

20 Good Work Lesson Plans

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1. Introduction to GW

Guiding Questions:

- Why is GoodWork Important?
- What makes someone a good professional?
- What are challenges to doing good work at a job or in school?

Pre-Assessment activities (15 minutes)

- Students respond to a narrative/dilemma – read and write a response – collect responses.

Brainstorm about a Good Worker (30 minutes)

- Ask students to think about someone they think exemplifies “good work”. Could be someone they know personally, someone they’ve never met, a friend, a family member, or a teacher.
- Once they’ve got someone in mind, ask them to throw out words that describe this person, or the qualities of a good worker (usually adjectives like honest, hard-working, visionary, thoughtful, caring, humble...) – put these words up on a board.
- Ask a few students to describe the individual they had in mind.
- By a show of hands, ask how many thought of: someone they know; a friend; a family member; a teacher; a co-worker, someone they’ve never met? Tell them there are examples all around us of exceptional individuals – we can learn from these.
- Look again at the list of qualities – are there any words missing? Discussion about how hard it might be to be all of these things at once, whether everyone agrees, etc.

2. What is GW?

Students complete “What is GoodWork Activity” (p. 21) (45 minutes)

- Have students break into partners to begin Round Robin style discussion of responses:
 1. First pair of students discuss what a good journalist is, switch after 3 minutes, with next partner discuss what a good actor is, etc.
- Use discussion questions to guide class discussion after activity



3. What is GW? (cont.)

Students complete activity, Your thoughts on the Criteria for GoodWork (p. 22) in pairs:

- a. Choose a job that you may want to do in the future and make a list of the characteristics for what “good work” is in this job.
- b. Make a list of what characteristics would be “bad work” in the same job.
- c. Discuss your lists with 2 partners. Make sure you tell them why you decided on each characteristic.
- d. Present your groups’ discussion to the class in round-table discussion style.

*Extra 30 minutes: Have students act out their professional choices, performing both good and bad work attributes.

4. Excellence

Guiding Questions:

1. What is something you are really good at doing? How do you know?
2. What is something you are OK at doing? How do you know?
3. What is something that you are not great at doing? How do you know?
4. Who do you know that is excellent at something? How do you know?
5. What actions show excellence?

Introduction to concept: (10 minutes)

-Offer an example of excellent work that will be meaningful for students (a piece of music, a book, athletic achievement, a movie, etc.). Go through guiding questions with students (see above).

Students complete activity: What is Excellent Work? (p. 59, 30-40 minutes)

1. Think of an example of work that you think is “excellent.” Think about the work itself, not who did the work. Below are some examples:

-A short story, book, poem, or play

-A newspaper or magazine article

-A sculpture or painting

-A piece of music

-A film

-A scientific experiment

-An invention

Explain why you think the work is excellent. Students should be prepared to defend their responses and definitions. Answer the following questions:

-How do you define excellence?

-Are there ways to know if work is excellent? What are they?

-What types of measures (trophies, medals, awards) can show excellence?

-Does excellence change over time?

Call on students to present answers. Ask following guiding questions to probe deeper:

-What are the standards by which this work is judged?

-Are there measures in the field?

-Does excellence change over time?

5. Excellence (cont.):

Reflecting about your own work (20 minutes)

Ask students to think about something they've produced that they believe is excellent.

Think about the following questions and write responses.

-What class was it in?

-Why was it excellent?

-How do you know it is excellent?

-Are you proud of this work? Why?

Ask students to share responses.

Discussion (30 minutes)

-Think about an example of a time when you weren't able to do your best work. What got in the way?

-Are there common themes to things that hinder your best work? Anything you can think of to change this?

-Who and what do you have to support you to do better work in the future?

-Are your definitions of “excellence” similar to or different from those around you?

6. Excellence (cont.):

Read In Pursuit of Excellence while students follow along on hand outs: (5 minutes)

Alfred Bloom is the president of a college. He is a very smart man and went to a very good college himself. The college he is President of, Swarthmore, is very small.

