



GOOD WORK ROLE MODEL

Ask students to think of someone they believe exemplifies good work. If possible, this should be someone the students know personally, but if they can't think of someone, they can also choose an example from history, current events, or fiction.

COLLABORATE ON A GOOGLE DOC TO REFLECT:

Who is s/he?

What kind of work does s/he do?

Why does s/he exemplify good work?

E

GOOD WORKERS AND THE "3 ES"

Collaborating on a Google Doc, ask students to contribute descriptors or adjectives of good workers (e.g., honest, hard working, visionary, caring, creative, etc.). Look at the list of qualities. Make three categories: excellence, ethics, and engagement.

Ask students to consider each adjective individually and to place it in one of these three columns. If it's difficult to determine how to categorize a word, discuss why (via an online chat function) and decide as a group if perhaps it should appear in more than one column.



WHAT IS A GOOD JOURNALIST?

Ask students to complete the following poll via web or mobile:
<https://bit.ly/2URk89X>

Reflect together via a class video chat or Google Doc:

What makes a good professional?

What are some of the qualities/factors?

What are some of the challenges to doing good work?



WHO DOES GOOD WORK?

Have students review the concept of the
3 Es using this video:
<https://bit.ly/2WJo4wd>

Afterwards, use a video chat or Google
Doc and ask students to consider the
following questions:

1. Who are **three people** you consider to
be good workers, either real or
fictional?
2. What makes them good workers?
3. What qualities do these people share?
4. What makes these people different
from each other?
5. What makes you admire these people?



SEE-THINK-WONDER

Present students with the dilemma
"The Meaning of Grades" available here:
<https://bit.ly/342xjZT>

Afterwards, use a video chat or Google
Doc and ask students to consider the
following questions:

What did you **SEE** in this narrative?
What do you notice? How do you see
this narrative relating to the 3 Es?

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

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

The 5 Ds of Good Work

1

DILEMMA

Recognize difficult decisions in your daily life that may not have a "right" course of action.

2

DISCUSS

Consult with others regarding possible options, pros and cons, and probable consequences of various courses of action.

3

DELIBERATE

Engage in self-reflection and consideration of the various options available.

4

DECIDE

Make and potentially carry out your decision.

5

DEBRIEF

Reflect on the consequences of your decision and how you might handle similar decisions in the future.



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GOOD WORK VALUES

Ask students to complete the Good Work Value Sort:

<https://bit.ly/3aLUA57>

Reflect together via a class video chat or Google Doc on students' experiences taking the value sort:

How easy or difficult did you find this exercise was to complete?

Are there questions you want to ask your classmates about their experiences?

Ask students to find an example of an individual or a type of work (real or fictional) that they believe exemplifies one of their top values. Discuss together as a class or in groups.



CLASS GOOD WORK VALUES

Ask students to complete the Good Work Value Sort: <https://bit.ly/3aLUA57>

Afterwards, use a video chat or Google Doc and ask students to consider the top values of the entire class:

Are you surprised by any of these values?

Is there something you expected to be in the top four that isn't?

Ask students to compare their own top values with those of the class. Do you see any major differences that surprise you?

Are there values you believe are important to doing good work that are not included in the class top four?



WHAT IS OUR MISSION?

Prior to class, send your school's mission statement to your students. If one doesn't exist, spend some time in class asking students to think up what values are important to your school.

Come together via video chat (e.g. Zoom) to discuss the following questions as a class or in groups:

Provide a definition for any keywords in the statement. 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 does good work mean at our school? Where do you see good work happening at our school?



