



# THE GOOD PROJECT



## Fundamental Lessons

A set of sixteen 15-minute lessons designed  
to introduce and encourage Good Work

Authored by: Lynn Barendsen, Courtney Bither, Shelby Clark, Sabine Denat,  
Wendy Fischman, Howard Gardner, Kirsten McHugh, and Danny Mucinkas



# OUR STORY

## THE FUTURE OF GOOD WORK IN A CHANGING OCCUPATIONAL LANDSCAPE

In 1995, a group of researchers in the social sciences launched a study of how individuals are able to perform “good work” in an era of rapid change and technological advancement. Over the course of a decade, the research team performed in-depth interviews with professionals in a range of domains—namely law, medicine, journalism, theater, genetics, philanthropy, business, K-12 education, and higher education. During conversations with participants representing a variety of ages and career

stages, the team asked informants to think about their formative influences, beliefs and values, supports, obstacles, responsibilities, ethical standards, and more. The findings of this research team, led by Howard Gardner, Mihaly Csikszentmihalyi, and William Damon, have been published in two books and many articles, reports, and blogs. In recent years, the Good Work Project expanded to become “[The Good Project](#)”; it is now housed at Project Zero at the Harvard Graduate School of Education.

As a result of these studies a framework of “good work” has emerged. Good Work features three attributes:

1. Excellence: good work is performed well and is of high quality;
2. Ethics: good work entails a recognition and nuanced handling of dilemmas as they arise; and
3. Engagement: individuals obtain purpose and meaning from their work.

We refer to these qualities as the “3 Es” of good work.

Although we believe these three elements are intertwined and of equal importance, the fundamental lessons presented here focus on ethics and ethical reasoning—the most common connotation of “good.” Over the course of twenty-five years, new challenges have emerged for those attempting to do “good work”—as well as for those attempting to foster it in others. Many jobs and roles are disappearing; others are being dramatically reconfigured; and the new technologies that are replacing traditional workers may not be able—and may not be appropriate—to address common workplace dilemmas.

Overall, the future of professions and workplaces is unclear: excellence, ethics, and engagement need to be revisited in the contemporary context. Of course, these trends and uncertainties are highly relevant not only for current workers but also for youth, who will one day enter the workforce. It is important that today’s students cultivate the skills that will help them in their chosen fields. Our research has shown that young people encounter dilemmas in their daily lives and in their work; we know that these youth will encounter both familiar and unprecedented dilemmas in their future lives at work.

Yet how best to prepare individuals for the rapidly changing working world remains an open question. Despite calls for the development of “21st century skills” (e.g., critical thinking, creativity, communication), current educational experiences about “work” are insufficient. Generally, secondary and tertiary education devote little attention to work in practice.

To be sure, a range of character education programs, organizations, and frameworks exist to help strengthen understandings, virtues, and skills in students that they will need to succeed and even flourish in life. (Examples include The Leader in Me, The Partnership for 21st Century Skills, the CASEL framework, and the Jubilee Centre’s curricula in character virtues development). However, few of these programs focus specifically on how to develop the skills and stances needed to confront ethical or meaningful challenges and quandaries that may arise as students seek to do purposeful, responsible, and high-quality work. Recent research from our team at Project Zero indicates that few college students in the U.S. identify learning about ethical issues as an important part of the college experience—even though many cite job preparation as the purpose of college education itself. Furthermore, upon entering the workplace, few workers have the opportunity to benefit from effective ethical training programs.

Within the current environment, there are few outlets for students to grapple with the ambiguity, complexity, and tough choices inherent in the modern world, or to come to terms with their own opinions and beliefs regarding how to create meaningful, excellent, and ethical work. For the contemporary student, what constitutes work is, in and of itself, a complex question. Academic tasks are usually thought of as the work of students, but many students today find meaning and purpose in extracurricular activities, often more than in the average “work” of the school day. Accordingly, we employ here a broad definition of work that includes work in school (academic and extracurricular) as well as more traditional jobs and internships. Whatever the realm, students need time and guidance to reflect, create meaning, and develop purpose related to opportunities for “good work” in their own lives.

In light of these issues, we created [The Good Project Lesson Plans](#)—specifically geared to high school students—a longer and more in-depth set of materials from which we pulled the fundamental lessons presented in this document. Our approach entails exposing students to dilemmas that explore all elements of good work—but we focus particularly on ethics at work. Through engagement with our materials, via structured conversations and delineated strategies, students have the opportunity to reflect on their own opinions and beliefs regarding what work means to them, and how they might pursue work in an ethical, engaged, and excellent manner. Students who grapple with these materials should be in a favorable position to develop the skills and understandings that will help them navigate complex situations in their future work lives.

As stated above, these plans have been designed with high school students in mind, but certainly college students may benefit from these materials as well. Additionally, it's important to note that many of the dilemmas featured in these fundamental lessons are prototypically American in context. We encourage educators to adapt these materials to age and cultural context. These lessons were designed with in-person teaching and learning in mind; adaptations will have to be made should the materials be used either partially or fully online. In sum, it's our hope that students can develop the ethical reasoning skills and sense of purpose that will allow them to confront a complex working world. We hope that students will recognize issues of ethics, excellence, and engagement when they arise in multiple life settings; think well and deeply about these issues; and formulate responses and/or appropriate action based on the habits and repertoires they have learned. Ultimately such students should individually flourish and recognize how doing “good work” contributes to a flourishing society for all.

**A Note to Teachers:** As we have used our Good Work Toolkit with students and adults over the past years, we noticed that the dilemmas are quite engaging and that groups often like to discuss the stories in detail. While this type of excitement is welcome and advantageous, we also want to point out that each Fundamental lesson is designed with a particular purpose in mind (as you will note in the "goals" line item for each). As you approach each lesson, we recommend that you keep these specific goals in mind in order to keep the conversation on track and reasonably aligned with targets.

# ACKNOWLEDGEMENTS

This work has been generously funded by The Argosy Foundation.

The Good Project has also received significant support from The Saul Zaentz Charitable Foundation, The Endeavor Foundation and additional anonymous funders. We are grateful to all of our supporters for their generosity.