A few years ago, Alfred and a group of leaders at the college decided to cut down on the amount of sports teams at the school. They took out the wrestling team, the football team, and the women’s badminton team.

Alfred says that choosing to take away the football team was a hard decision for him. The football team never did well and lost to other teams. Alfred would rather have fewer good teams at the school than a lot of just OK ones. Alfred also said that the football team needs a lot of players. Because Swarthmore is so small, the football players make up a big part of each class. He wants to have students at his school that are interested in a lot of different things, like music, math, and acting, not just football.

When Alfred decided to remove the football team from the college, a lot of people were mad at him. He still feels that it is more important to have students interested in math, science and sports teams that are very good. Alfred believes that how good something is makes it better than having more of that thing.

After reading-have students shut their eyes/ put heads down-Ask do they agree with the coach or disagree with the coach? (1 min)

-If there is a relatively equal distribution of responses, split into two groups to discuss why they feel the way they do (10 minutes)

-Have a representative from each side come up to share their thoughts, position, with support from group (30 minutes)

Do you agree with his decision to remove the football team?

-Review ideas on excellence discussed in Alfred case.

- Complete the activity, “For and Against: Debating Excellence” (p. 62)

-Divide into groups: half the class in favor of keeping the football team, half against

-Come with an argument to support your position

-Consider your opponent's position. What issues will he point to in order to support his decision?

Discuss as a class at the end of activity:

-What makes an excellent leader?

-What makes an excellent school?

7. Excellence (cont.)

Read Money Matters (silently (5 minutes)):

William is a junior in high school in New Jersey. He takes mainly science and math classes. William's parents wanted him to study science and math, and told him he should try it out when he was younger. Now, as a teenager, he really likes science and math classes.

When he was in 10th grade, William helped a teacher at a college by doing research in his favorite subject, biology. Biologists study living things.

He entered to a science fair and he won first place. He entered another science fair and got an award too, but not first place. He was sad about this because he thought he might win again.

After this, William decided to do a project on chemistry, even though he does not really like it. He says he wants to do a project in it because there is prize money. When William was a younger boy, he only wanted to do research on ways to help people not get sick. Now, he says he wants to either be a doctor or a business man.

Doctors and businessmen can make more money. Instead of following his dreams, William has decided to try and make the most money he can. Do you think he will be happy doing something he does not really like? Is he doing the right thing?

Discussion of making money (20 minutes):

1. How important is money?
2. Is it important do things you enjoy or things that other people tell you to do?
3. What things do you enjoy doing the most? How does it make you feel when you are doing these things?

*Extra time: (15-20 minutes)

- Create fake bills for students to pass out-“Boston Bucks.” Each student gets one blue, one pink, and one green bill with a different value on each one-Making Money, Being Happy, Following Your Dreams. Have the students decide which bill is worth \$5, \$10, and \$15. See what color adds up to be worth the most money for that class.
- Have three boards set up that students will pin the money to so they see the visual representation of their values

8. Excellence (cont.):

Students complete “Top Ten” activity (p. 60)

1. Break the class into small groups (4 or so), giving each team a letter (5 minutes)
2. Each student then writes down the name of 10 people they consider excellent (on 10 different slips of paper). They must be people everyone in the class has heard of. Mix all of the slips in one large bowl/ bag. (15 minutes)
3. Explain how activity will work: Pick 2 of the 4 people in each group to go first, becoming the “describer” and one becomes the “guesser.” Team A goes first and has 60 seconds to describe as many people as possible (picking slips of paper out of the bowl and putting them aside when they have been identified). The only rules are that the describer cannot say any part of the individuals name or that the name rhymes with anything. After 60 seconds, team B goes, with someone keeping track of each team’s score. When each team has gone, start with A again, this time the guesser turns into the identifier and vice versa. (5-10 minutes)
4. There should be about 5 groups per class-Each group should get 5 minutes (30 minutes)
5. After the game is finished, review the names with the class. Categorize by profession, by type, by accomplishment.
6. Lead class through a discussion highlighting following questions:
 - What are some qualities that these excellent individuals share? (Write list on chart paper)
 - Why do we admire these people? Are some of their accomplishments similar?

