



High School

National FFA Organization

Lesson HS.76

ACCOUNTABILITY ON TEAMS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?.

Precepts. **D2:** Accurately assess my values.

National Standards. NL-ENG.K-12.7 -Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources.



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

- 1 Define team accountability.
- 2 Describe the benefits of team accountability.
- 3 Devise an accountability rating system to accomplish accountability success.



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Resources

Bowden, Bobby. *The Bowden Way, 50 Years of Leadership Wisdom*. Marietta, Georgia. Longstreet Press Inc., 2001.

Wooden, John. *Wooden, A Lifetime of Observations and Reflections on and off the Court*. Chicago, Illinois. Contemporary Books, 1997.



Tools, Equipment, and Supplies

- ✓ Sherlock Holmes-type clothes and props: trench coat, hat, and magnifying glass
- ✓ HS.76.TM.A, B, C, D—one for each group of four in the class
- ✓ HS.76.AS.A—one for each student

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

- ▶ Team Accountability



Interest Approach

The setting for the entire class is one of investigation and being accountable to teams. The class begins with drawing from the student's knowledge of investigative T.V. shows and movies. They are then put into their own mystery to try to solve. Dress as an old time investigator like Sherlock Homes. A trench coat, hat, and a magnifying glass could be worn.

 Who am I. I am known as Sherlock Holmes. What is my job. I solve mysteries and crimes. I am mysterious, and I will solve any case thrown at me. Have you ever thought about the fact that there are so many books, T.V. shows, and movies created about crimes and investigation. In your investigative mind, what are some shows that you have seen on T.V. that deal with investigation and solving mysteries. *Possible answers: CSI; Alias; Law and Order; NYPD Blue*

 What about in movies?.

Possible answers: Mission Impossible; Spy Games; International Man of Mystery; James Bond

 Everyone loves to solve a mystery. Before we can solve a real mystery here in class, lets record the definition of team accountability. It will be useful as we move through the mystery today.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define team accountability.

I. Team Accountability: a person's commitment toward a team where the team respects that person, knows they are reliable, and realizes they are working toward the team's common purpose.

The students are going to attempt to solve a mystery about a stolen high school mascot. The students need to be in groups of four to accomplish this task. There are four scenarios labeled HS.76.TM.A, B, C and D. They are very similar but not exactly the same. Each one has an extra fact in it that is needed to solve the mystery.

It is essential that each group of students has all four sheets. Pass them out so that the students do not realize that there is a difference in the sheets. Do not reveal this to them. The way the students figure out the mystery is by putting all of their sheets together. This shows that you must include everyone and everyone is accountable for the team's success.

Jim is the one who stole the ram because the ram is seen near the end of the game. He is the only one that was there, and could have carried something out of the gym. All of the other information is irrelevant and is there to cloud the mystery. Have the students attempt to solve the mystery and give a rationale of why they picked who they did. They must have the facts and not just a guess. The activity will take 15–20 minutes.



When you hear, “Elementary, my dear Watson,” you will use your investigative minds to solve a mystery. The mystery is called “Who stole our mascot.”

The students are all telling the truth, and the guilty person is one of the people on the sheet. When you have your theory and supporting evidence, raise your hand. I, Sherlock Holmes, will listen to your case to see if you measure up to the investigative standards I am looking for in young investigators. What questions can I clue you in about.

Most mysteries are solved in teams. It is time to assemble your investigative team.

Divide into groups of four or more so that a copy of all four sheets is in each group.

Is your team of talented detectives focused and ready for the challenge. Elementary, my dear Watson.

Give students time to solve the mystery. You may have to give some hints if groups appear to struggle after 10 to 15 minutes.

Process the activity with the students. You will want to bring out that accountability was essential as you lead into Objective 2 discussing the benefits of having team accountability. Some things to mention are that your team found out it took everyone to solve the mystery. You had



to count on everyone to share information. When in a team, you are accountable to do what you can to make the team successful. When everyone fills their roles, the team can work toward its common purpose and accomplish its goals. This accountability is essential for a team to be successful.

Objective 2. Describe the benefits of team accountability.

Continue to process the activity from earlier to bring out the benefits of team accountability. Here are some potential questions to ask to help with processing. By counting on each other, what did you accomplish? How did you feel toward your teammates when information was shared? What benefits can you see happening for a team that expects accountability from its members?



Let's record some of these ideas you witnessed in your teams.