*THANK YOU*



# OVERVIEW

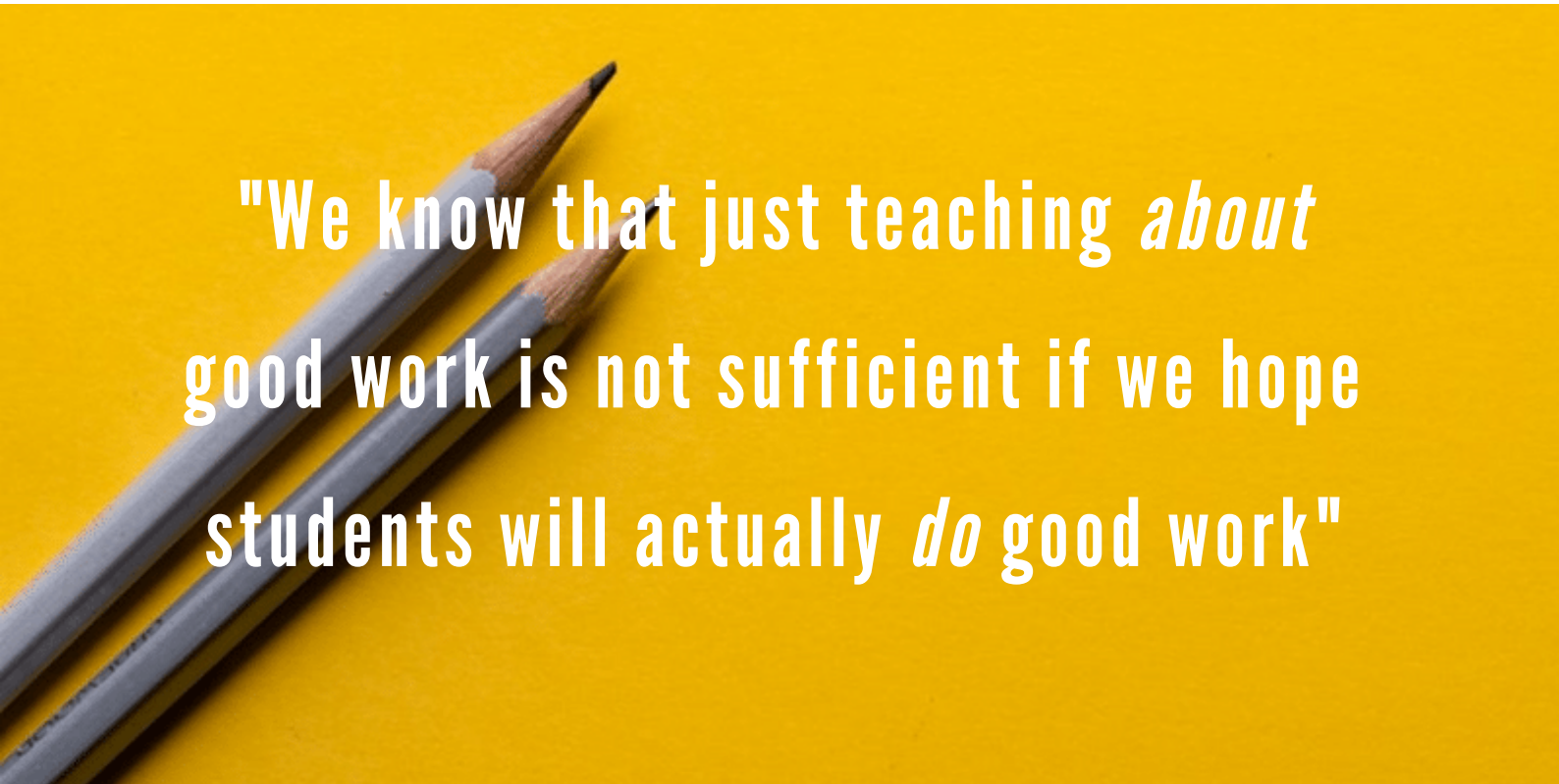
## WHAT TO EXPECT

The design of these fundamental lessons is grounded in our own experience using previous versions of these materials with educators and students, and in research about human learning and development. We know that just teaching about good work is not sufficient if we hope students will actually do good work—students also need to be encouraged to reflect and act upon the principles of good work in their own lives.

The following lessons have been designed to help students begin to develop their abilities to do “good work”—work that is excellent, ethical, and engaging. The lessons guide participants through a series of questions central to understanding the

importance of good work in our society, including:

- How do I define “good work”? How do others define it?
- What does it take to carry out good work?
- What are my own personal standards of good work?
- What are professional standards for good work and how does that relate to my life as a student? As a worker?
- What are some of the factors that make it difficult to carry out good work? How can I prepare myself for these challenges?
- How can my community and/or my workplace support good work?
- Why is good work important to society?

Two pencils, one grey and one brown, are positioned diagonally across the bottom half of the page. The background is a solid, bright yellow. The text is overlaid on this background in a white, bold, sans-serif font.

**"We know that just teaching *about* good work is not sufficient if we hope students will actually *do* good work"**

# LESSONS OVERVIEW

In order to help encourage and support students in their efforts to carry out good work, we have defined four major learning 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.

The above principles, questions, and learning goals inform the design and structure of the fundamental lessons.

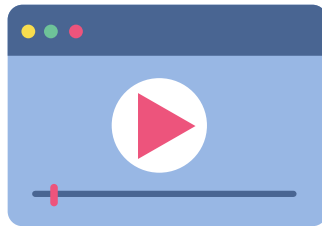
As mentioned, these fundamental lessons have been culled from our longer [Good Project Lesson Plans](#). All fundamental lessons have been designed to fit into a 15-minute classroom period (see time suggestions throughout). However, the lessons are flexible and we leave it to each individual educator to tailor the timing of the lessons to their individual needs. Prerequisites for each fundamental lesson are indicated as appropriate. We also acknowledge that exploration of many of the concepts introduced in these fundamental lessons could easily occupy much longer allotments of time. If you are interested in diving deeper into any of the themes herein, we encourage you to refer to the longer [Good Project Lesson Plans](#).

# LESSON IMPLEMENTATION VARIOUS OPTIONS

THERE ARE MANY WAYS THE FUNDAMENTAL LESSONS CAN BE IMPLEMENTED WITH STUDENTS. WHILE WE OFTEN INCLUDE WRITING PROMPTS IN THE LESSONS, CONSIDER OFFERING YOUR STUDENTS THESE VARIOUS ALTERNATIVES:



