

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

TEACHER INSTRUCTIONS

TOOLS & TIMING

Handouts and activities needed to complete this lesson plan

Tools

- 4 Examples of worker profiles
- Blank Worker Profile Template for students

Timing

43-4 hours

Opener [5 minutes]

Remind the students about the “good work” framework as defined by [the “3 Es.”](#) [Video: 2 minutes]. Use the “Review Questions” below to facilitate a discussion. Note: use the video if you feel necessary.

- 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)

Review Questions:

- What makes work “good”?
- What are the components of “good work”?
- What do the three components of “good work” mean?



Ask students to break into small groups (3-4 per groups) and, as a team, read through the four profile examples included in the “Who Does (or Doesn’t) Do Good Work” packet [5 minutes]

Be sure to point out to students that these are profiles of real people, who--just like us--are neither all good, nor all bad. There are complicated choices and scenarios that we all face now and will continue to face in the future. Consider each profile and the instances in which they may have made difficult decisions in their careers.



Ask each group to pick one example profile and work together to answer the questions at the end of the sheet [10 minutes]

- Float around to listen in on conversations and provide guidance as necessary.



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Bring the group back together. Using the questions as a guide, facilitate feedback from each group [10 minutes]

- How did your group's worker exemplify the 3 E's, or not?
 - What is an example of a time when your worker did good work? Which of the 3 E's were they most strongly exemplifying?
 - Can you highlight a time when they might not have done good work? Which of the 3 E's were they not exemplifying?
- Did any groups disagree on whether or not their worker did "good work"? What was the argument on each side?



Present students with the assignment to create their own worker profile and analysis [15 minutes]

- Present students with the "Who Is (Or Isn't) A Good Worker?" blank template. Explain to them that over the next week, they will research a worker and write their own short biography in the same format as the examples from today's class exercise. Students will also complete the answers at the end of the template, analyzing whether or not their worker did "good work".
- If appropriate, you may provide students with a list of workers from your discipline to choose from. The examples provided for the in class assignment intentionally represent a variety of fields (e.g., artists, actors, athletes, scientists, etc).
- Regardless of whether or not you choose to provide a list of workers, be sure to allow students to find people who they are interested in, but also someone who might have both good work and compromised work in their career. Remind students that they may need to research a few workers in order to find someone whose biography includes instances of both good and compromised work.
- Help students to discern what is a reliable source, and what sources may be questionable. Encourage students to use multiple sources when researching their worker. You may also request that students cite their sources. Georgetown University Library has a helpful tip sheet for evaluating online sources [here](#).

