

THE
GOOD
PROJECT

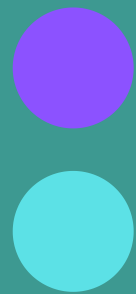


Teaching Good
Work In the
Classroom:

*Where Ethics, Excellence, &
Engagement Meet*

Lynn Barendsen | Project Director

Shelby Clark | Senior Research Manager



Introductions

Lynn Barendsen Project Director

Lynn Barendsen is a Project Director at the Harvard Graduate School of Education. For over two decades she has been a part of the Good Project, housed at Project Zero. Lynn has led numerous presentations and workshops on Good Work-related topics and teaches annually at the PZ Summer Classroom, which hosts hundreds of educators from around the world. She is a regular contributor to the Good Project's blog, has published articles on social and business entrepreneurs, "caring" professionals, the elements of leadership and African American and regionalist literatures. With Wendy Fischman, she co-developed the GoodWork Toolkit, designed to help develop a common language that school communities and other institutions can use to define their work and identify their goals. Lynn received her B.A. from Bates College and an M.A. in English and American Literatures and Language from the University of Chicago.

Shelby Clark Sr. Research Manager

Shelby Clark is a senior research manager for the Investigating Impacts of Educational Experience project, a longitudinal study investigating the educational impact of the United World Colleges. She works additionally on creating character education resources for the Good Project and as a methodologist on the Higher Education in the 21st Century project. Shelby's work focuses on the development of intellectual and civic character strengths in adolescents and young adults, with a focus on strengths such as curiosity and open-mindedness. She received her Ph.D. in applied human development from Boston University, an M.A. from the George Washington University in school counseling, and a B.A. in history and music from Johns Hopkins University. Shelby formerly worked as a school counselor in St. Paul, Minnesota.

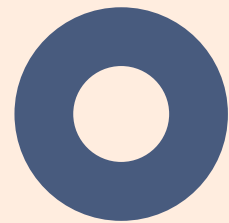


Agenda for Today's Class



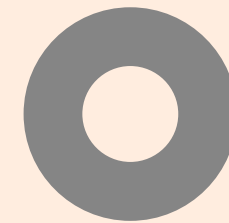
1

Discuss the "Good Work" Role Model Activity



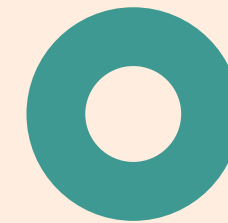
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Learn about the 3Es and the history of the Good Project



3

Discuss the See-Think-Wonder Routine with an Ethical Dilemma Activity



4

Review Good Project Resources & Wrap Up with Reflection Activity



Our Questions

What will our students learn?

What is good work?

How is good work
relevant to me?

How can I learn to
reflect upon good
work in my daily life?