**HAVE A DEBATE**



**MAKE A VIDEO**



**MAKE AN  
INFOGRAPHIC**



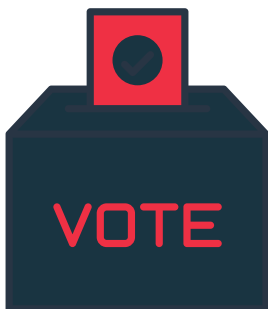
**WRITE A SONG**



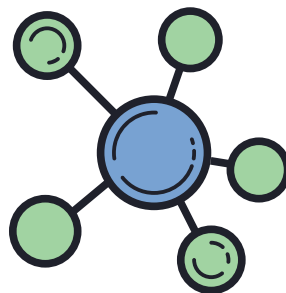
**MAKE ART**



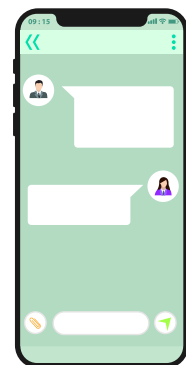
**CREATE A  
SCRAPBOOK**



**HAVE A VOTE**



**MIND MAP IT**



**CHAT ONLINE**



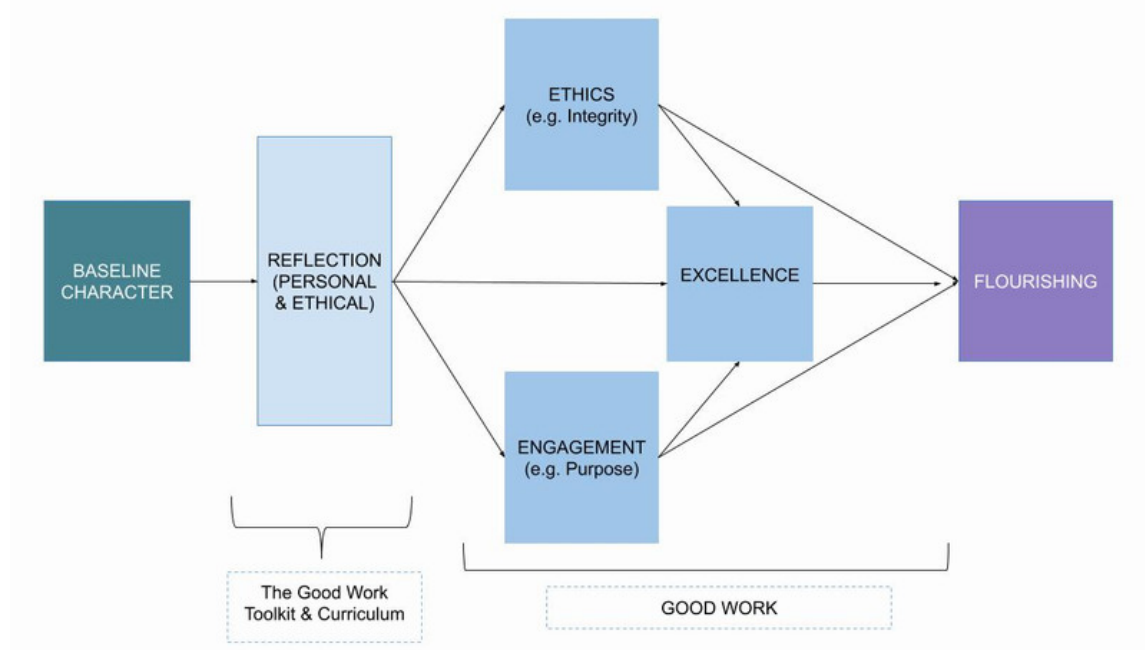
# THEORY OF CHANGE

These fundamental lessons have been created for students in secondary and tertiary education that specifically focuses on the development of reflective strategies that will help them become “good workers.”

The curriculum does not assume that students come to their educational experiences as blank slates. Instead, the activities herein build upon the myriad of character strengths (and vices) that each student brings to the learning experience. In addition, education of course does not occur in a vacuum, and character growth occurs within and in interaction with a variety of settings and developmental, contextual experiences. Given this, the ways in which we envision the lessons impacting students is predicated on the belief that students enter

their classrooms already having learned certain patterns of behavior and character, and that each student’s contexts for learning and behaving may be slightly different. We represent this in the diagram below as the **baseline character box**.

The main way that we hope the Good Work curriculum impacts students is by encouraging personal and ethical reflection upon the elements of good work (that is, on how to be an ethical, engaged, and excellent worker). We therefore leverage personal and ethical reflection frequently throughout the lessons, as we believe reflective practice is the most critical activity for the development of habits and skills inherent in doing good work. We represent this in the diagram below as the **reflection (personal & ethical) box**.



The primary goal of these lessons is to help students understand the meaning of good work and to develop the habits, skills, and character strengths of good workers. By continually reflecting on work-related situations, students will cultivate habits of moral character, become sensitive to ethical dilemmas in the future, and be motivated to act and know how to do so appropriately when encountering such situations. Similarly, personal reflection on one's values will assist students in the formation of a sense of a long-term, purposeful vocation. Given this, we represent reflection leading directly to **ethics** and **engagement** in the model above. Because both ethical work and engaged (purposeful) work have been associated with the production of excellent (high-quality) work, the model illustrates both ethics and engagement as factors leading to **excellence**.



Finally, many elements of character are associated with positive life outcomes, including aspects of **flourishing** such as positive mental and physical health, happiness and life satisfaction, and positive social relationships. Ethics, engagement, and excellence, which lead to positive outcomes in working life, are therefore linked to flourishing, the final piece of the model. We are hopeful that students who engage with this curriculum will reflect, grapple, and become sensitive and motivated to behave as a good worker and ultimately achieve a flourishing life.

# UNIT 1

## FUNDAMENTAL LESSON 1.1

### LESSON GOAL

STUDENTS WILL BEGIN TO INVESTIGATE THE MEANING OF "GOOD WORK" AS DEFINED BY 3 ES

### CORE CONCEPTS

3 E's  
Good Work

#### 1. Opener: Ask students to think of someone they believe exemplifies good work (7 minutes)

- 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 reflect on this individual using the following questions: who are they? What kind of work do they do? Why do they exemplify good work?
- Students may use the worksheet "Introduction to Good Work" to record their thoughts.

### PREREQUISITES

N/A

#### 2. Using the students' reflections, brainstorm a list of the qualities of a good worker (8 minutes)

- Ask students to throw out descriptors or adjectives and write these terms on a white board.
- Look at the list of words on the board. 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 which column is most appropriate, discuss why and decide as a group if perhaps it should appear in more than one column.



# UNIT 1

## FUNDAMENTAL LESSON 1.2

### LESSON GOAL

STUDENTS WILL DIFFERENTIATE & UNDERSTAND THE RELATIONSHIP BETWEEN "GOOD WORK" AND "WORK"

### CORE CONCEPTS

3 Es  
Good Work

### PREREQUISITES

Fundamental Lesson 1.1

#### 1. Opener: Outline for students the "good work" framework as defined by the "3 Es" (2 minutes)

- Excellence: work that is high in quality
- Ethical: work that is socially responsible; workers are concerned about the consequences of their actions and the means by which their work is achieved
- Engaging: work that is meaningful (consider personal, social, and professional forms of meaning)

#### 2. Engage students in a class discussion using the following questions as prompts: (5 minutes)

- What makes work "good"?
- What are the components of "good work"?
- What do the three components of "good work" mean?
- Write the students' answers on the board

#### 3. With these 3Es in mind, present the dilemma "When in Doubt... Make it Excellent" (3 minutes)

- Read it out loud together as a class

#### 4. Using what you wrote on the board earlier, ask for feedback about why James is or is not doing "good work" (5 minutes)

- Focus on the distinction between "good work" and work that does not meet that standard. Questions may include:
  - How do you see James's work relating to each of the "3Es"?
  - How would you do "good work" if you were James?
  - What would it look like if James did NOT do good work?

## WHEN IN DOUBT... MAKE IT EXCELLENT DILEMMA

**James is a senior in high school and chair of the school's weekly newspaper. James takes his responsibilities as chair seriously. He wants to put out a high-quality newspaper each week, and at the same time, wants the staff to enjoy their work. When James began to work at the paper, the motto was "When in doubt, make it up." James changed the news room culture, and now encourages staff members to feel personally accountable for their work every week. He also recently established an Association of School Journalists, the goal of which is to "encourage the study of journalism in local communities ... and serve as a forum for the exchange of administrative and editorial ideas among partner schools." He gives up a great deal for his work, including personal time, time for homework, and time for other activities. Nonetheless, he feels the experience he has gained makes it worth his time.**

---

James is an eighteen-year-old high school senior and serves as chair of the school's weekly newspaper. As chair, he is responsible for the paper overall, and supervises the editor-in-chief. He deals with big-picture issues such as finances and policies, and he facilitates interaction between other editorial board members. James likes writing and, for the most part, he enjoys his work and his position on the paper. He finds it interesting to motivate a team, watch progress happen, and see what they can produce. Originally, he hoped his job would help him to understand his school and help him to integrate socially. For the most part, his work has given him these opportunities; at times, however, he has found himself at odds with others over particular decisions he has made as chair.

