



Good Project Lesson Plans Mid Year-Survey 2023-2024 Version

First Name

Last Name

Teacher Name

Birthdate (mm/dd/yyyy)

Email Address

Age

How long has it been since you did your last Good Project lesson?

1. Less than a month
2. One to two months
3. Three to four months
4. Five or more months

2 Opportunities at School

Think back on your experiences with The Good Project activities so far. To what extent have these activities allowed you to experience the following (0-10 scale; 0 being never, 10 being always)?

1. Opportunities for group discussion or debate with peers
2. Opportunities to discuss real-life situations
3. Opportunities for personal reflection (e.g., keeping a journal)
4. Opportunities to think about perspectives other than your own
5. Opportunities to share my voice in class and to be a part of decision making
6. Opportunities to consider my future plans after graduation
7. Opportunities to think about what type of career you might want to do in the future
8. Opportunities to think about what motivates you or makes your schoolwork meaningful
9. Opportunities to discuss ethics, either in relation to professions, school work, or more generally
10. Opportunities to interact with role models

Which of the following do you think the activities needed more or less of? [For each item, options include "More" and "Less"]

1. Opportunities for group discussion or debate with peers
2. Opportunities to discuss real-life situations
3. Opportunities for personal reflection (e.g., keeping a journal)



4. Opportunities to think about perspectives other than your own
5. Opportunities to share my voice in class and to be a part of decision making
6. Opportunities to consider my future plans after graduation
7. Opportunities to think about what type of career you might want to do in the future
8. Opportunities to think about what motivates you or makes your schoolwork meaningful
9. Opportunities to discuss ethics, either in relation to professions, school work, or more generally
10. Opportunities to interact with role models

If a student from another school asked you what the purpose of The Good Project activities was, what would you say to them?

Which of the following of The Good Project activities have you found useful or impactful for thinking about your own values, beliefs, and future goals?

Note that you will not have seen or completed every single activity yet, but we are including them all here, just in case.

1. Thinking about the attributes or characteristics of a good worker
2. Engaging with an ethical dilemma (if a specific one, please specify)
3. Using a See, Think, Wonder routine
4. Learning about my values through the Value Sort activity
5. Thinking about your school or community's mission
6. Learning about the 3Ms of mission, model, and mirror
7. Thinking about potential obstacles to doing good work
8. Judging what I think is a way to do "good work" in dilemmas on the "You Be the Judge" worksheet
9. Discussing the relationship between enjoyment and work
10. Thinking about a sense of responsibility through learning about the "Rings of Responsibility"
11. Getting to talk about personal dilemmas in my own life
12. Considering the advice I would give to others experiencing a dilemma
13. Thinking about my mentors and how they have influenced my personal mission
14. Considering the advice I would give to others experiencing a dilemma
15. Thinking about my mentors and how they have influenced my personal mission
16. Thinking about strategies I can use in my life to do good work



17. Thinking about the relationship between good work and real professions
18. Understanding what a dilemma is and isn't
19. Understanding the difference between good work and work
20. Completing a self-assessment of my own learning
21. Learning about the meaning of reflection
22. Other (if selected, please specify):

Which of these activities was **most** impactful for you?

1. Thinking about the attributes or characteristics of a good worker
2. Engaging with an ethical dilemma (if a specific one, please specify)
3. Using a See, Think, Wonder routine
4. Learning about my values through the Value Sort activity
5. Thinking about your school or community's mission
6. Learning about the 3Ms of mission, model, and mirror
7. Thinking about potential obstacles to doing good work
8. Judging what I think is a way to do "good work" in dilemmas on the "You Be the Judge" worksheet
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13. Thinking about my mentors and how they have influenced my personal mission
14. Considering the advice I would give to others experiencing a dilemma
15. Thinking about my mentors and how they have influenced my personal mission
16. Thinking about strategies I can use in my life to do good work
17. Thinking about the relationship between good work and real professions
18. Understanding what a dilemma is and isn't
19. Understanding the difference between good work and work
20. Completing a self-assessment of my own learning
21. Learning about the meaning of reflection
22. Other (if selected, please specify):

Why was this your top choice?

