PZ
PROJECT ZERO

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