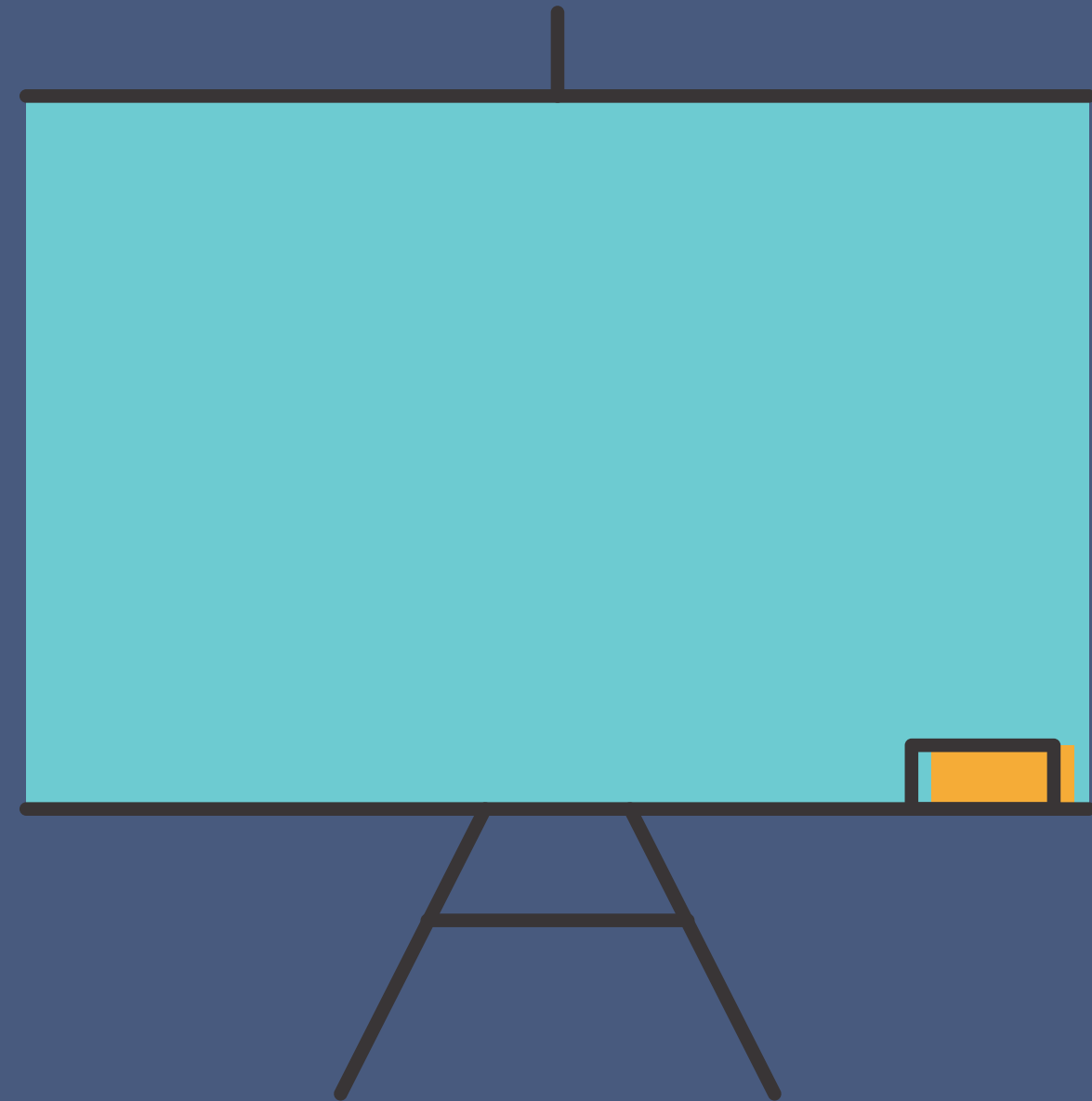
Remind your students

Doing "good work" can involve engaging in difficult conversations and being vulnerable at points. Our class norms include:

Respect

Expect a lack of closure

Be present





What is your model of Good Work?

Think of someone you believe is a “model worker.”

What do you admire about them?

What makes this person a “good worker”?



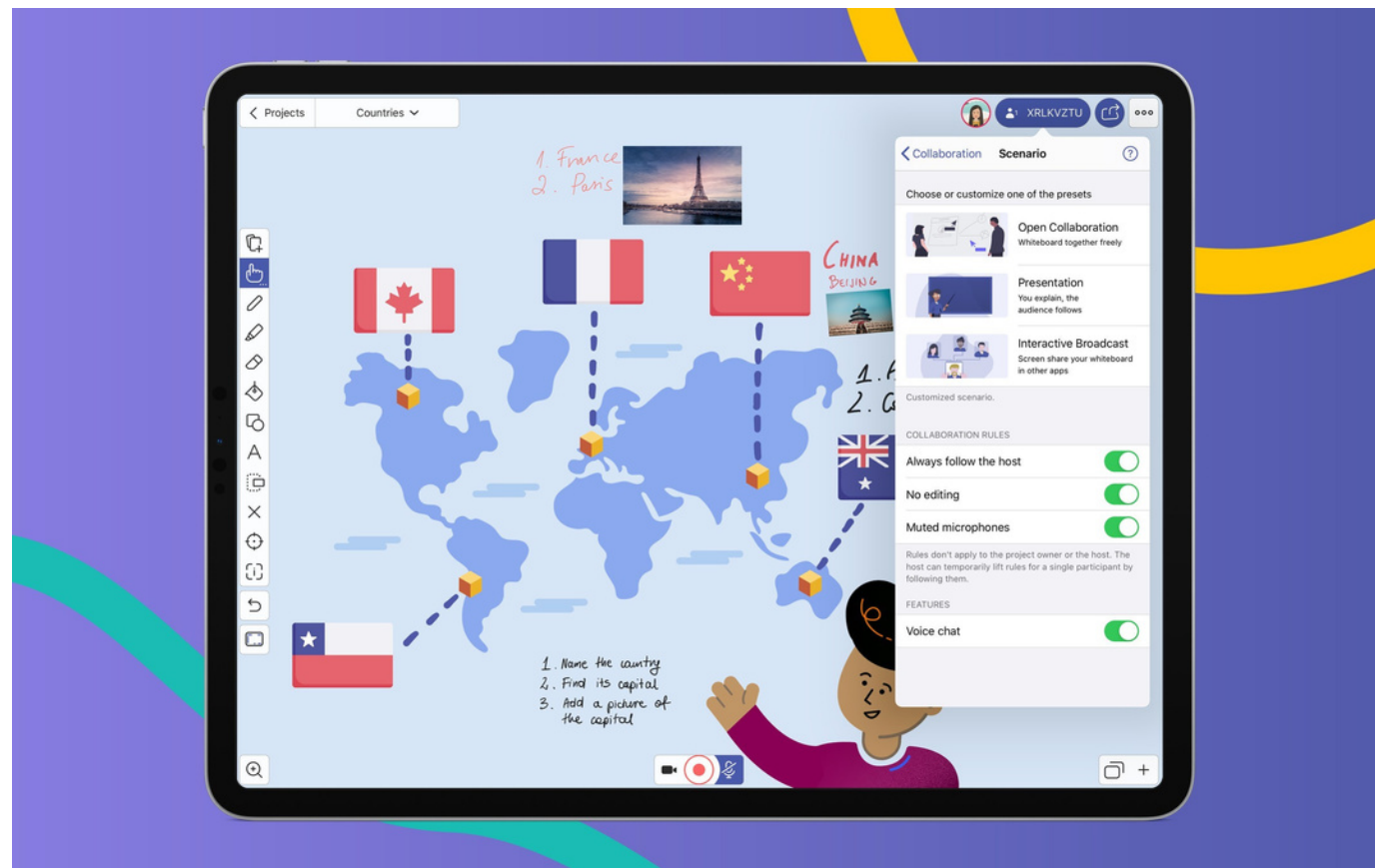


If teaching virtually...