9. Ethics Introduction (1 hour)

Guiding Questions:

1. What do ethics mean?
2. What are challenges in achieving ethical work?
3. What is compromised work?
4. What are consequences of compromised work?
5. Why are ethics an important component of ethical work?



Students complete the Value Sorting exercise (page 24)

“What Do You Value” (page 103)

Create a “map” of your own beliefs and values. As you jot down things that are important to you, which you believe in, think about your roles in your family, school, and outside activities.

-Next, with a different colored pen or pencil, include words and phrases that describe in which other people would describe your beliefs and values. Consider people from all the communities in which you participate. Then, respond to the below questions:

1. Are there any patterns you notice?
2. What are some of the things that you are not willing to give up or compromise?
3. What are some of the differences between how you describe yourself and how others see you? Does this bother you?
4. Is there anything that surprises you?

10. Ethics (cont.) (1 hour)

Read narrative Beyond the Science Club (silently):

High School science is very competitive. Especially for high school students who compete in the Intel Science Talent Search. Students in the talent search fight for awards, fame, and scholarships.

Allison is a high school senior in this talent search. When she was in tenth grade, she got the chance to do research at a university. She decided to work on a project with mice, even though she does not like using animals in research and knows that people who use animals do not win competitions usually.

Allison feels that science is a field where people should always be honest. She thinks that all scientists should do their own work and if they do not, they should not be allowed to participate in the scientific community.

When Allison was writing up her paper on her research with mice, she decided not to say she was actually using the animals, because she wanted to win the competition. When she wrote up the report, she did not include the work with mice she did. She was a semifinalist and won a \$2,000 scholarship to college. Allison does not feel she did anything wrong. What do you think?

1. If Allison feels that science should be an honest field, why did she not report that she used mice in her research?
2. Is taking out information the same as lying?

Read Money Troubles (silently)

Felicia is twenty-eight years old and started a non-profit organization that works to end violence. The organization works with students, parents, and volunteers to make safe schools and communities. Felicia experienced violence as a girl and wanted to start this organization to help end this pattern.

Running a non-profit is a hard job. Felicia has to raise enough money to keep the organization going. This means she has to ask for donations from individuals and foundations.

A few years ago, Felicia needed to raise money quickly. She received what is called a challenge grant. In this challenge grant, the funder said she would give Felicia \$20,000 if Felicia could raise \$20,000 on her own. Felicia was excited about this chance to raise \$40,000 total for her organization.

Felicia got right to work and raised the \$20,000. When she called the funder to tell her the news, the funder said she “changed her mind.” Felicia was very upset and confused by this. She found it very unfair that this funder would go back on her word.

She also did not know if she should tell the people who had given her money towards the \$20,000 that the challenge grant was no longer happening. She decided not tell them and to keep the money, because her organization really needs it and she does not have the time to contact all the donors. Did she do the right thing?

1. Was it wrong for Felicia to keep the money without telling her donors that the challenge grant was not happening?
2. How might the donors feel if they find out?

-After reading both, have students decide which narrative they relate more to and divide class based on interests (10 minutes)

-Hand out guiding questions for each story (see above, beneath narratives) and give students “You be the Judge” worksheet and have them fill in chart for both protagonists. (10 minutes)

-Students come back together and share their findings with the other group (20 minutes)

-Probing questions:

-Looking at the chart, think about the decisions Allison and Felicia made. What are the major reasons for your judgment?

-What other ways could have Allison and Felicia met their goals?

