



Stewardship and Accountability

Middle School Food and Agricultural Literacy Curriculum

Precepts

- D. Character
- D3. Accept responsibility for personal actions

National Standards

- CS.01.04.03.a. Identify the consequences of personal actions.
- CS.01.05.02.b. Demonstrate responsible citizenship.
- NRS.05.01.01.a. Identify ways in which a message regarding natural resources may be communicated to the public.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills
- NSS-C.5-8.5 – Roles of the Citizen

Student Learning Objectives

- As a result of this **unit** the student will...
- Explore practices, procedures, and methods of environmental **stewardship**.
- As a result of this **lesson** the student will...
- Define **stewardship**.
- Explain personal/social **accountability**.

Content Outline

Objective 1. Define **stewardship**.

I. **Stewardship**

- A. What is **stewardship**?
 - 1. **Stewardship**: the careful and responsible management of something entrusted to one's care
 - 2. Examples of **stewardship**
 - a. taking care of a pet
 - b. babysitting
 - c. doing the laundry (washing / drying / folding clothes)

Time

Instruction time for this lesson: 60 minutes.

Resources

Merriam Webster Online Dictionary. (2009). Stewardship. Retrieved July 27, 2009, from Merriam Webster Online Dictionary Web site: <http://www.merriam-webster.com/dictionary/stewardship>. — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 27, 2009, from <http://agedlearning.org>.

Tools, Equipment and Supplies

Writing surface
Transparencies and projector
MS.IAS.7.1.TM.A – one per teacher
MS.IAS.7.1.TM.B – one per teacher
3 index cards per student
Assortment of markers (green, yellow, and red are required)
MS.IAS.7.1.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Stewardship

Accountability

Objective 2. Explain personal/social **accountability**.

II. **Personal/social accountability**

- A. What does **accountability** mean?
 - 1. **Accountability**: an obligation or willingness to accept responsibility or to account for one's actions
 - 2. Examples of personal **accountability**
 - a. school work and homework
 - b. behavior
 - c. being honest
 - 3. Examples of social **accountability**
 - a. throwing away trash
 - b. recycling
 - c. transportation choices



Lesson Number: MS.IAS.7.1

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Stewardship and Accountability

Throughout this lesson, you will instruct the students to talk with a partner selected by you.

Interest Approach

In this interest approach, you will utilize **MS.IAS.7.1.TM.A**. Display the transparency master.

Look at the pictures shown here.

Gesture to transparency picture.

These pictures all represent one word – the same word. You see someone caring for a pet, someone babysitting, and someone folding laundry. What could these three things possibly have in common?

Pause for a few seconds.

Cover the transparency.

When I say PICTURE, look at the transparency and write down one word that you think these pictures could all represent. Write your responses on a scrap sheet of paper. Ten seconds are available to complete this activity. What questions are there? PICTURE.

Uncover the picture and pause for 10 seconds while students scan the picture and write an answer.

Time is up. I am eager to hear what words you think these pictures might represent. Who will share?

Allow students to share their responses. If no students volunteer, prompt different students.

Excellent answers. The specific word that each image represents is **stewardship**. All of these pictures represent or show **stewardship**. Keep that in mind, as we will be looking at these pictures again later. Thank you for looking at the pictures and thinking about what word they might represent. Today we will discuss what these pictures have in common and how it relates to you. As we begin and continue through this discussion, we should be cooperative, focused, and prepared to think about **stewardship**, our actions, and how they affect the world around us. This will help us become more conscientious citizens and help protect our environment.

Summary of Content and Teaching Strategies

In this lesson, project **MS.IAS.7.1.TM.B** to highlight content outline of Objectives 1 and 2. Keep the transparency master covered, and uncover as you discuss each component of the outline.

Objective 1. Define **stewardship**.

We just learned that the three images displayed depicted **stewardship**. What is **stewardship**? Pause for five seconds. Who will give an answer?