Use Padlet or a similar online virtual collaboration software to allow your students to post their main ideas anonymously



Google Jamboard

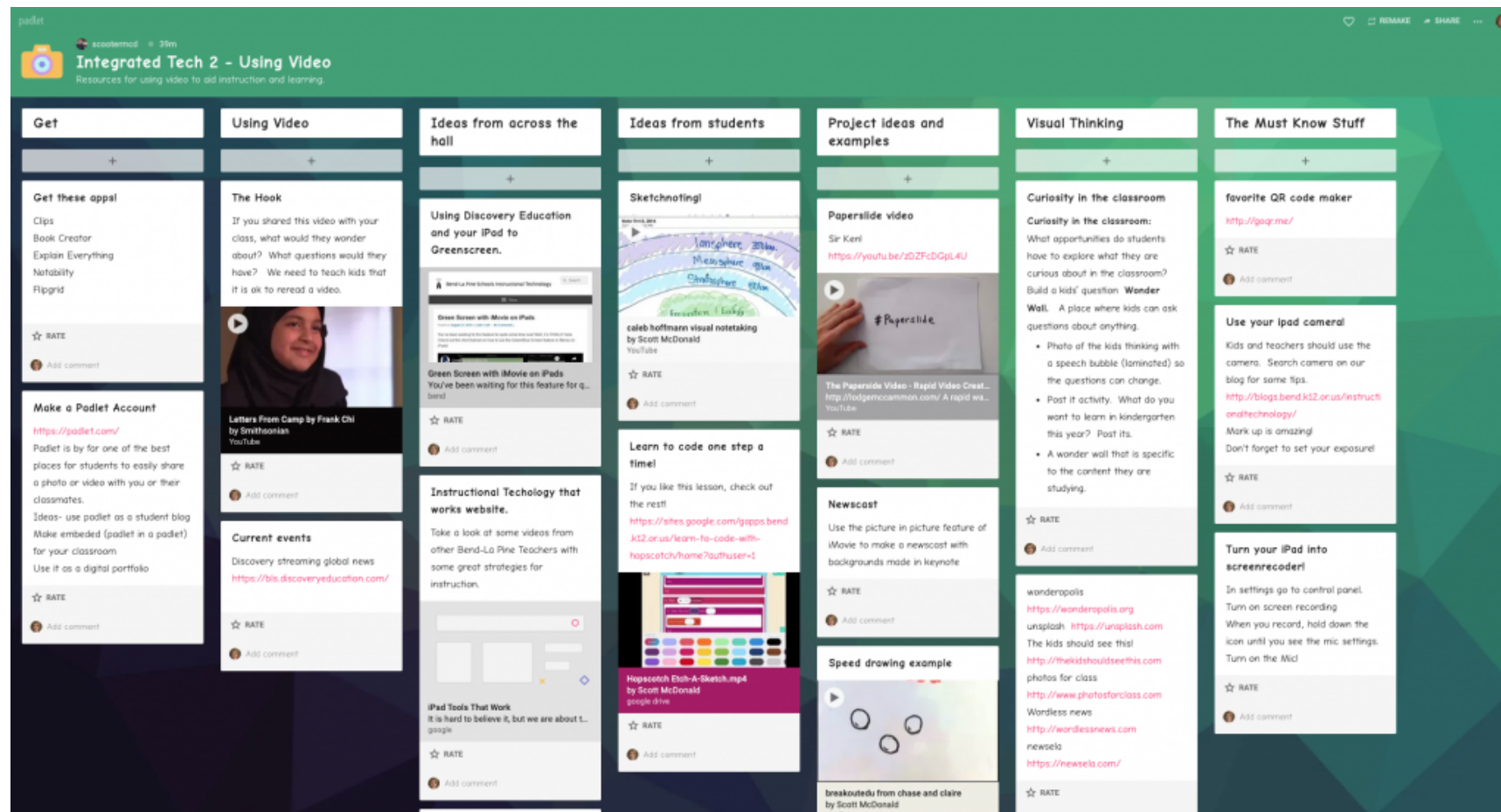


Explain Everything



Google Docs
Google Docs

Padlet



Miro



ORDER OF EVENTS

FIRST

1-2 MIN INDIVIDUAL THINK
TIME

THEN

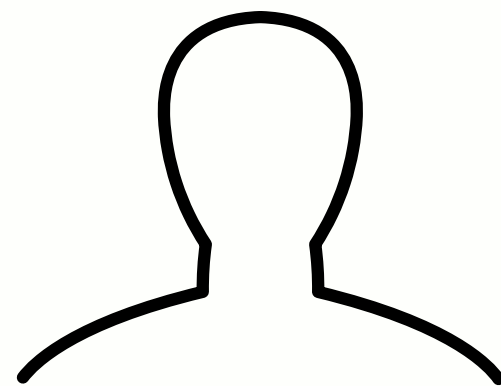
GO INTO BREAK OUT GROUPS
TO DISCUSS [NO PADLET!]

THEN

RETURN TO WHOLE GROUP TO
FILL OUT PADLET WITH YOUR
MAIN IDEAS

THEN

WHOLE GROUP DISCUSSION



Have your students discuss...

Who is your model worker? 15 Minutes

Think about these questions on your own for 1-2 minutes. Then discuss them in your break out groups. Be prepared to share out your group's main ideas on Padlet when we come back together.



Questions

Who do you think is a "model worker"?

What do you admire about them?

What makes this person a "good worker"?

What are some of the qualities or attributes that make this person a good worker?

My Model Good Worker_Class 2

Teaching Good Work in the Classroom

Group [redacted]

We talked about words like
dedicated to the profession
committed
passionate
knowledgeable
a sense of fairness
doing the right thing
desire to do better
consciousness of education in
general not just in their particular
classroom
hard worker
dedicated
HONEST
constant research

Group 3

Someone that can bring others
along with their ideas/ projects.
Dedicated, passionate, approachable

Group 4

A good worker is ALWAYS
passionate about his/her work,
which leads to their motivation to
reflect, take in constructive criticism,
and self-learn. The love for the work
and the sense of achievement go
hand-in-hand and are bi-directional!

Group 1

Multitasker who has a strong sense
of purpose and mission

Group 4

You can recognize good workers by
their passion and love for the work—
this is the fuel for their growth, how
they become better at their work.
Love/passion for the work and being
good at the work are bi-directional;
curiosity & engagement come from
mastery, agency, and self-efficacy.

Group 1

Our role model is eager to learn, has
good relationships, can see things
from multiple perspectives. It's an
adaptable person with a sense of
mission & purpose. Someone with a
dream who perseveres with
determination. A multitasker with a
successful work/family balance (not
necessarily perfect in everything ;)

Group 3

We talked about our role models,
and words (Excellent, Ethical,
Impactful) that we describe about
these models.