GOOD WORK IN YOUR COMMUNITY

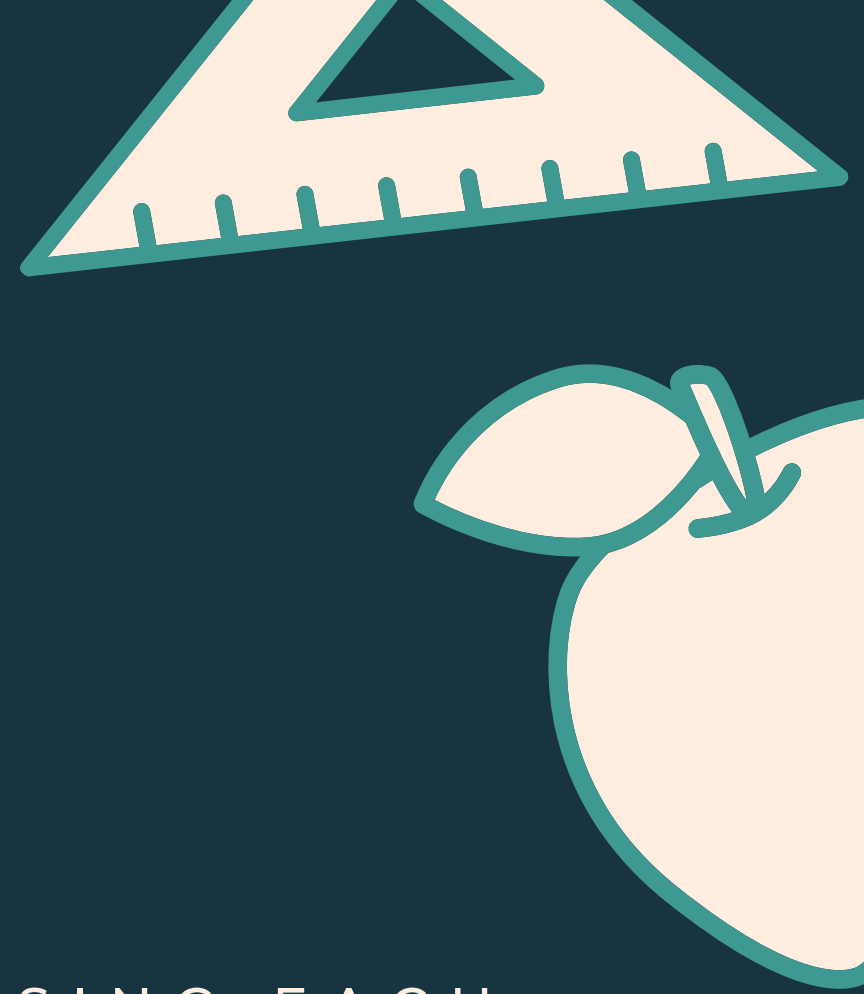
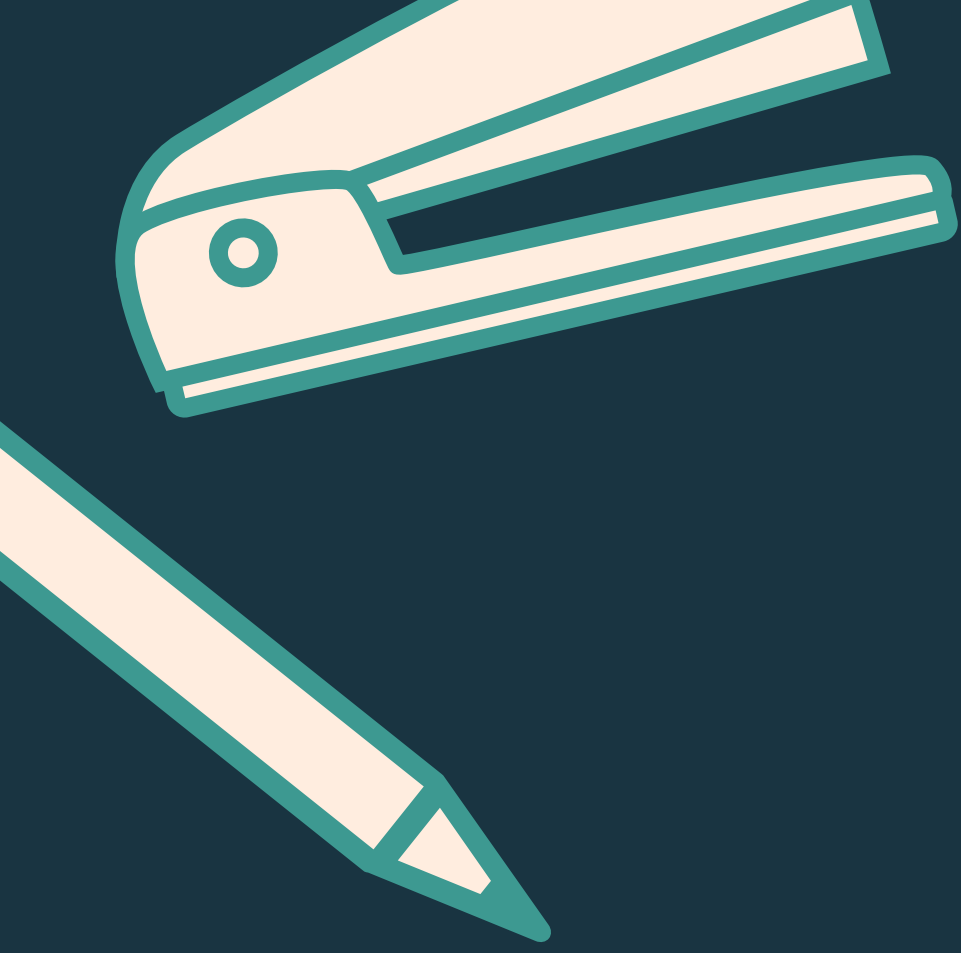
Ask students to choose a community of which they are a member. This community can be of any type, any size, and involve many types of activities (e.g. a team you play on, a hobby group, your town or city, your family, a religious group).

Reflect together via a class video chat or Google Doc:

What community did you choose? Why?
What are the values of your community and how do you know?

What does 'good work' mean in your community? Keep in mind the 3Es.

If you've completed the Good Work Value Sort, does your community share your values? Not share your values?



MAKE A CHOICE

HOW WOULD YOU RESPOND TO THE DILEMMA USING EACH
OF THESE FRAMEWORKS?

DO WHATEVER
BEST RESPECTS
THE RIGHTS OF ALL

DO WHATEVER
IS BEST FOR THE
MOST PEOPLE

DO WHATEVER HELPS
YOU BE THE BEST
VERSION OF YOU