



High School

National FFA Organization

Lesson HS.14

BEING RESPONSIBLE AND ACCOUNTABLE

Unit.

Stage One of Development—ME

Problem Area.

Who Am I as a Leader?

Precepts.

D2 Accurately assess my values. , D3 Accept responsibility for personal actions.

National Standards.

NSS-C.9-12.5 - Roles of the Citizen - What are the responsibilities of citizens?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Evaluate their personal behavior regarding responsibility and accountability.
- 2 Understand how their decisions affect others.



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Time. Instruction for this lesson: 50 minutes.



Resources

Connors, Roger, et al. *The Oz Principle: Getting Results Through Individual & Organizational Accountability*. New York, New York, Prentice Hall Press, 1998.

Johnson, Spencer and Blanchard, Kenneth. *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life*. New York, New York, Putnam Pub Group, 1998.

Marshall, Marvin L. *Discipline Without Stress, Punishments or Rewards: How Teachers and Parents Promote Responsibility & Learning*. New York, New York, Piper Press, 2001.

Miller, John G. *QBQ! The Question Behind the Question*. Denver, Colorado, Denver Press, 2001.

National FFA Essential Learning materials, 2003.



Tools, Equipment, and Supplies

- ✓ *HS.14.AS.A—one per student*
- ✓ Markers
- ✓ Overhead projector
- ✓ Paper
- ✓ Pencils
- ✓ Transparencies
- ✓ Writing surface



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Responsibility***
- ▶ ***Accountability***



Interest Approach

Have the students role-play an incident on responsibility. Read the scenario and instructions to the students. This activity should take about 15 minutes.

Scenario: You've made a commitment to spend the evening working on your part of a group project that is due tomorrow. Some of your friends stop by and ask you to go out to dinner and the movies with them. This is the last night this movie is playing and you really want to see it. You can't do both, so you decide to go out with your friends. Explain your decision to the others working on the class project. It is your job to justify your actions of this project. You will each take three minutes convincing your class project members of your actions and then you will switch. Each group will member will take their turn until task is completed.

You may now break into groups of three and decide the order of convincing. Is everyone ready?

Go. After three minutes instruct the students to switch roles. Do this for the next group of students also





Switch.

After the role-play, have the class analyze what each person did to accomplish his or her objectives. Have several of the students share their reactions with the whole class.



Did anyone convince your group members that you were justified in not doing your part of the project?

Answers will probably be a resounding NO.



In this activity your peers were evaluating your responsibility and accountability to your project. Each of you failed in both being responsible in getting your part done and being accountable to your group members. We are now going to make the switch to evaluating yourself regarding responsibility and accountability.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Evaluate personal behavior regarding **responsibility** and **accountability**.



After thinking about how you just explained your act of irresponsibility, take a few moments to actually evaluate how responsible and accountable you really are. By honestly assessing yourself, you can better improve your relationships in the future. Be completely honest with yourself. Only you will see your answers. Answers will be in complete sentences and need to give detail on why or why not. Yes or no answers will not be accepted.

Pass the assignment sheet, HS.14.AS.A to the students. Have them evaluate themselves in each of the nine areas. This activity should take about 15 minutes.

I. How responsible and accountable are you?

A. For each of the behaviors listed below, write an evaluation of your self.

1. I always do my best and strive for excellence.
2. I am self-disciplined.
3. I set goals and stay focused.
4. I don't easily get discouraged and give up.
5. I do things in a timely manner.
6. I am willing to risk failure to accomplish greater things.
7. I learn from my mistakes.
8. I always finish what I set out to accomplish.
9. I try to model myself after others who do these things.



Each of you have just experienced it is much harder to honestly evaluate yourself than others. It is easy to be critical of others when they don't follow through with their commitments, but we tend to make all kinds of excuses when it comes to our lack of responsibility. Everyone think back to our opening activity where we didn't stick to our commitment to finishing our part of the project. How did that affect the other team members?

Solicit responses from students.





Each of us are now beginning to realize our impact on others by the decisions we make. We are now going to move from evaluating our personal behavior regarding responsibility and accountability to seeing how our decisions affect the lives of others.

Objective 2. Understanding how my decisions affect others.

Divide the students into groups of three. Have each group use the <I><I><U>Go Get It Moment<I*U*><I> to retrieve information about a person from the past or present that demonstrates a great deal of responsibility and accountability. When students are ready to present their information have a person from each group share the results. This activity should take about 10 minutes to collect the information and 10 minutes to share the results. Instruct students to find the cue cards with a story of a person that exhibited a great deal of responsibility and accountability. Write down all the useful information that will answer the following two questions below.*



We are now going to go and investigate a scene and get all the information possible that will help us answer the following two questions, I have placed on the board. There have been story cards placed around the room that you will read and write down everything that will help you answer the questions fully. You will have ten minutes to read the story, write down all the information that is relevant to answering the questions. You will then have a seat and write out the answers to the questions based on the information that you collected from the story cards. Findings will then be presented to the class. You may now break into groups of three and begin investigating.

Give student cues on time to keep them on pace to finish.



We are now ready to hear how people you read about were responsible and accountable and how they affected the people around them.

Allow groups to volunteer who goes first and so on until each group has gone.

II. Retrieve information about a person from the past or present that demonstrates a great deal of responsibility and accountability.

A. Discuss your character

1. What did they do that was so responsible?
2. How did their decision impact the lives of those around them?



Review/Summary

After students have shared their information from Objective Two with the group, go around the room and ask them to share how something they are responsible or accountable for could impact those around them. This activity should take about 10 minutes.



As we close our session of investigation today, let us wrap up by reviewing how our actions affect others. I would like each of you to think of a time when you exhibited the characteristics of not being responsible. Tell us how it affected others lives.



► **Extended Classroom Activity:**

Have students write about an event in their life where they succeeded at something very challenging. How did the characteristics that they evaluated themselves on in Objective One, help contribute to their success?

► **FFA Activity:**

Identify the ways that FFA chapter officers can demonstrate responsibility and accountability to the general membership at meetings, career development events, overnight travel, banquets, etc. Publish this list and distribute it as part of the FFA officers training packet.

► **SAE Activity:**

Identify how actions you take with your SAE project can impact those around you.

✓ **Evaluation**

500-word essay: My personal plan to demonstrate responsibility and accountability.
HS.14.Assess

Answers to Assessment:

Content from class discussion—14 points

Spelling and grammar—5 points

Writing style and structure—5 points



EVALUATION

500-word essay: My personal plan to demonstrate responsibility and accountability.



PERSONAL RESPONSIBILITY AND ACCOUNTABILITY EVALUATION

How responsible and accountable are you. For each of the behaviors listed below, write a thorough evaluation of yourself.

I always do my best and strive for excellence.

I am self-disciplined.

I set goals and stay focused.

I don't easily get discouraged and give up.

I do things in a timely manner.



I am willing to risk failure to accomplish greater things.

I learn from my mistakes.

I always finish what I set out to accomplish.

I try to model myself after others who do these things.