We also talked about how this is a
fascinating / challenging time for
students and teachers.

[redacted] Group 2

My group shared about some really
inspiring people. There were many
qualities that overlapped for
example, treating all people with
dignity, being unafraid to speak out
against injustices, and passion in
their work.

[redacted]

Some of the qualities we found in
common were:
Advocate
Kindness
Stand up for people

a good worker is an advocate for
others. They stand up for what is
right. kind, open, accepting of
others.

Share Out

5 Minutes

What were some of the main takeaways from your own group?

What was your discussion like as a group?





The Good Work Project

Begun in 1997 by 3 researchers:

Howard Gardner | Harvard University

Mihaly Csikszentmihalyi | Claremont University

William Damon | Stanford University

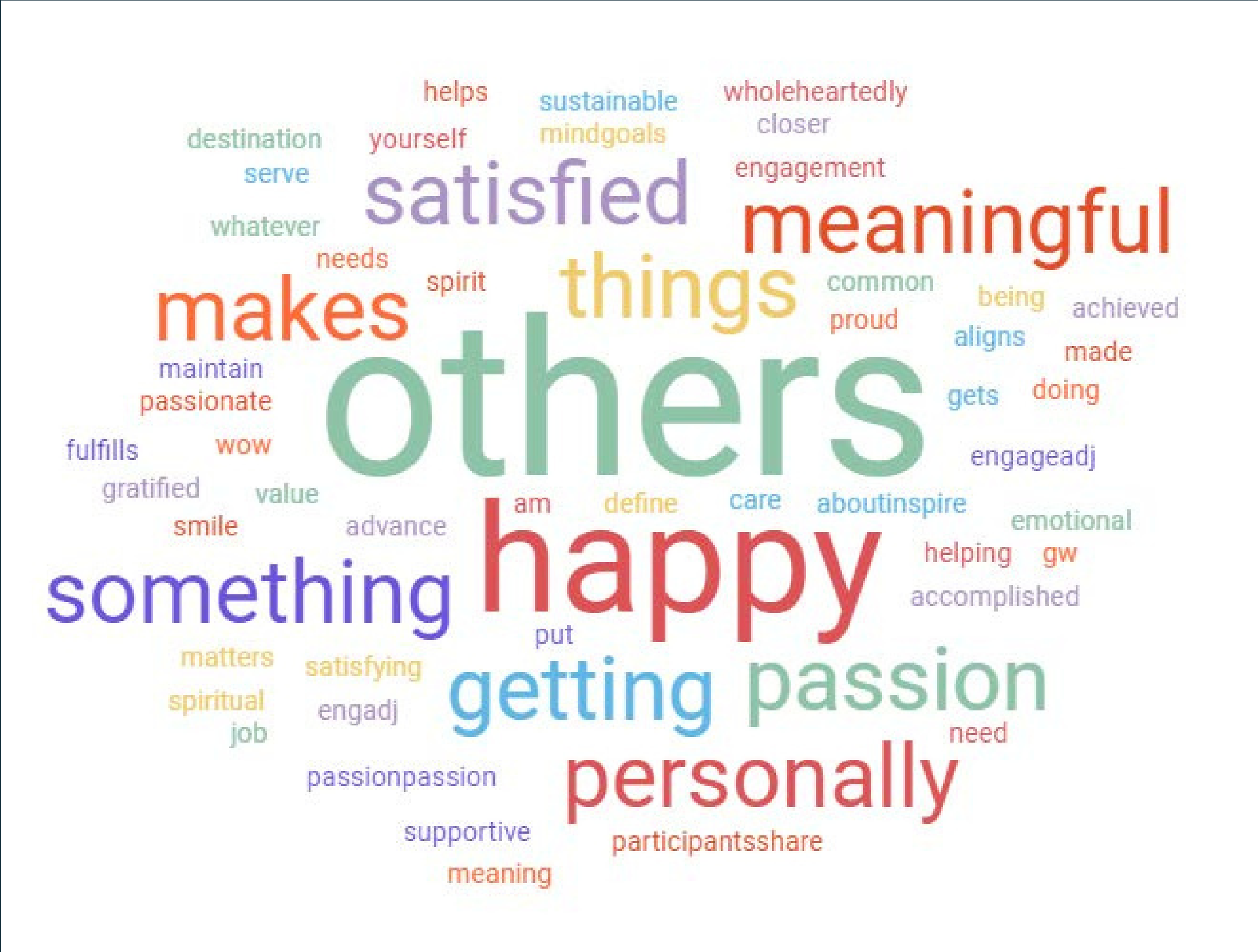
Completed over 1700 interviews with professionals from over 9 professions



Student Understanding of Excellence 2019



Student Understanding of Ethics 2019



Student Understanding of Engagement 2019



Good Workers & the 3Es

5 Minutes



Think about the attributes of a good worker you identified in the Padlet before.

Which of those attributes might not fit into one of the 3Es of excellence, ethics, or engagement?

Identify that attribute in the chat. Which Es do you think it might fit, if any?



Engagement



Ethics



Excellence

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MY GROUP USED THE WORD ADVOCATE. TO BE HONEST, I THINK IT FITS WITH ALL OF THE E'S, BUT I LIKE TO THINK ABOUT THE E FOR ETHICS. ADVOCATING FOR SOMEONE MEANS DOING THE RIGHT THING, EVEN IF IT IS HARD. I THINK THAT IS ALWAYS THE ETHICAL THING TO DO.

Participant

I'm wondering about "dedication" it seems to possibly fit into more than one of the three Es for me.