-When your group is done, compare your results with another group

-As a class-discuss the following questions:

GOALS (SHORT-TERM)	CAREER-GOALS (LONG-TERM)	OBSTACLES/CHALLENGES	STRATEGIES	OUTCOMES

11. Ethics, cont. (1 hour)

Read the narrative, *Silence Isn't Always Golden* (10 minutes)

Emma is a senior in college and just decided to go to Harvard, one of the best schools in the country. She had a hard time deciding on Harvard, because she also got into Stanford, another very good school. She decided on Harvard in the end, even though she liked Stanford more, because it was hard for her to pass up the chance to go to such a famous school.

Emma studies science, an interest she got in part from her dad. She started liking science at a young age after going to her Dad's laboratory and seeing his work. All through school, she took part in scientific activities and became very good at it.



While Emma loves science and working on projects, she also finds it hard to have time to relax with her friends because she is busy with her science work. The summer before her senior year, she tried to take some time to have fun. Once school started again, Emma became very busy and stressed. She was the captain of her school's track team and wanted to be a good leader but also have time to do her science work very well.

Emma tries to be responsible, honest, and hardworking herself, but she has friends who are not that way. She knew her friends broke school rules and did not turn them in. She also has pulled some pranks that have gotten her in trouble. When Emma goes to college, she will have to deal with more times when she has to decide if she is going to be honest and hard-working or not. How will she do this?

-Break students into pair-share to discuss narrative (10 minutes)

-full group discussion of **playing by the rules** (10 minutes)

*Discussion of **concern with doing things well**

1. If you know your friend is doing something bad that can hurt other people, what should you do?
2. What are ways to be a good leader?

Discuss ethics with class, forming a definition

Discuss the following questions as a group:

-Do you think rules are helpful to lawyers? Why or why not?

-Why are laws important for countries?

-What would happen if there were no laws?

-Should all business people follow one set of rules?

-Does your school have a code of ethics?

-If yes, do you find these codes useful? What is or isn't useful about them?

-If no, create your own code of ethics for your school.

Discuss why it is important for the community to be ethical (list on chart paper)

-Break students into small groups and have each group think about an issue in the community that bothers them (give examples: a polluted park, homelessness in a certain area, etc.) and have them brainstorm ideas on how to solve the issue.

-Students should make a list of solutions and then devise a plan

-Class shares out ideas and reflects on how their ethics are important to the community

12. Engagement Introduction (1 hour)

Guiding Questions:

1. Why is it important to like what you are learning about?
2. Why is it important to understand your likes and dislikes?
3. What is meaningful work?
4. What is challenging about finding meaningful work?
5. What are some things that motivate people to do certain types of work?
6. What have you learned about the importance of doing work that is meaningful?

Define engagement with the class-recording meaning in a visible place in the classroom (10 minutes)

Read Acting Out:

Rob is a seventeen year old high school student who is in the drama club. In his town and high school, drama is not a cool thing to do. In fact, the drama club gets no money from the school and they have to raise all their money themselves.

Rob likes this because he thinks it makes the drama club work harder than other groups. They are not given handouts. Rob loves acting because he feels he is giving back to the audience. He also likes the chance to perform and is very passionate about drama.

Rob's father is very strict. He does not like that Rob is an actor and tries to make him do more "normal" boy activities, like sports. In his first year of high school, Rob's dad made him attend a school with no theatre program. Rob's dad feels that in their town, men work, their sons play football and hockey and their daughters dance and sing. He views Rob's love for theatre as against the community.

Rob's dad told him he could no longer be involved with theatre. Rob did not do acting for 6 months. During the time he became very depressed and upset. He decided he could no longer listen to his dad because theatre was his passion. His dad tried to stop him from acting in a school play so Rob moved in with his mother.

Strangely, Rob's dad used to act as well. Rob's grandmother thinks his dad is so against it because he is jealous. He stopped his career because he was worried he would not make it.