1. I found it relevant to things I'm doing in school
2. I found it relevant to my social interactions or personal life
3. I found it relevant to my cultural or racial/ethnic identity
4. I thought world events or the contemporary social context made this interesting to me
5. I thought this was interesting because it connects to my future or career goals



6. I thought this was interesting because the teacher was able to make clear how it is important for us to know this information
7. I learned a lot about other students from this activity
8. Other (please specify)

Which of the following of The Good Project activities did you not find useful or impactful for thinking about your own values, beliefs, and future goals?

Note that you will not have seen or completed every single activity yet, but we are including them all here, just in case.

1. Thinking about the attributes or characteristics of a good worker
2. Engaging with an ethical dilemma (if a specific one, please specify)
3. Using a See, Think, Wonder routine
4. Learning about my values through the Value Sort activity
5. Thinking about your school or community's mission
6. Learning about the 3Ms of mission, model, and mirror
7. Thinking about potential obstacles to doing good work
8. Judging what I think is a way to do "good work" in dilemmas on the "You Be the Judge" worksheet
9. Discussing the relationship between enjoyment and work
10. Thinking about a sense of responsibility through learning about the "Rings of Responsibility"
11. Getting to talk about personal dilemmas in my own life
12. Considering the advice I would give to others experiencing a dilemma
13. Thinking about my mentors and how they have influenced my personal mission
14. Considering the advice I would give to others experiencing a dilemma
15. Thinking about my mentors and how they have influenced my personal mission
16. Thinking about strategies I can use in my life to do good work
17. Thinking about the relationship between good work and real professions
18. Understanding what a dilemma is and isn't
19. Understanding the difference between good work and work
20. Completing a self-assessment of my own learning
21. Learning about the meaning of reflection
22. Other (if selected, please specify):

Which of these activities did you find **least** impactful?

1. Thinking about the attributes or characteristics of a good worker
2. Engaging with an ethical dilemma (if a specific one, please specify)
3. Using a See, Think, Wonder routine
4. Learning about my values through the Value Sort activity



5. Thinking about your school or community's mission
6. Learning about the 3Ms of mission, model, and mirror
7. Thinking about potential obstacles to doing good work
8. Judging what I think is a way to do "good work" in dilemmas on the "You Be the Judge" worksheet
9. Discussing the relationship between enjoyment and work
10. Thinking about a sense of responsibility through learning about the "Rings of Responsibility"
11. Getting to talk about personal dilemmas in my own life
12. Considering the advice I would give to others experiencing a dilemma
13. Thinking about my mentors and how they have influenced my personal mission
14. Considering the advice I would give to others experiencing a dilemma
15. Thinking about my mentors and how they have influenced my personal mission
16. Thinking about strategies I can use in my life to do good work
17. Thinking about the relationship between good work and real professions
18. Understanding what a dilemma is and isn't
19. Understanding the difference between good work and work
20. Completing a self-assessment of my own learning
21. Learning about the meaning of reflection
22. Other (if selected, please specify):

Why was this your least impactful choice?

1. I not feel comfortable with the material
2. I did not find it relevant to things I'm doing in school
3. I did not find it relevant to my social interactions or personal life
4. I did not find it relevant to my cultural or racial/ethnic identity
5. I did not think world events or the contemporary social context made this session interesting
6. I did not find this interesting because it did not connect to my future or career goals
7. I did not find this interesting because I was not able to make clear how it is important for me to know this information
8. The timing did not work out well (we were rushed/it dragged)
9. I thought the conversations were difficult, heated, or uncomfortable
10. The logistics of the school year (e.g., COVID precautions) made this class session difficult
11. We got sidetracked during our conversation during this class session
12. Other (please specify)

3 Character Strengths

The following 24 statements reflect characteristics that many people would find desirable, but we want you to answer only in terms of whether the statement describes what you are like. Please be



honest and accurate! Please do not describe yourself as someone you aspire to be but as you actually are.

Answers are on a 0 to 10 scale, from very much unlike me (1,2), somewhat unlike me (3,4), neither like me nor unlike me (5,6), somewhat like me (7,8), very like me (9,10), and not applicable.