Participant

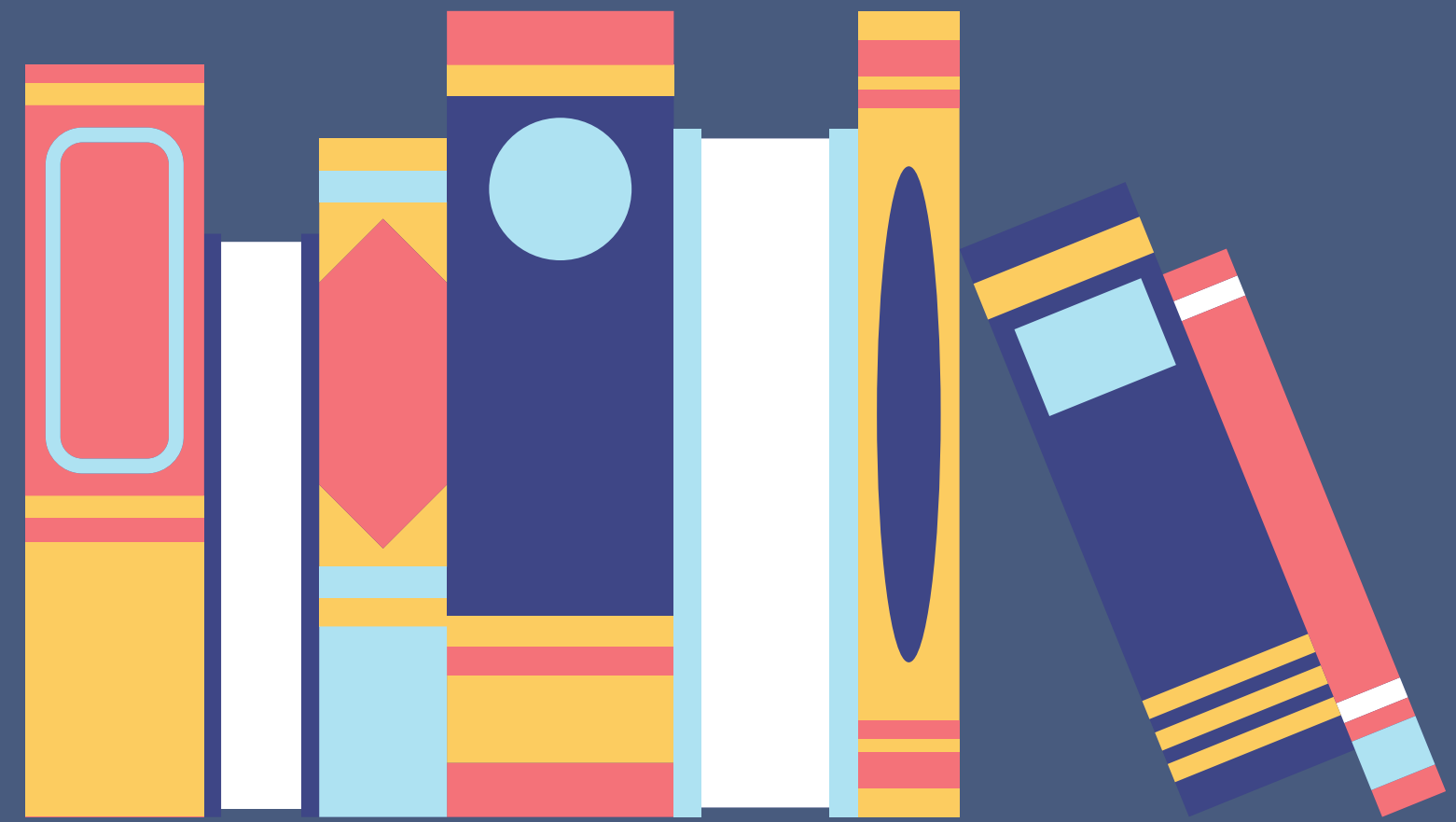
We talked about being open and accepting of others and open to different ideas. I think this fits into the engagement category because part of engagement is thinking of the others who are working with you. Good work is being part of a system.

PARTICIPANT

Reading Break!

[5 minutes]

Read the following dilemma...



Allison is a high school student who worked in a neurobiology lab one summer with the intention of submitting her project to a science competition. Allison decided on her own to work on a learning experiment involving mice, despite the fact that her supervising professor had warned her that projects based on neurology and behavior of “live” animals do not seem to capture the fancy of the judges. Allison maintains strong values about the ways in which scientists should work. However, knowing that she was unlikely to win the Intel competition because she worked directly with animals, Allison decided to hide the truth in her research paper. Allison phrased her paper carefully to make it seem as though she had not actually handled the mice directly. In the end, Allison was named a semifinalist and won a college scholarship worth \$2,000. She was accepted to college, where she has chosen to pursue scientific research.

ORDER OF EVENTS

FIRST

1-2 MIN INDIVIDUAL THINK
TIME

THEN

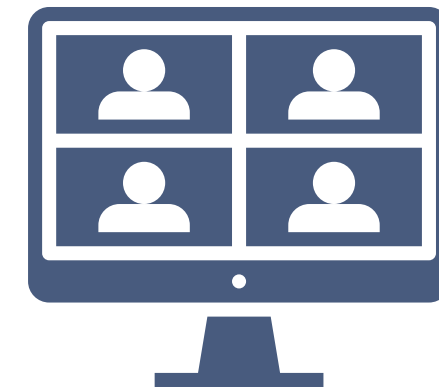
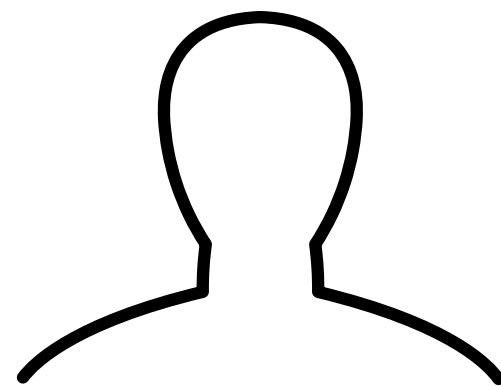
GO INTO BREAK OUT GROUPS
TO DISCUSS

THEN

FILL OUT SEE-THINK-WONDER
CHART DURING GROUP
DISCUSSION

THEN

RETURN TO WHOLE GROUP
FOR WHOLE GROUP
DISCUSSION



20 MINUTES



What do you see?