Rob loves acting and refuses to stop, even if that means not having a good relationship with his father and stepmother. Rob will continue to work towards a career in acting and just enrolled in a school for theatre.

*Discussion of **doing an activity because you love it**

*Discussion of **good and supportive relationships with family and friends**

-After discussion have students pair up and write down a conversation between Rob and his father where Rob confronts his dad about his feelings.

-When drafting the conversation, have students consider the following questions:

1. How should Rob discuss what is bothering him to his father?
2. How might his father respond?
3. What kind of suggestions might you have to repair the relationship?

-Discuss reflections on activity as a class

13 Engagement cont. (1 hour)

Read Tough Love:

Mara is a ten-year old, very accomplished gymnast. She trains at a gym that turns out many Olympians. She is on a path that would take her to the Olympics, but she knows that soon, she may get too old for gymnastics,

Mara's parents are divorced. She lives with her mom during the week. Mara attends an Orthodox Jewish school where her classes are taught in English and Hebrew. Mara's school day goes longer than normal, and she has to leave early to go to gymnastics practice. This makes it hard for her to have good friends and to get good grades.

Mara's mom is very supportive of her gymnastics. Lately, she has been putting pressure on Mara to practice more. One weekend, Mara did not go to an optional practice because she was very tired. Her mom was very upset and Mara felt very guilty.

Mara also gets a lot of pressure from her gymnastics coaches. She does not feel she has done well until they tell her she has. Even if she has landed every jump and performed beautifully, she does not feel good until her coaches tell her good job.

In one competition, Mara got bad scores and was very upset. She later learned it was a mistake and she had really won, and she was so happy. Her father and his girlfriend do not like the pressure Mara is under. They feel her happiness is determined by how she does in competitions and that is not healthy.

*Discussion of **good and supportive relationships with your family and friends**

*Discussion of **doing an activity for its own sake**

Have students take 10 minutes for independent reflection and writing:

1. Do you agree with Mara's Dad that gymnastics is too stressful?

2. How does this scenario relate to your own life?

14. Engagement cont. (1 hour)

Have students complete “Enjoyment and Excellence” (page 132)

15. Thinking about your own work (1 hour)

Students complete “Picture Yourself as a...” (p. 135) (40 minutes)

1. Take a few minutes to imagine yourself doing a few different jobs. Which one feels like the best fit?

Picture yourself as:

- an astronaut
- a teacher
- an actor

2. Next, brainstorm a few other jobs and picture yourself doing those as well and see which feels like the best fit?

3. Pick one of the jobs that seemed to fit you well and write a few sentences about how you felt when you imagined yourself in this profession. Below are a few questions that you may want to consider as you write:

- Why did you pick this job?
- What was it about this job that is engaging for you?
- What is the best part of this job?

4. Finally, pick an occupation that you are absolutely not interested in, that you would never choose to pursue in a million years. Write a couple of sentences about why you would not want to do this job.

Take home assignment: (10 minutes to pass out and explain)

-Students ask three adults (hopefully one that does what you are interested in doing) the top two things they both love and dislike about their current jobs. How did these professionals get to where they are?

*You can take this interview or "job investigation" as deeply as you want as the researcher. Ask the professional what excellence, engagement and ethics means to them. How do these responses play into what you may envision yourself doing for work in the future?

-Bring these in for next week's sharing. Everyone who finishes these investigations will get a special prize from PZ. The ones that show great depth and development will get special recognition by being published on the GoodWork Toolkit blog and the participants will get the chance to come and check out PZ and how we are studying GoodWork (or something of this nature)

16 and 17. Thinking about your own work, cont. (1 hour)

Students report back on job investigations or interviews.

18. Post-Assessment Activity and reflection

-Students respond to a narrative/dilemma – read and write a response – collect responses.

-Students repeat value sort (page 24) and reflect about differences since first time doing this sort. Think together about values shared as a group.