Allow students to share their responses. If no students volunteer, prompt different students. After a few responses, if no one has given the correct response, tell students the definition below.

I. **Stewardship**

A. What is **stewardship**?

1. **Stewardship**: the careful and responsible management of something entrusted to one's care

Think about that definition of **stewardship**.

Pause for a few seconds.

We looked at three pictures. In one picture, someone was taking care of a pet. In another picture, we saw someone babysitting. In the third picture, someone was doing laundry. All of these things are **stewardship** – the people in the pictures were carefully managing something entrusted to them: a pet, a child, and laundry.

2. Examples of **stewardship**

- a. taking care of a pet
- b. babysitting
- c. doing the laundry (washing / drying / folding clothes)

Think about the pictures we saw and think about the definition.

Pause for a few seconds.



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We all practice **stewardship** in many different ways. When you hear the word BEGIN, discuss different examples of **stewardship** in your life. We will have this discussion with a friend and spend 30 seconds talking. What questions are there? BEGIN.

Allow students to talk for 30 seconds.

Who will give the first example of **stewardship** that was discussed in your conversation?

Allow students to share their responses. These answers will vary: taking care of pets, taking care of younger siblings, gardening, cleaning their room, etc.

Fantastic! We just provided many examples of **stewardship** in your lives. Let's check our learning! If you fully understand what **stewardship** means, show a thumbs up to a neighbor (demonstrate thumbs up). If you somewhat understand what **stewardship** means, show a sideways thumb (demonstrate sideways thumb). If you do not understand what **stewardship** means, show a thumbs down (demonstrate thumbs down).

Observe the class for comprehension.

Objective 2. Explain personal/social **accountability**.

Thank you for being so cooperative today. Now, we are going to switch topics and discuss a new word that is somewhat related to **stewardship**. This is a great challenge, but by the end of the lesson I am confident that you will make the connection. As we change topics, forget about **stewardship** for a little while and open your mind to a new word – **accountability**. What is meant by the word **accountability**?

Pause for five seconds.

Who will provide an answer?

Allow students to share their responses. If no students volunteer, prompt different students. After a few responses, if no one has given the correct response, tell students the definition below.

II. Personal/social **accountability**

A. What does **accountability** mean?

1. **Accountability**: an obligation or willingness to accept responsibility or to account for one's actions

Great work, everyone! You may have heard someone use the word **accountability** before. Middle school students are accountable for many things. There are two specific types of **accountability** that we are going to talk about. The first is personal **accountability**. This relates to being responsible for your actions that will impact you, personally.

What are some examples of things that you might personally be accountable for?

Pause for five seconds.

Who will share an answer with the class?

Allow students to share their responses. If the following three examples are not given, show these examples to the students.

2. Examples of personal **accountability**
 - a. school work and homework
 - b. behavior
 - c. being honest

Personal **accountability** is very important. We all need to be willing to take responsibility for our actions. Think about personal **accountability**.

Pause for a few seconds.

Answer this next question to yourself: Have you ever done something that you did not want to take responsibility for?

Pause for a few seconds.

Here is another question: When is it appropriate to not be personally accountable for your actions?

Pause for a few seconds.

When I say **ACCOUNTABILITY**, answer that question with a friend. You will have 20 seconds to have this conversation. What questions are there?
ACCOUNTABILITY

Pause for 20 seconds while students have the conversation.



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Stewardship and Accountability

Your time is up. Who will share their thoughts on personal **accountability**?

Allow students to share their responses.

Good work, everyone. I hope you understand the important role that personal **accountability** plays in our lives. There is, however, another type of **accountability** that we should be concerned with – social **accountability**. Social **accountability** is different from personal **accountability**. Social **accountability** involves accepting responsibility for things that impact everyone. A good example of something that impacts everyone is the environment. We should all be socially accountable for our environment. By this, I mean that it is everyone's responsibility to take care of our environment. What are some ways that we can help protect our environment?

Pause for a few seconds.