What do you see in the dilemma? What information sticks out to you?



What do you think?

What do you think about decision made in the dilemma? What do you think you would do in the situation?



What do you wonder?

What does the dilemma make you wonder about? Are there questions you have about this dilemma? What does it make you wonder about good work?

Beyond the Science Club

1-2 Minutes; What do you see-think-wonder?

Allison is a high school student who worked in a neurobiology lab one summer with the intention of submitting her project to a science competition. Allison decided on her own to work on a learning experiment involving mice, despite the fact that her supervising professor had warned her that projects based on neurology and behavior of “live” animals do not seem to capture the fancy of the judges. Allison maintains strong values about the ways in which scientists should work. However, knowing that she was unlikely to win the Intel competition because she worked directly with animals, Allison decided to hide the truth in her research paper. Allison phrased her paper carefully to make it seem as though she had not actually handled the mice directly. In the end, Allison was named a semifinalist and won a college scholarship worth \$2,000. She was accepted to college, where she has chosen to pursue scientific research.



What do you see?

What do you see in the dilemma? What information sticks out to you?

Intentional choice to alter her language--this is not a case of misrepresentation of her actions

Financial and prestige as motivators--pulling her away from purely altruistic motivations

Allison probably motivated by her ambition

Perhaps motivated by fear of not succeeding

Advisor's interest seems more focused on the likelihood of winning rather than ethics of research or how to reimagine her research



What do you think?

What do you think about the decision made in the dilemma? What do you think you would do in the situation?

These could be logical actions based on her own ethical code--not necessarily bound by the ethical code of the competition judges

Could have other options, like reimagining the research



What do you wonder?

What does the dilemma make you wonder about? Are there questions you have about this dilemma? What does it make you wonder about good work?

Is Allison's lack of interest in animals motivated by/reflective of her lack of interest in other human beings

Is Allison responding to the advisor's interest in winning or is this the piece of advice she is latching onto

what does it do to Allison to engage in this ongoing ethically compromised view of research?

This wouldn't make her a stronger researcher, but considering her goal is access to education on how to become a more effective researcher, is that a reasonable expectation for a high school student? Also, larger questions of equity and access to education

BREAKOUT GROUP 4



What do you see?

What do you see in the dilemma? What information sticks out to you?

Begin notes here..

Allison deliberately hides the truth.

She was given advice that using animals in her research would limit her chances of winning based on judges preferences.

She is a high school student.

She has strong values.



What do you think?

What do you think about the decision made in the dilemma? What do you think you would do in the situation?

Begin notes here..

I think being a younger student may have been influenced by the prize money and maybe she really needed it.

I think it is interesting that her professor did not ensure she had included the correct procedures.

I think she is very conscious about her wording, knowing that she is deceiving others.

I think she believes she is doing what is right.



What do you wonder?

What does the dilemma make you wonder about? Are there questions you have about this dilemma? What does it make you wonder about good work?

Begin notes here..

I wonder if she will continue to make her own judgements in her future career as a scientist that will have ramifications beyond her winning this competition.

What are the consequences of having people in powerful roles who are continuing to deviate away from the rules, but staying true to your own values.

Will this shape scientific conventions for the better or will it have negative/destructive consequences?

Reflect

10 Minutes

Allow students to share one of their See-Think-Wonder reflections

What sticks out to them?

How does Allison's dilemma connect to their own real-life dilemmas?



IS DOING WHAT YOU THINK IS
RIGHT INNOVATIVE OR
DESTRUCTIVE? IF YOU ARE
REWARDED FOR DOING WHAT
YOU THINK IS RIGHT, YOU ARE
LEARNING THIS IS OK TO DO

Participant

I wonder what we would
say if we really stepped
into this student's shoes?

PARTICIPANT

**IF A SCIENTIST CAN DRAW
HER / HIS OWN MORAL LINE,
WHO DECIDES WHETHER IT IS
RIGHT OR WRONG? ONE
BELIEVES HE IS RIGHT MAKES
HIM RIGHT? AS AN
EDUCATOR, I WORRY THAT
STUDENTS THINK THEY CAN
DO WHAT THEY BELIEVE IS
RIGHT. BUT HOW CAN WE
ENCOURAGE INNOVATION IF
WE ASK THEM TO FOLLOW ALL
RULES. SO WHAT KIND OF
RULES CAN BE BROKEN, AND
WHAT CAN'T?**