1. **Creativity (originality, ingenuity):** often think about novel and productive ways to solve problems and have creative and original ideas.
2. **Curiosity (interest, novelty-seeking, openness to experience):** take an interest in the experiences of daily life; fascinated by various topics; like to explore and discover the world.
3. **Judgment & Open-Mindedness (critical thinking):** think things through, question thoughts and beliefs, and examine thoughts from all sides; do not jump to conclusions; able to change mind in light of evidence.
4. **Love of Learning:** like to master new skills, topics, and bodies of knowledge and are excited about learning.
5. **Perspective (wisdom):** see the big picture and demonstrate a mature view on life.
6. **Bravery (valor):** speak up for opinions and convictions even if there is opposition; do not shrink from threat, challenge, difficulty or pain.
7. **Perseverance (persistence, industriousness):** finish what is started, even in spite of obstacles; not distracted by inner or outer factors and take pleasure in completing tasks.
8. **Honesty (authenticity, integrity):** speak the truth and act in a genuine, sincere way without pretense.
9. **Zest (vitality, enthusiasm, vigor, energy):** pursue goals with a lot of energy and enthusiasm; things are not done halfway or halfheartedly but with love.
10. **Capacity to Love and Be Loved:** value close relations with others, in particular those in which sharing and caring are reciprocated.
11. **Kindness (generosity, nurturance, care, compassion, altruistic love, "niceness"):** like doing favors and good deeds for others; appreciate being generous and nice to others.
12. **Social Intelligence (emotional intelligence, personal intelligence):** aware of the motives and feelings of others and themselves; know what to do to fit into different social situations.
13. **Teamwork (citizenship, social responsibility, loyalty):** work well as a member of a group or team; loyal to the group and consider being a team member as a central factor.
14. **Fairness:** treat all people the same according to notions of fairness and justice; do not let personal feelings bias decisions about others and give everyone a fair chance.
15. **Leadership:** encourage a group to get things done while maintaining good relations with the group.
16. **Forgiveness & Mercy:** give people a second chance and are merciful rather than vengeful.
17. **Modesty & Humility:** do not seek the spotlight and let their accomplishments speak for themselves.



18. **Prudence:** think carefully about the consequences of choices before acting; do not say or do things that might later be regretted.
19. **Self-Regulation (self-control):** able to regulate their feelings and actions; are very disciplined.
20. **Appreciation of Beauty and Excellence (awe, wonder, elevation):** notice and appreciate things; highly interested in beauty, excellence, and/or skilled performance.
21. **Gratitude:** aware of and thankful for good things that happen.
22. **Hope (optimism, future-mindedness, future orientation):** expect the best in the future; believe that a good future is something that can be brought about and work to achieve their goals.
23. **Humor (playfulness):** bring smiles to other people; try to see the light side in various situations.
24. **Religiousness & Spirituality (faith, purpose):** have coherent beliefs about the higher purpose and meaning of the universe that shape conduct and provide comfort and strength.

4 Career Efficacy

The following statements describe different types of characteristics and actions. We want you to answer in terms of **whether the statement describes what you are like**. Please be honest and accurate! Please do not describe yourself as someone you aspire to be but as you actually are.

Answers are on a 0 to 10 scale, from very much unlike me (1,2), somewhat unlike me (3,4), neither like me nor unlike me (5,6), somewhat like me (7,8), very like me (9,10), and not applicable.

1. I can find out how much people in different types of jobs earn
2. I can find out information about how jobs and careers may change in the future
3. I can choose a career that will allow me to live the life I want to lead
4. I can assess my strengths and weaknesses
5. I will continue to work for my career goal even when I get frustrated or hit a barrier
6. I can decide what is most important to me in my working life
7. I can identify employers and organisations relevant to my career interests
8. I will continue to work at my studies even when I get frustrated
9. I can choose a career that fits with what I am good at

5 Engagement

The following statements describe different types of characteristics and actions. We want you to answer in terms of **whether the statement describes what you are like**. Please be honest and accurate! Please do not describe yourself as someone you aspire to be but as you actually are.



Answers are on a 0 to 10 scale, from very much unlike me (1,2), somewhat unlike me (3,4), neither like me nor unlike me (5,6), somewhat like me (7,8), very like me (9,10), and not applicable.