James takes his responsibilities as chair seriously. He wants to put out a high quality newspaper each week, and at the same time, wants the staff to enjoy their work. In previous years, editors joked about the "horrendous articles" they received and now, instead of ridicule, training is offered. The editor-in-chief runs weekly writing seminars with a faculty member who used to be a journalist. Together, the group examines the preceding week's paper for problems and solutions, and they work together on the coming week's assignments. The seminars focus on a different theme each

week: interviewing, editorial writing, sports writing, etc. In this way, writers and editors come to the sessions that most interest them. According to James, the workshops have helped a great deal. People used to be intimidated about writing for the paper, and the workshops seem to have eliminated this fear.

When James began work at the paper, the motto was “when in doubt, make it up.” James changed the newsroom’s culture, and now encourages staff members to feel personally accountable for their work every week. He explains:

*“The way I’ve learned the value of integrity and the value of responsibility has really been through being irresponsible and not maintaining a high level of integrity [through the example set by a previous staffer on the newspaper]. There are times where we’ve [been told by editors] to cut corners ... [and] from that point, I said, ‘Absolutely not.’ I think that’s how I learned what’s going to govern this, or what’s going to keep people here every week, and what’s going to drive the work we do and how [we] are ... going to be accountable. And I think self-integrity has allowed us to say, ‘How am I personally going to be accountable for what comes out every week?’”*

James considers himself lucky because writers want to attend the newly instituted writing workshops, and editors have been willing to work long hours. These students “take a very serious interest in their own work.” James feels that it is important that the staff understand that, regardless of a given position, anyone who wants to have a job can do so. He believes that anyone with valuable information should share it. He offers the example of a copy editor who had information about advertising, but didn’t offer it because he thought his position made it inappropriate to do so. Now, James believes, the environment at the paper is more open than it has been previously, and there seems to be “less hierarchy.”

Working with a community paper, James explains, is different from working for a commercial paper. Choosing which stories to cover takes a great deal of effort. He can’t simply print a “great story,” but must take into consideration who is affected by its printing. Subjects may be classmates or teachers, and he tries to ensure they are always treated with respect. James has concerns about where to draw the line between straight reporting and community reporting. He often finds more reason to focus on the positive, which doesn’t necessarily follow the journalistic standard

of objective reporting. “Heavy stories” on racist graffiti or alleged rapes on campus are not what the community wants to read about, and James finds that trying to get honest details about a story can be difficult.

Because of these kinds of challenges, James recently established an Association of School Journalists to reach out to students who don’t have the same resources and support as students at his school. The goal of the association is to “reach out to the community ... encourage the study of journalism in local communities ... and serve as a forum for the exchange of administrative and editorial ideas among partner schools ... which will provide a means for schools to share coverage of news, sports, and arts events.” James happily reports that several local high school students have participated in writing workshops. James is satisfied that although this initiative is just beginning in his last year at the school, it will continue and be something from which both his school and other local schools will benefit. He is content to know that he has contributed in some form or another to the future success of his school’s paper.

James recognizes the “broad spectrum of life skills” he’s learning: how to work with a budget, how to manage a staff, and how to balance friendship with professional relationships. Because there is a minimal amount of adult involvement on the newspaper, he is often confronted with problems that he doesn’t know how to solve. He learns through trial and error, keeping in mind at all times his responsibility as a journalist and as a manager. James believes that he learns more from negotiating difficult situations as chair—which stories to cover, tension between writers and editors, interacting with the broader community of the school—than he has in his three previous years on the paper. James gives up a great deal for this work, including personal time, time for homework, and time for other activities. Nonetheless, he feels the experience he has gained makes it worth his time.

James is undecided about his career plans. Journalism has allowed him to explore other areas, such as business, editing, writing, and management. He likes the combination of journalism, management, and working with people to solve problems, and is considering a career in diplomacy.



# UNIT 1

## FUNDAMENTAL LESSON 1.3

### LESSON GOAL

STUDENTS WILL IDENTIFY THE VALUES MOST IMPORTANT TO THEM

### CORE CONCEPTS

Values

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2

#### 1. Opener: Complete the value sort (10 minutes)

- Using the value sort activity (accessible here: <http://www.pztools.org/valuesort/>), draw a chart on the board (see chart from the Value Sort exercise) and list the values in the activities next to the chart.
- Show students how you could sort the values, hypothetically, taking aloud. For example, say, "If I felt that [example value] was very important in my life, I would place it in the most important column." Explain to the students that the value sort is not about right or wrong answers but about individual judgement.
- Have the students complete the value sort activity independently using the above link.
  - If using paper, have students complete the activity using the Value Sort Worksheet

#### 2. Bring the class back together and discuss how the students felt about completing the activity (4 minutes)

- Use the following questions as prompts:
  - Ask students to identify one value that they believe exemplifies good work.
  - Ask students to talk about a value that is challenging to them, and talk about an example of a time when they felt it was difficult to act in support of this value.
  - How easy or difficult did you find this exercise was to complete?
  - What would you like to ask your classmates about their experience?

#### 3. Collect the responses from students and collate the group's answers to report back during Lesson 2.2 (1 minute)

- If completed on computers, ask students to share their links with you, if completed on paper ask students to hand in their worksheets. The online tool will automatically tally responses from the class as a whole. If using paper, you will need to tally the class's responses yourself before returning the responses to your students in a later class.



# UNIT 1

## FUNDAMENTAL LESSON 1.4

### LESSON GOAL

STUDENTS WILL UNDERSTAND HOW THEIR SCHOOL AND COMMUNITIES DEFINE THE 3ES

### CORE CONCEPTS

Values  
Mission

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.3

#### 1. Opener: What is our school's mission, and how do our values relate? (4 minutes)

- Read your school's mission statement, value statement, motto, or other defining statement out loud. Ask students what they would consider the keywords or most crucial elements and why.
  - If there is no such statements to which you can refer, do one of the following alternatives:
    - Question what such a statement might look like for your school.
    - Come up with a set of values together that your class believes is important for the group.

#### 2. Write the keywords chosen by the class on the board (4 minutes)

- Ask students to provide definitions for any keywords in the statement.

#### 3. Referring to the mission/values/motto etc., have a class discussion using the following prompts: (7 minutes)

- Where do you see this statement in action in our school?
- Do you agree with any particular parts of the statement?
- Do you disagree with any particular parts of the statement?
- What is important at our school?
- What does good work mean at our school?
- Where do you see good work happening at our school?

# UNIT 2

## FUNDAMENTAL LESSON 2.1

### LESSON GOAL

STUDENTS WILL LEARN HOW THE 3 MS ENCOURAGE GOOD WORK AND WILL IDENTIFY MENTORS AND ANTI MENTORS

### CORE CONCEPTS

3 Ms

Mentors/Anti-Mentors

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2

#### 1. Opener: Intro to the 3 Ms (4 minutes)

- Watch the “3 Ms” video ([linked here](#))

#### 2. Mentors and Anti Mentors (6 minutes)

- Briefly lead a class discussion about role models, explaining that even if we don’t have particular deep connections to a “mentor” per se, we can still learn from people who inspire us.
- Ask students to take 5 minutes to think about one individual they know personally that inspires them (coaches, teachers, family members, friends) and to think of another person (fictional or otherwise) who they don’t admire. For the latter, caution students to be thoughtful and not to mention anyone in the school (teachers or students). Also emphasize that this is a serious exercise and not a time to be unkind. Use the following questions as prompts:
  - Models:
    - Who is this individual, and what is their work?
    - What are the important messages you have learned from this person?
    - What do you admire about them?
  - Anti-mentor:
    - Who is this individual, and what is their work?
    - Why don't you admire them? Describe their qualities.
    - Can you offer an example of how you might do things differently?