Participant

Good Project Resources



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

thegoodproject.org

Good Project Blog

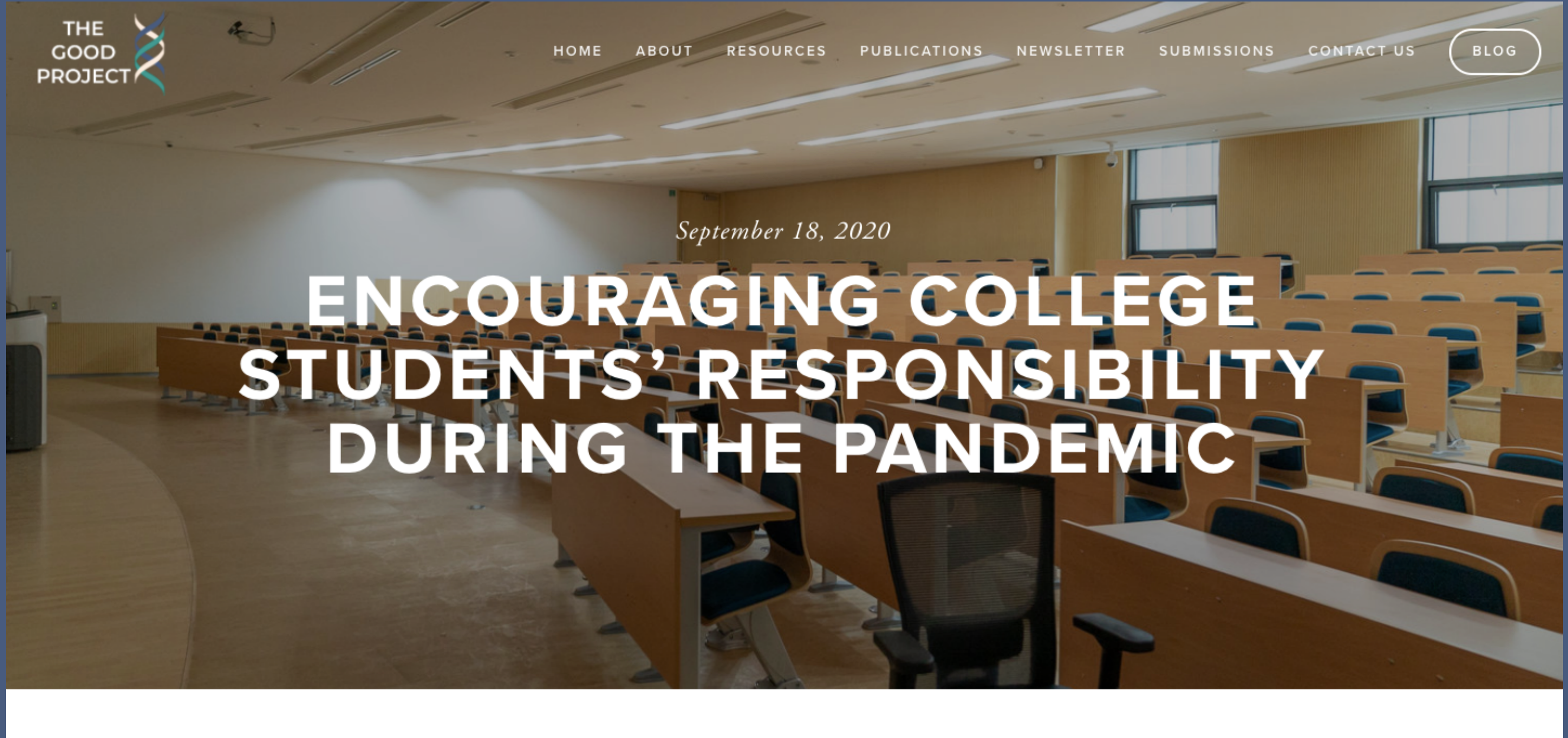


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September 18, 2020

ENCOURAGING COLLEGE STUDENTS' RESPONSIBILITY DURING THE PANDEMIC



Good Project Activities Database



SEARCH OUR DATABASE OF ACTIVITIES USING THE SEARCH BAR BELOW, OR USE THE TAGS TO NAVIGATE.

🔍 Search

Brainstorm (2)

Debate (2)

Dilemma (15)

Discussion (7)

Drawing (1)

Engagement (13)

Ethics (8)

Excellence (8)

Game (1)

Goal-setting (5)

Group-work (1)

Interview (4)

Introduction (5)

Mentor (7)

Mission (1)

Performance (2)

Project (4)

Reflection (14)

Responsibility (3)

Values (4)

Writing (20)

WHAT IS GOOD WORK? AN INTRODUCTION TO THE CONCEPT

Participants consider what qualifies as good work in three different professions.

[Read More →](#)

Introduction

YOUR THOUGHTS ON THE CRITERIA FOR GOOD WORK

Participants choose a profession and brainstorm a list of the criteria for good work in this profession, and criteria for what is not good work in this profession.

[Read More →](#)

Brainstorm, Introduction

WHO IS (OR ISN'T) A GOOD WORKER?

Using the provided "Good Worker Profile" examples, students will create their own worker profile using a template. Students will be asked to research a variety of workers and to find a person whose life or career interests them and is well-documented enough for them to complete the exercise. Students are encouraged to consider examples of both good work and compromised work from the person's life. Students are told to keep the 3Es in mind when choosing what to write regarding their worker's biography and to try to highlight when their worker may or may not have lived up to the good work concepts of excellence, ethics, and engagement. Students are reminded to be careful when choosing sources.

[Read More →](#)

GOOD WORK IN MY COMMUNITY

Participants pick a community they are a part of and analyze the values and meanings of good work in that community.

[Read More →](#)

Reflection, Writing, Values

WHAT IS MY MISSION?

Write a personal mission statement and explain what it means to you.

[Read More →](#)

Writing, Mission

TOUGH LOVE

Read about the dilemma faced by a young gymnast in "Tough Love" and think about the values of the characters involved and their sense of engagement in their work.

[Read More →](#)

Dilemma, Writing

MONEY MATTERS

Read a dilemma about William and how his decisions are influenced by winning prize money from science competitions. Then, write your own reflections about connections to your own life.

[Read More →](#)

Dilemma, Writing, Reflection

Good Project Dilemmas Database

DILEMMAS FEATURING ADULTS

THE PROTEST

Anna is a politically-active middle school teacher. She recently attended a rally in her city in support of progressive causes, including transgender rights. At the rally, a small group of counter-protesters had gathered in opposition, and people were chanting to express hate for the LGBT community. Anna was shocked to see that one of the counter-protesters was a fellow teacher from her school, Claire, who Anna didn't know well but immediately recognized. Anna decided not to confront Claire but instead snapped a picture of the counter-protesters, including Claire, and posted her photo on social media so that it was visible to her family and friends, including some other teachers at the school. The next day, Anna felt uncomfortable. Several other teachers she was connected with on social media had commented on the photo: some were shocked Claire was in attendance, but others criticized Anna for posting the photo in the first place. Anna wondered whether sharing the photo was the right thing to do and feared that word would get back to Claire.