1. At school, I feel bursting with energy
2. I am enthusiastic about my schoolwork
3. I am immersed in my schoolwork
4. In twenty years, at my work, I will feel bursting with energy
5. In twenty years, I will be enthusiastic about my job
6. In twenty years, I will be immersed in my work

Thinking about your future career, which of the following two factors is **most** important to you?

1. Doing a job that makes a difference
2. Taking every opportunity to maximize my income

6 Adapted Situational Wise Reasoning Scale

Please think about the most recent difficult situation that has happened to you with a close friend (e.g., a disagreement, conflict). This should be **a situation that you yourself were involved in**, whether or not you were the person who initiated the situation. We would like you to take a moment to recall this situation and visualize the events in your mind's eye; consider who was involved and what happened, what you thought and how you felt.

Where were you when the situation happened? (1-2 Sentences)

What were you doing when the situation happened? (1-2 Sentences)



Thinking back on this situation, what thoughts, emotions, or ideas came to your mind when it happened? Please describe them in the space provided. (1-2 Sentences)

We would like you to continue to think about the situation you called to mind in the previous section and **recall what you actually did as the situation unfolded**. None of the statements listed below are supposed to be "good" or "bad." **We are simply interested in how people approach difficult situations**. Therefore, it is very important to us that you answer as accurately as possible - your honesty is appreciated.

Please select the extent to which you engaged in the following thoughts and behaviors: "**While this situation was unfolding, I did the following...**"

1. Put myself in the other person's shoes.
2. Tried to communicate with the other person what we might have in common.
3. Made an effort to take the other person's perspective.
4. Took time to get the other person's opinions on the matter before coming to a conclusion.
5. Looked for different solutions as the situation evolved.
6. Considered alternative solutions as the situation evolved.
7. Believed the situation could lead to a number of different outcomes.
8. Thought the situation could unfold in many different ways.
9. Double-checked whether my opinion on the situation might be incorrect.
10. Considered whether the other person's opinions might be correct.
11. Looked for any extraordinary circumstances before forming my opinion.



12. Behaved as if there may be some information to which I did not have access.
13. Tried my best to find a way to accommodate both of us.
14. Though it may not have been possible, searched for a solution that could result in both of us being satisfied.
15. Considered first whether a compromise was possible in resolving the situation.
16. Viewed it as very important that we resolve the situation.
17. Tried to anticipate how the conflict might be resolved.
18. Wondered what I would think if I was somebody else watching the situation.
19. Tried to see the conflict from the point of view of an uninvolved person.
20. Asked myself what other people might think or feel if they were watching the conflict.
21. Thought about whether an outside person might have a different opinion from mine about the situation.

7 Demographics

What is your gender?

1. Man
2. Woman
3. Non-binary
4. Prefer not to say

With which of the following do you identify?

1. White, Caucasian, or of European origin
2. Hispanic, Latinx/o/a, or of Spanish origin
3. East Asian, Southeast Asian, South Asian
4. Black, or of African decent
5. Multi-Racial/Mixed Race
6. Unknown
7. Indigenous (e.g., First Nations, Aborigines, Saami, Mayas, Inuit, Métis)
8. Do not wish to answer
9. Middle Eastern, North African, or West Asian
10. Pacific Islander
11. Other:

Think of a ladder representing where people stand in their communities. (People define community in different ways, so please define it in whatever way is most meaningful to you.) The



ladder has ten rungs. At the top of the ladder (rung 1) are the people who are the best off -- those who have the most money, the most education, and the most respected jobs. At the bottom (rung 10) are the people who are the worst off -- who have the least money, least education, and the least respected jobs or no job.

On what rung of the ladder would you currently place yourself, relative to your community?

Best Off

Worst Off

1	2	3	4	5	6	7	8	9	10
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What grade are you in?

Please use the U.S. grading system as a reference (Grade 9 = 14-15 year olds, Grade 10= 15-16, Grade 11= 16-17, Grade 12= 17-18)

1. 6th Grade
2. 7th Grade
3. 8th Grade
4. 9th Grade
5. 10th Grade
6. 11th Grade
7. 12th Grade
8. University
9. Other (please specify)

What is the highest level of education you expect to attain?

1. High School Diploma
2. Some university or associate's degree
3. Bachelor's degree (or equivalent)
4. Master's or professional degree (or equivalent)
5. Doctoral degree (or equivalent)