#### 3. Bring the class together and ask students to share out the results of their reflections (5 minutes)

# UNIT 2

## FUNDAMENTAL LESSON 2.2

### LESSON GOAL

STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN VALUES AND MISSION

### CORE CONCEPTS

Values  
Mission

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.3  
Fundamental Lesson 1.4  
Fundamental Lesson 2.1

#### 1. Opener: Identifying Mission (4 minutes)

- Remind the class of the 3M's (Model, Mission, Mirror).
- If time is available, students can rewatch the "3 Ms" video. ([linked here](#)) (4 minutes)

#### 2. On a chalkboard, list out the top 4 values most important to the class (tallied from student responses in Lesson 1.3) (2 minutes)

#### 3. Divide the class into three groups. Ask each group to consider these values and identify the mission of the class as a whole, using the following prompts: (5 minutes)

- What are our shared values as a class?
- What are our shared goals?
- How can we use our values in support of our goals?

#### 4. Bring the class back together and share out the results of these individual discussions (4 minutes)

# UNIT 2

## FUNDAMENTAL LESSON 2.3

### LESSON GOAL

STUDENTS WILL EXAMINE THEIR PERSONAL CHARACTERISTICS AND AREAS FOR IMPROVEMENT IN THEMSELVES AND THEIR WORK

### CORE CONCEPTS

Mirror Test  
Values  
3 Es  
Mentor/Anti-Mentor

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.3  
Fundamental Lesson 1.4  
Fundamental Lesson 2.1

#### 1. Opener: Ask students to conduct their own “Mirror Test” (10 minutes)

- Use the following questions as prompts. *Remind students that this is not about looking at one’s physical characteristics, but who they are as a person.* They can write a response, or illustrate their responses:
  - When I look in the mirror, what do I see? How do I describe myself?
  - What are my beliefs? How do these beliefs relate to my core values?
  - What do I want to work on? Or improve?
  - What do I want to change? Is it possible?
  - How would my family and friends describe me?
  - Who do I know that could help me with the changes I want to make in my life? Are they mentors or anti-mentors?
  - How will these changes help me do “good work”? Are they related to any of the 3 Es?

#### 2. Bring the class back together to discuss this exercise. Use the following questions as prompts: (5 minutes)

- How challenging was it to reflect on yourself?
- How might making this reflection a regular habit change the way you conduct yourself and the choices you make?

# UNIT 2

## FUNDAMENTAL LESSON 2.4

### LESSON GOAL

STUDENTS WILL EXPLORE ALTERNATIVES AND CHOOSE AMONG OPTIONS BY WEIGHING THE IMPLICATIONS DIFFERENT COURSES OF ACTION MAY HAVE FOR VARIOUS STAKEHOLDERS

### CORE CONCEPTS

Goals  
Obstacles  
Opportunities  
Outcomes

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2

**1. Opener: As a class, read Allison's dilemma on the handout "You be the Judge" (1 minute)**

**2. Break students into groups of 3-4 people (7 minutes)**

- Have the students come up with endings for Allison's dilemma in their groups by either writing an ending or completing the comic strip in the handout.
- After each group is done completing the dilemma, encourage them to have a discussion using the following questions as prompts:
  - What are Allison's short and long term goals? How are they the same? How are they different?
  - What obstacles does Allison encounter?
  - What opportunities does Allison have to do "good work"?
  - What strategy does Allison use to respond to her dilemma?
  - What was the outcome of the dilemma for Allison?

**3. Come back together as a class and read the ending to Allison's narrative. Compare the groups' own endings to the narrative provided by the handout (3 minutes)**

**4. As a class, use this exercise to discuss further using the following discussion questions: (4 minutes)**

- What are the major considerations when you judge a decision or an action? Do you have criteria to use? How do these criteria depend upon who the people are—their roles, responsibilities and goals?
- What are your own goals? How much do your goals drive your decisions and actions?
- How present are you in your everyday life—at school, at home, at work, etc.?





NAME:

DATE:



# YOU BE THE JUDGE



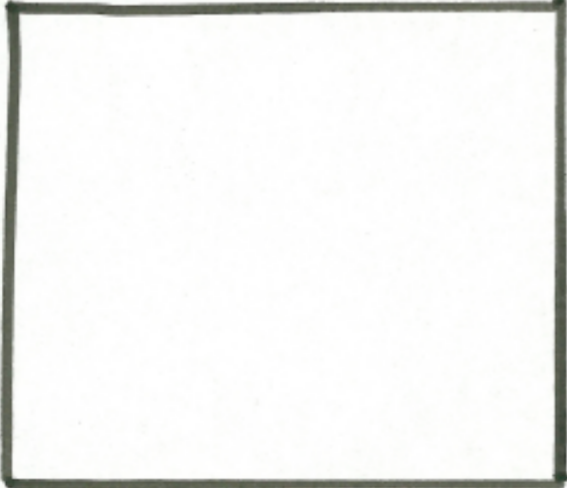
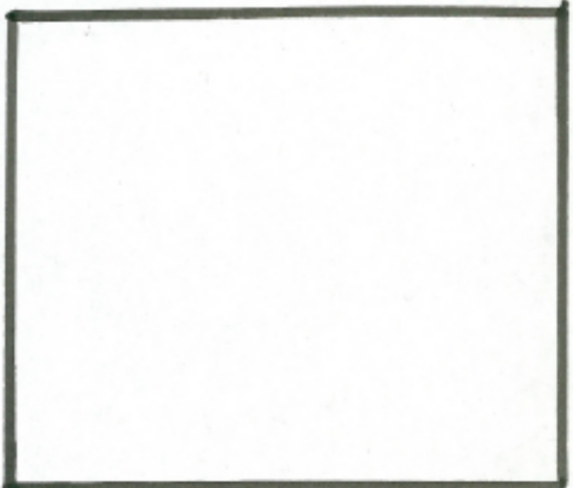
I'm so excited to be working on my project with live mice!



I really think that this project could win a prize at the science fair!



Oh no! I just heard that the judges don't like projects with live animals. What do I do?





# UNIT 3

## FUNDAMENTAL LESSON 3.1

### LESSON GOAL

STUDENTS WILL UNDERSTAND THE IMPORTANCE OF  
PASSION AND CARE FOR WORK

### CORE CONCEPTS

Excellence  
Engagement

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2

#### **1. Opener: Present students with the “Enjoyment and Excellence” activity (1-2 minutes)**

- Divide the class into 2 groups and assign each group one of two positions:
  - You must enjoy your work to be able to do it well.
  - Whether you enjoy your work has nothing to do with how well you do it.

#### **2. Give students 5 minutes to come up with an argument to support their side’s position (5 minutes)**

- Remind them to consider what the other side’s argument might be and to try to disprove it.