Who will provide an answer?

Allow students to share their responses. If the following three examples are not given, provide these examples for the students.

3. Examples of social **accountability**
 - a. throwing away trash
 - b. recycling
 - c. transportation choices (walking vs. driving)

Great answers. Now, please think about the first word we discussed – **stewardship**.

Pause for a few seconds.

Practicing social **accountability** by recycling is an excellent way to take care of the environment. The environment has been entrusted to our care. So, essentially, recycling is also an example of **stewardship**. If we do not practice **stewardship** and are not socially accountable, then bad things could happen to our environment.

For the next activity, you will utilize the *Bob The Weather Guy e-Moment®*, which will allow students to predict what could happen to the environment if they are not socially accountable. In this activity, students will work in groups of two to four members (assigned by you). Each group will create a "weather forecast" using today's lesson. You will have the class brainstorm about the characteristics of a weather report (highs, lows, fronts, low pressure, high pressure, winds, temperature, humidity, rain, snow, regions, Doppler radar, and phrases such as "by mid-afternoon we will expect," "we will have partly cloudy skies until tomorrow morning," etc.). You will then instruct each group to write a 30-second "weather report" about the future of our environment if people do not practice **stewardship** and social **accountability**. The students should have two minutes to work on this "weather report" and should then share the reports with the class. You may want to write an example report about the lesson as well, and read it to the students before having them do this activity. This e-Moment utilizes analogy and metaphor, requiring higher-order thinking. Your students may find this difficult. Be prepared to offer guidance.

You have all done an excellent job participating in today's discussions. Now, let's take the information learned and make predictions for the future. Before we go any farther, let's brainstorm about the characteristics of a weather forecast. What do you think of upon hearing the words, "weather forecast"?

Allow students to share their responses. If no students volunteer, prompt students with examples such as highs, lows, fronts, low pressure, high pressure, winds, temperature, humidity, rain, snow, regions, Doppler radar, and phrases such as "by mid-afternoon we will expect," "we will have partly cloudy skies until tomorrow morning," etc.

Great work! Terms and phrases such as these will be helpful in the next activity. When I say WEATHER REPORT, write a 30-second report that resembles a weather forecast. Here is the twist – your report will actually be about the future of our environment. When writing the report, think about how the environment will be impacted if people are not socially responsible. Provide at least one specific example of social irresponsibility having a negative impact on the environment.

You will work in groups for this assignment.

Assign groups.



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You will have three minutes to write your report. *If you created an example report, read it now.* What questions are there? WEATHER REPORT

After three minutes, check the progress of all groups. Allow more time if necessary.

Your time is up. Who will share their weather report first?

Allow all groups to share their report aloud.

What impressive reports! **Stewardship**, personal **accountability**, and social **accountability** are all critical to maintaining a clean and safe environment for our generation and future generations.

Review/Summary

Prior to the review, each student should be given three blank index cards. Each student should color one green, one yellow, and one red. You will give students different examples of activities that a person could do – these activities will demonstrate **stewardship**, personal **accountability**, or social **accountability**. Students will hold up a green card if they think the activity mostly represents **stewardship**, a yellow card if they think the activity mostly represents personal **accountability**, and a red card if they think the activity mostly represents social **accountability**. After visually assessing the responses, you will provide the correct answer. Provide explanations to students if necessary.

Today we talked about **stewardship**, personal **accountability**, and social **accountability**. Now, we are going to have a short review of these topics. For this review, we will need our green, yellow, and red index cards. Examples of different activities will be provided. After each example, if it mostly represents **stewardship** hold up a green card. If the example mostly represents personal **accountability**, hold up a yellow card. If the example mostly represents social **accountability**, hold up a red card. What questions are there?

Now we will begin. Here is the first activity – picking up litter outside and placing it in a garbage can.

The correct response is social **accountability**.

Great. Next activity – brushing your teeth at night.

The correct response is personal **accountability**.