[Read More →](#)

Adults, Ethics, Teaching, Social Media

HURTFUL MEME

Madeline is a nurse who works in the emergency room of a hospital. Upon her hiring, she discovered that Paul, one of her classmates from nursing school, also worked at the hospital and would be her co-worker. After working a few shifts together, the two connected on social media. One day, Madeline saw that Paul had "liked" a meme on social media that expressed anti-immigrant sentiment, decrying immigrants as a drain on resources, including healthcare. As soon as she saw the meme, Madeline felt uneasy. The hospital where Madeline and Paul worked served many in their city's immigrant communities, and Madeline was herself the children of immigrant parents. The meme hit close to home for her. Additionally, Madeline considered herself friendly with Paul, and he was in a more senior position to her on the nursing staff.

[Read More →](#)

Adults, Medicine, Ethics, Social Media

SERVING A CAUSE VS. SERVING A CLIENT

Since childhood, Susan has known that she

FINDING BOUNDARIES

Jay and Logan have been co-workers and friends for several years. Recently, Logan started texting Jay a lot, sometimes every day. At first, Jay was happy to be talking to Logan out of work, as they had always been friendly with one another. But Logan was having some family difficulties with his spouse, and his home life had become stressful. Jay wanted to be supportive, but lately the texting had become overwhelming. Furthermore, Jay noticed that Logan wasn't contributing as much to their shared projects, using his home life as an excuse, which left Jay working overtime in order to meet their deadlines. Jay cared about Logan and wanted to be a good friend. At the same time, the texting was becoming burdensome, and their work wasn't getting done efficiently. Jay felt it was unfair that he was having to pick up Logan's slack and put in extra hours. Jay wondered how best to set boundaries with Logan and get their work back on track.

[Read More →](#)

Adults, Engagement, Business, Social Media

DILEMMAS FEATURING TEENAGERS

THE ADMISSIONS DILEMMA

Alex was recently accepted to a prestigious college and joined a private online group made up of other accepted students. In the group, students were exchanging inappropriate jokes. Some jokes were hateful towards certain groups of people. Alex was taken aback by what the other students were sharing, but also unsure of what college would be like and anxious to make new friends. After reading some of the other students' posts, Alex contributed a joke that mocked a minoritized group. A few weeks later, the college's admissions team learned about the online group and decided to take back admissions offers from students who contributed hateful content, including Alex. Alex was no longer welcome to attend the university.

[Read More →](#)

Teenagers, Ethics, Social Media

GETTING A STORY, OR CROSSING A LINE?

Rosa is a young journalist. One typical workday, a few months into her position, Rosa was instructed by Jeremy to go and "stake out" the home of a family whose child had, a few hours beforehand, been injured in a collision with an automobile while riding a bicycle. Rosa faced a

CAMERA SHY

Julie is a junior in high school who is very committed to theater. Julie, like many of her friends, is self-conscious about her appearance. She has noticed that one friend in particular is struggling with an eating disorder, which concerns Julie. When Julie served as a counselor at an all-girls summer camp, she was struck by how comfortable all of the campers looked in the photos. It sort of "hit" her that she had not seen pictures of herself or her friends looking un-self-conscious in a long time, and she says she is sick of feeling insecure and watching her friends struggle with the same issues. Her experience at the camp helped her to realize that she wants to use theater to help young women be successful and to feel empowered.

[Read More →](#)

Teenagers, Excellence, Sensitive, Acting

ALL THE WORLD'S A STAGE

Gwen is a senior at a performing arts high school, where she studies drama. As a senior, she faces a difficult decision. Gwen is eighteen, which means she's old enough to work, but she has also been accepted to the drama program at one of her top-choice schools. Should she enroll in college and continue to learn the art of

THE RIGHT TO SAY NO

Sophia is eighteen years old and about to graduate from a high school for the performing arts. Sophia has always loved performing, but theater became a deep passion for her during her high school career. However, a couple years ago, she encountered a difficult situation related to her chosen line of work. Because her parents do not subsidize her acting, Sophia wanted a paying acting job. After mailing out her headshots and resumes, she eventually landed a role in an independent film that she did not know much about. As part of her role in the film, Sophia was asked to do something sexual that made her very uncomfortable, and that she felt was wrong; however, she did not know what the consequences of saying "no" would be. For two years after this experience, Sophia stopped looking for any acting work outside of school.

[Read More →](#)

Teenagers, Acting, Excellence, Sensitive

DRAMA WITH BULLIES

Nick is a high school senior who is deeply committed to acting. Nick explains that drama is not the cool thing to do at his high school, and students who do drama are one of a few groups who are regular targets for bullying. Nick faced

Good Project Value Sort Tool



Knowing what we value most in our work, relationships, and other commitments makes it easier to respond to opportunities and conflicts with integrity. This Value Sort activity is a way to reflect upon what is most important to you personally and can help you stimulate conversations with peers, colleagues, and family members.

Look at the following list of 30 values. Select the 10 values that you consider most important to you.

Broad interests

Power, Influence

Challenge

Professional Accomplishment

Courage, Risk taking

Professional Conduct

Quality of Work Life

Security (Financial, Personal, Work)

Better Arguments & Good Work

BETTER ARGUMENTS & GOOD WORK

A WORKBOOK

THE BETTER
ARGUMENTS
PROJECT

THE
GOOD
PROJECT 



I Used to Think... Now I Think

Have your students write a reflection regarding how their thinking about what it means to do "good work" may or may not have changed after participating in these activities. Their reflection should take the form of:

"I used to think good work ...
but now I think good work ..."

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