#### **3. Organize a class debate between the two groups (4-5 minutes)**

- Each group has two minutes to present their arguments to the other.

#### **4. Bring the class back together. Use the remaining time to discuss as a class the relationship between enjoyment and excellence, using the following discussion questions: (4 minutes)**

- What do you think is the relationship between enjoyment of work and quality of work?
- Is it important to you to find work you enjoy? Why or why not?

NAME:

DATE:

## ENJOYMENT AND EXCELLENCE

1. DIVIDE INTO GROUPS, EACH TAKING ONE OF TWO POSITIONS  
(CHECK THE BOX NEXT TO YOUR GROUP):

YOU MUST ENJOY YOUR WORK TO BE ABLE TO DO IT WELL.

WHETHER YOU ENJOY YOUR WORK HAS NOTHING TO DO WITH HOW WELL YOU DO IT.

2. COME UP WITH AN ARGUMENT TO SUPPORT YOUR POSITION.  
CONSIDER WHAT YOUR OPPONENT'S ARGUMENT MIGHT BE AND  
TRY TO DISPROVE IT. CONSIDER THE FOLLOWING QUESTIONS AND  
STATEMENTS AS YOU FORMULATE YOUR OPINION:

- IS PASSION FOR WORK THE SAME THING AS ENJOYMENT OF WORK?
- ARE THERE ANY DANGERS TO BEING TRULY PASSIONATE ABOUT YOUR WORK? IF SO, WHAT ARE THEY?
- WHAT ARE THE FACTORS THAT DETERMINE THE QUALITY OF SOMEONE'S WORK? WHAT MAKES SOME INDIVIDUALS "GOOD WORKERS," OTHERS AVERAGE WORKERS, AND STILL OTHERS POOR WORKERS?
- THINK OF A PROJECT OR AN ASSIGNMENT THAT YOU ENJOYED. DO YOU BELIEVE THE END RESULT WAS OF A HIGHER OR LESSER QUALITY AS A RESULT OF HOW YOU FELT ABOUT THE WORK?
- THINK OF A PROJECT OR AN ASSIGNMENT THAT YOU DISLIKED. HOW WAS THE QUALITY OF YOUR WORK AFFECTED BY YOUR FEELINGS ABOUT THE PROCESS?

Note:



You will have 2 minutes to support each argument to your opponent.

USE THE FOLLOWING PAGE FOR NOTES TO PREPARE FOR THE DEBATE



# UNIT 3

## FUNDAMENTAL LESSON 3.2

### LESSON GOAL

STUDENTS WILL UNDERSTAND THE IMPORTANCE OF ALIGNING PERSONAL VALUES, GOALS, AND CONCERNS WITH ONE'S WORK ENGAGEMENT AND INTERESTS

### CORE CONCEPTS

Engagement  
Values

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.3

**1. Opener: Remind the students about the meaning of “engagement” using the review questions below to facilitate a discussion: (3 minutes)**

- What does it mean to be “engaged” in work?
- What are the feelings you have when you are “engaged” in your work?
- When do you feel “engagement”? What kinds of topics spark “engagement” for you?

**2. Using the value sort exercise (<http://www.pztools.org/valuesort/>), ask students to choose one value that they feel is related to their feelings of engagement (5 minutes)**

- As a class, discuss with students why they chose the value they did and why it is important to their feelings of engagement.

**3. Returning to the value sort exercise, ask students to choose one value that challenges them (2 minutes)**

- It could be something that doesn't resonate for them but seems important to others, it could be something they want to care more about but find confusing.

**4. In pairs, ask students to discuss the following questions: (3 minutes)**

- Why is this value challenging for you?
- Describe a time when you encountered this value in your life, and how you handled it.

# UNIT 3

## FUNDAMENTAL LESSON 3.3

### LESSON GOAL

STUDENTS WILL REFLECT UPON THEIR PERSONAL DECISIONS USING THE GOOD WORK FRAMEWORK AND CONSIDER THEIR RESPONSIBILITIES

### CORE CONCEPTS

Responsibility

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.3

#### 1. Opener: As a class, come together and discuss responsibility (5 minutes)

- Remind students that being responsible for something means that someone has an obligation or commitment to do something or has control over or has to care for someone or something.
- Use the following discussion questions:
  - What are you responsible for in your life?
  - Who, if anyone, are you responsible for?

#### 2. Project or draw on the board the “Rings of Responsibility” found in the “Rings of Responsibility” activity (5 minutes)

- Ask students to think about their answers to the previous discussion questions and discuss where those answers fit onto the rings. Encourage students to use "good work" terminology.

#### 3. Ask students to think of a time when they faced a difficult decision or dilemma and the decision that you made in that situation (5 minutes)

- What rings of responsibility were you taking into consideration when you made your decision? Why?
- What rings of responsibility were you NOT taking into consideration? Why?



# UNIT 3

## FUNDAMENTAL LESSON 3.4

### LESSON GOAL

STUDENTS WILL APPRECIATE VARIED PERSPECTIVES ROOTED IN ROLES AND RESPONSIBILITIES, BELIEFS AND VALUES, BACKGROUNDS, AND CONTEXTS

### CORE CONCEPTS

3 E's  
Responsibility

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 3.3

#### **1. Opener: Break the class into groups to discuss three different dilemmas (1 minutes)**

- Present each group of students with one of the three dilemmas listed below. Each of the dilemmas is related to one of the 3Es:
  - "Looking Good" Excellence
  - "Finding the Thread" Engagement
  - "A Life Worth Living" Ethics

#### **2. After reading their dilemma, have students discuss the "discussion questions" at the end of each dilemma and ask them to consider these questions in light of the fact that their dilemma is representative of one of the 3Es (7 minutes)**

#### **3. Have students re-convene into new groups so that a student from each dilemma is represented in each group (7 minutes)**

- Based on what the students read in their dilemmas, each group should discuss what responsibility can mean in regards to the 3Es.



# UNIT 4

## FUNDAMENTAL LESSON 4.1

### LESSON GOAL

STUDENTS WILL UNDERSTAND THE VALUE OF INTRAPERSONAL RESOURCES IN ACHIEVING GOOD WORK

### CORE CONCEPTS

Alignment  
Misalignment

### PREREQUISITES

Fundamental Lesson 2.4  
Fundamental Lesson 3.3  
Fundamental Lesson 3.4

**1. Opener: As a class, read the “Excellence at Risk” dilemma (3 minutes)**

**2. Divide the class into groups of 4 to 6 and assign each person in the group a “part” to play from the list below (2 minutes)**

[Note: there are intentionally more roles than group members, so not every group will have one of each role below represented.]

- Katie
- Katie’s student
- The student’s parents
- Another student in the class
- Katie’s friend
- Another teacher at the school
- A police officer (only if there are enough students to take on the above roles)

**3. Allow the students to discuss and debate the dilemma with one another from the perspective of their assigned parts (5 minutes)**

**4. Facilitate a class discussion with the following focus questions: (5 minutes)**

- What did you notice in your role play? Did you all agree (alignment)? Were there disagreements (misalignment)?
- What do you think Katie should have done?
- How do you reflect when facing a difficult situation? What are the things you consider before making a decision?
- How did your role's responsibilities influence your decisions?