Excellent. Next – turning off the lights when you leave a room.

The correct response is social **accountability** because this saves energy – may be confusing for some students.

All right, the next activity is washing the dishes after dinner and placing them back where they belong.

The correct response is **stewardship**.

Okay – the next activity is washing someone's car.

The correct response is **stewardship**.

Great! Next is telling someone if you break something that does not belong to you.

The correct response is personal **accountability**.

Excellent work, everyone. I believe you have a thorough understanding of **stewardship**, personal **accountability**, and social **accountability**. Remember the impact that these things can have on our future so that we can all begin practicing **stewardship**, personal **accountability**, or social **accountability** in an effort to keep our environment safe and clean!



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Application

Extended classroom activity:

Students can interview a parent/family member/family friend about individual social **accountability** habits. Have students share results of interviews with the class.

FFA activity:

The FFA chapter can initiate a recycling project at the school. This can be a classroom project or a schoolwide project. Options for recycling might include: paper, plastic bottles, aluminum cans, newspapers, etc.

SAE activity:

Students can practice/demonstrate **stewardship** by caring for a family pet or an agricultural animal. School animals could be used for this SAE.

Evaluation

Use **MS.IAS.7.1.ASSESS.A.**

Answers to Evaluation

1. b
2. a
3. a
4. c
5. c



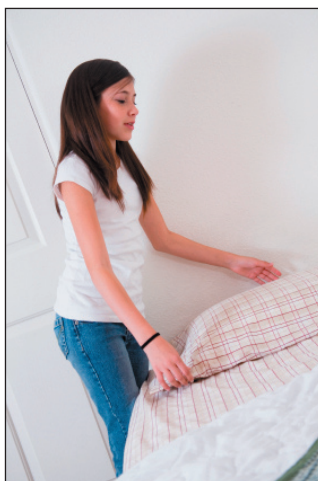
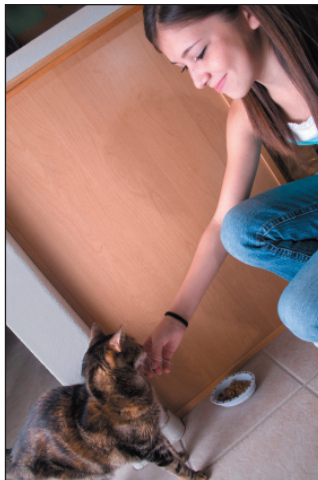
Name _____

Directions: Read each definition below and match it to the correct term.

1. ____ An obligation or willingness to accept responsibility or to account for one's actions.
 - a. **Stewardship**
 - b. **Accountability**
2. ____ Conducting careful and responsible management of something entrusted to one's care.
 - a. **Stewardship**
 - b. **Accountability**

Directions: Read each question and circle the response that best answers the question.

3. ____ Which of the following is an example of practicing social *accountability*?
 - a. using a reusable bottle and filling it with water instead of purchasing a new bottle
 - b. telling the truth when asked a question about your behavior
 - c. babysitting / taking care of someone's child
 - d. all of the above answers
4. ____ Which of the following is an example of personal *accountability*?
 - a. folding the laundry when it is finished
 - b. throwing trash away rather than dropping it on the ground
 - c. completing your homework for class and turning it in on time
 - d. all of the above answers
5. ____ Feeding a pet and ensuring that it has clean water daily is an example of...
 - a. personal **accountability**
 - b. social **accountability**
 - c. **stewardship**
 - d. none of the above answers





Stewardship

What is *stewardship*?

Stewardship: the careful and responsible management of something entrusted to one's care

Examples of *stewardship*

taking care of a pet

babysitting

doing the laundry (washing / drying / folding clothes)

Personal/social accountability

What does *accountability* mean?

Accountability: an obligation or willingness to accept responsibility or to account for one's actions

Examples of *personal accountability*

school work and homework

behavior

being honest

Examples of *social accountability*

throwing away trash

recycling

transportation choices