## EXCELLENCE AT RISK DILEMMA

**Katie is a young woman who has been teaching ninth grade English at a large high school for the past six years. Katie goes out of her way to communicate with parents about students' work in her classroom. Unfortunately, Katie's interest in staying in contact with parents created a very difficult situation in her second year of teaching. She received two death threats in the mail and ultimately found out it was a student whose parents she had contacted because the student had been missing a great number of classes. As a result of Katie's phone calls, the student's parents took disciplinary action, and the student seemed to have responded by sending her teacher threatening messages. Although Katie did not feel a great deal of support from the school administration, she decided to press charges, because she thought that the student would be more likely to learn from the experience as a result.**

---

Katie has been teaching English to ninth graders at a large high school for the past six years. A self-proclaimed hard worker, Katie ultimately wants to make a difference in students' lives and to improve their prospects for the future.

In addition to teaching content, Katie concerns herself with helping students to develop a sense of independence and positive self-esteem. In teaching *Romeo and Juliet*, for example, Katie developed a curriculum that veers from many of the more traditional methods her peers use. Rather than focusing on the particular information in the text, she sets out to develop students' reading and writing skills by writing new scenes, acting out these scenes in class, and paraphrasing lines of the text. Through these activities, Katie hopes that students will become more involved with the text and take ownership of their learning. Katie believes that the role of a teacher is to give students skills (not just information) so that they may continue to learn on their own. She feels successful as a teacher when students come back to her, years later, and thank her for her help and guidance.

Katie strives to encourage students to take ownership and feel responsible for their own work in her classroom. She claims that

with all the concern about standardized tests at the end of the year, many teachers forget that students need to know what they are working towards. Some of her peers are nervous to push students too hard because they don't want students to feel badly about themselves. Katie believes that students will feel good when they engage with rigorous work, learn from it, and then take stock of their individual accomplishments.

Because of her beliefs, Katie has joined the school's Instructional Leadership Team, which involves working with new teachers and planning professional development opportunities at the school. Katie also goes out of her way to communicate with parents about activities in class, even though this is not a formal responsibility in her position. She calls parents and also sends home bi-weekly reports.

Katie's interest in staying in contact with parents created a very difficult situation in her second year of teaching. She describes the situation with one of her students:

*"I received one and then a second death threat in the mail—at school, actually. We didn't really have any proof [at first] on who had done it. It was the middle of my second year. But I really had an idea of who it was, and the school police investigated their locker and it was just pretty obvious [that it was her]. It was a student who—actually, we were getting along fine and I, as her homeroom teacher, had to call her home any time she was absent. And when I called [and told her parents]... [they knew] that she had been skipping school... So she blamed the whole thing on me... It was my decision if I wanted to press charges or not [for the death threats]... That was definitely an ethical dilemma because part of me felt like, now I'm putting this person into the justice system. But another part of me felt like I need to do this for myself. She did do something really wrong, and she needs to realize it's wrong, but I was really torn."*

In the end, Katie felt that the student would learn from the experience if she actually pressed charges. As a result of this decision, the student ended up working with another English teacher and homeroom teacher, and eventually graduated from the school. As Katie explained, *"[the student] stayed all four years. She was a decent student ... [who went through] a phase ... But I really didn't honestly communicate with her after that. I saw her*

*all the time and I knew how she was doing.*" Interestingly, when asked how she might have handled the situation differently if it happened now, Katie responded that she would not take the threat "as personally."

*Discussion Questions*

What are the factors Katie weighs in order to make her decision?  
How else could she have responded to the situation?

# UNIT 4

## FUNDAMENTAL LESSON 4.2

### LESSON GOAL

STUDENTS WILL BE ABLE TO IDENTIFY GOOD WORK DILEMMAS AND SALIENT ISSUES AS THEY ARISE

### CORE CONCEPTS

Alignment  
Misalignment

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2

**1. Opener: Choose one of the dilemmas from the “How Does It End?” handout for students to read (3 minutes)**

**2. Independently, ask each student to consider which of the “3 Es” is at issue in this dilemma (2 minutes)**

- Stress that it may well be all three.

**3. Divide the students into pairs (10 minutes)**

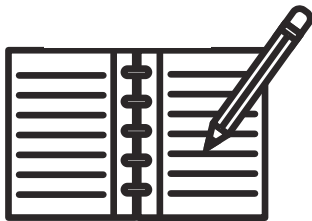
- Instruct students to share their understandings about the three Es in the dilemma with each other.
- Students should consider the following:
  - What are the potential outcomes of the scenario?
  - Who will be affected?
  - What are some alternative options, and why would you give advice for or against these options?

NAME:

DATE:

## HOW DOES IT END?

1. READ THROUGH THE FOLLOWING STORIES AND CHOOSE ONE.
2. IMAGINE THAT YOU ARE A MENTOR OF THE PROTAGONIST OF THE STORY. THINK ABOUT AND WRITE THE ADVICE YOU WOULD OFFER. IN OFFERING ADVICE, MENTORS SHOULD CONSIDER THE POTENTIAL OUTCOMES OF THE SCENARIO. WHO WILL BE AFFECTED BY YOUR SUGGESTIONS?



**Joe** is at the top of his high school class. He is asked by his best friend to watch for signals from him during an exam because he might need some “help” with some of the harder questions. This is the first time this request has been made, and Joe knows how badly his best friend hopes to be accepted, early decision, to Yale.

**Mitch** is the president of student government and is ambitious to implement new policies that will allow seniors some more freedom and independence from the faculty. At the same time, he knows how much time this will take and is concerned about the consequences it may have for his academic record. He wonders whether his grades—and the chances of getting into his first-choice university—will survive this extracurricular commitment.



**Dmitri** is a member of his school swim team and devotes nearly every morning and afternoon to team practice. The work has paid off. A week before the regional meet, he has shaved fifteen seconds off his butterfly stroke, and he and his relay partners are the best the team has seen in years. Yet the long practices have required lots of energy, and Dmitri has been falling asleep in class and not been able to finish his homework before he falls

asleep at 7:30 p.m. Concerned about his health and his grades, Dmitri’s parents tell him they want him to cut back on practice so he can sleep more and feel better.

NAME:

DATE:

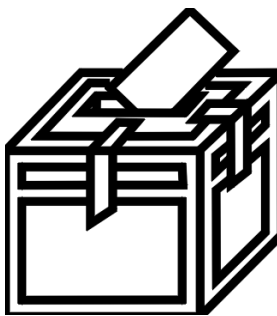
## HOW DOES IT END?



**Heidi** is the president of the local chapter of her youth group. It requires a lot of time to work with her chapter board in planning events and community-service projects, as well as publicizing activities, but she is very satisfied with the work she does and the leadership roles she takes. She and the other members of her board are respected not only by other members of the organization, but also by leaders and members of the community.

One of the rules for the leaders in her organization is that board members cannot drink alcohol, since underage drinking is illegal and because the leaders in the organization are supposed to be role models for their fellow members. Board members who break this rule are supposed to be reported to the adult advisor and dismissed from their positions. At a party this past weekend, Heidi saw Evan, a member of the chapter board, drinking a couple of beers. She is faced with a serious dilemma. On one hand, members of the organization, especially those in the younger grades, look up to board members and sometimes model their behavior. At the same time, Heidi knows that only a few people saw Evan drink and not many others would find out. What should Heidi do?

**Thanh** volunteers at a health clinic a few blocks away from her home. A high school student who excels in science, she hopes to become a physician someday. Her pet, a lovable pug named Squat, has just contracted a stomach bacteria that requires expensive medication. One day, as she is cleaning up a stock room, Thanh notices a box of the medication at a dosage for humans.

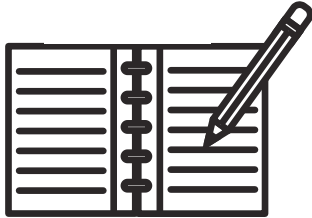


As a member of the student-council election committee, **Ravi** helps with setting out voting booths, publicizing the event, and collecting ballots. He is also in charge of counting the ballots. Jake, one of Ravi's close friends, is running for a position on the council and is worried about winning, so he asks Ravi if he could double count some votes in favor of him, so that it appears as though he has enough votes to win. Ravi is committed to making sure elections are fair, but he also thinks that Jake would make a great student council representative.

NAME:

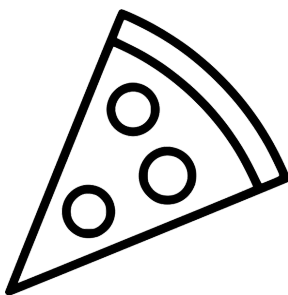
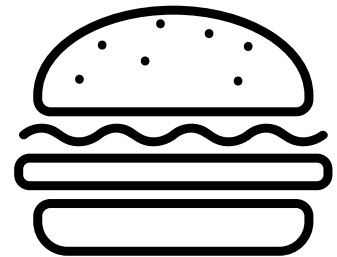
DATE:

## HOW DOES IT END?



**Sean** saw his good friend Tommy sitting in the library with two notebooks in front of him, transferring notes from one to the other a couple of days before their mid-year exam. When Sean came over to find out what Tommy was doing, Tommy mentioned that he was borrowing the notebook from Denise, a girl in their class. Yet earlier that morning, Sean had heard Denise tearfully telling their teacher that someone had stolen her notebook, which contained both the notes on class lectures and on her big research project, due next week. The teacher, thinking Denise was trying to buy time for the exam and the project, didn't believe her.

**Kim** works as news editor for her high school newspaper. Recently, she has been working on a story with her friend, Leah, about how low-grade meat may have been used in the school cafeteria. They researched their topic extensively, meeting with school and town health officials, and spent a great deal of time learning about the corporation that raises and supplies the meat to the school. However, they lack empirical evidence to support their claims, and despite numerous claims filed against the company by other school districts for providing low-grade meat, she cannot prove that a similar situation is occurring at her school. Leah feels they have put a lot of effort into the story and wants to publish it.



**Ahmed** is a high school junior and the assistant manager at the town pizza shop. He has a significant amount of responsibility at the store, and the owner trusts him to carry out many tasks and supervise other employees. The owner is very concerned about the financial health of the shop, and feels that while they should not cut corners with regards to the quality of the food, they must also make an effort not to be wasteful. One afternoon, Ahmed saw the owner yell at an employee for letting a child buy a piece of pizza for 25¢ less than the cost. One afternoon, a man whom Ahmed recognized as homeless walked into the store and, explaining that he hadn't eaten in two days, asked if Ahmed would be kind enough to give him a slice.



# UNIT 4

## FUNDAMENTAL LESSON 4.3

### LESSON GOAL

STUDENTS WILL BE ABLE TO CRAFT THEIR OWN PERSONAL MISSION STATEMENT AND RELATE THEIR MISSION TO "GOOD WORK"

### CORE CONCEPTS

Mission  
3 E's

### PREREQUISITES

Fundamental Lesson 1.1  
Fundamental Lesson 1.2  
Fundamental Lesson 1.4  
Fundamental Lesson 2.2

#### 1. Opener: Present students with the "What Is My Mission?" handout (2 minutes)

- Explain to students that:

*"A mission statement is a way to express what you are working towards in your life. A strong view of your mission, also known as your purpose, can help you determine where to focus your energies and aid you in doing "good work" that is excellent, ethical, and engaging."*

#### 2. Instruct students to write their own mission statements using the guidance provided on handout (10 minutes)

#### 3. Ask students to provide an explanation of their mission statement in a paragraph (5 minutes)

- Encourage students to address the following questions in their explanation:
  - How did you decide upon your mission statement?
  - What would it mean to do "good work" if you follow your mission statement? Remember to think about excellence, ethics, and engagement as you write your answer.

NAME:

DATE:

## WHAT IS MY MISSION?

A MISSION STATEMENT IS A WAY TO EXPRESS WHAT YOU ARE WORKING TOWARDS IN YOUR LIFE. A STRONG VIEW OF YOUR MISSION, ALSO KNOWN AS YOUR PURPOSE, CAN HELP YOU DETERMINE WHERE TO FOCUS YOUR ENERGIES AND AID YOU IN DOING “GOOD WORK” THAT IS EXCELLENT, ETHICAL, AND ENGAGING.

**BELOW ARE SOME QUESTIONS TO HELP YOU FOCUS YOUR THOUGHTS AND WRITE A PERSONAL MISSION STATEMENT.**

1. What is important to you? What and/or who do you value?
2. Where do you want to go in life? What would you like to do? This can be related to your choice of job, things that you want to do, places you would like to go, an emotion you would like to have, or more.
3. What does “the best” look like for you? What is your dream?
4. How do you want to act? How do you want people to describe you? What kind of legacy do you want to leave behind you? What do you want people to say about you 100 years in the future, when your “good work” is done?

(Adapted from Andy Andrews).

**HERE ARE TWO EXAMPLES OF WHAT A PERSONAL MISSION STATEMENT COULD LOOK LIKE:**

- I would like to become a veterinarian who helps animals live happy lives. I want to bring joy to families by taking care of their pets.
- My dream is to be able to play music as a job or at least in my free time. I’d like music to be a part of my life at all times. I want people to see me as someone who helps other people learn about music and supports other musical artists.

**WRITE YOUR OWN MISSION STATEMENT BELOW:**

---

---

---

---

---

---

---

---



# UNIT 4

## FUNDAMENTAL LESSON 4.4

### LESSON GOAL

STUDENTS WILL ARTICULATE STRATEGIES TO HELP PREPARE FOR SIMILAR DECISIONS AND SITUATIONS THAT MAY TAKE PLACE IN THE FUTURE

### CORE CONCEPTS

3 Es  
3 Ms  
Values  
Alignment  
Misalignment  
Responsibility  
Obstacles/Challenges

### PREREQUISITES

All Previous Fundamental Lessons

#### **1. Opener: Review with the class the resources and ideas that can be drawn upon when faced with a difficult decision (5 minutes)**

- To do so, review the basic good work concepts and ideas, which include:
  - The three Es: excellence, ethics, engagement
  - The Three Ms: model, mission, mirror
  - The value sort
  - Alignment/misalignment
  - Responsibility
  - Obstacles/Challenges

#### **2. Ask students to choose one or two of the concepts above that most resonate with them, and consider how to turn these concepts into a strategy (10 minutes)**

- Divide students into pairs and have them discuss and change concepts into strategies.
- Come together as a class and share strategies.