II. Benefits of Team Accountability

- A. Respect and trust among members
- B. Movement toward the team's common purpose and goals
- C. Meeting team deadlines and commitments
- D. Establishes ownership within the team
- E. Success



Now that we have looked at the benefits of team accountability, let's work together to create a roadmap to get us there.

Objective 3. Devise an accountability rating system to accomplish accountability success.

Have students record the following principles in their notes. When finished, ask students if they have any to add to this list from their own life experiences.

II. Key areas in rating a person's accountability

- A. Can be trusted
- B. Follows through with commitments
- C. Takes responsibility for actions and doesn't blame others
- D. Honest
- E. Prompt and on time
- F. Works toward team goals
- G. Follows team rules and guidelines
- H. (Three other areas that the students come up with)

Students should use HS.76.AS.A to help them rate their accountability. The sheet has a few common accountability qualities to get the students started, then the students are supposed to come up with a few of their own. Upon completion of the activity sheet, the students should share their ratings sheets with their investigative teams.



There are many aspects that go into creating accountability. How accountable are you. We want to be around people we can trust and hold to their word. These are all traits of people who are accountable.



In a team setting, this is even more important. They are like the key clues that make the entire puzzle come together. In your investigative mind, think of a team you are involved in. Your next investigative assignment is to rate yourself in a few areas of accountability, and to add a few of your own. What clues can I give?.

Hand out HS.76.AS.A.



Begin.

If time allows, have them share their activity sheet with their investigative teams and discuss the three areas that they added.



Review/Summary

Use a Graphic Artist Moment to review the qualities of accountability. Have the students pick two areas and enhance those words. When finished, have them share with their investigation team.



You have a list of 10 qualities that are essential to being accountable to a team. Take two of those qualities and enhance them to make a clear clue by illustrating the meaning in the layout. You have two minutes. What questions can I answer. Begin.

Give two minutes to the students to enhance the qualities.



See if your investigative team can figure out your clues. Share them with your team and compare your creative talents.



Application

►Extended Classroom Activity:

The students can use their accountability rating sheets to evaluate them selves in two different settings in which they find themselves. Examples might be family, athletic team, student organization, etc. The other option is to have them give these sheets to other people to fill out about them, and then discuss the difference between self-perception of account ability and how that teammate perceives them.

►FFA Activity:

The students can use their accountability rating sheets to evaluate their accountability in the FFA officer team, if they are an officer, or in the committee on which they serve, or just simply the FFA chapter in which they are involved. The other option is to have them give their sheets to other FFA members to fill out. Then they could discuss the difference between self-perception of accountability and how the other members perceive them.



►SAE Activity:

Have someone who works with them on their SAE fill out an accountability rating sheet about the student from the second party's point of view. They could discuss the areas for improvement in accountability. The other option in a placement SAE would be to show this to a manager or supervisor and come up with a plan to implement these qualities in their building of accountability within their business.

✓ Evaluation

A written test is available to evaluate the objectives.

Answers to Assessment:

Short Answer

1. A person's commitment toward a team where the team respects that person, knows they are reliable, and realizes they are working toward the team's common purpose.
2. Answers will come from the following: respect and trust between members; movement toward the team's common purpose and goals; meeting team deadlines and commitments; establishes ownership within the team; and success
3. Answers will come from the following: can be trusted; follows through with commitments, takes responsibility for actions and doesn't blame others; honest, prompt and on time; works toward team goals and follows team rules and guidelines.



ACCOUNTABILITY ON TEAMS

► Short Answer

1. Define team accountability.
2. List two benefits of having team account ability.
3. What are five qualities of a person with a high sense of accountability toward a team.



Use the story below to solve the mystery of who stole the high school mascot.

It was a warm sunny morning when all of the students from Northside High School arrived at school. As they walked through the door, they noticed their prized mascot, the longhorn ram, was missing from the front trophy case. They were stunned and immediately ran to the principal's office. The principal was already on the phone trying to figure out who had stolen the mascot. The big basketball rivalry with Southside High School had been the night before, so the principal was on the phone interviewing five of the Southside High School students who were the suspects. This is what they said:

Bob: I was at the ballgame last night. I didn't see the ram, but I really did not look at the trophy case. In the first half, I sat with the student body. When I left, I stopped and got gas. I then headed home because I was really hungry. Your concession stand ran out of hot dogs and nachos, so I didn't get any supper until 9:30 when I made it home.

Betty: I was at the ballgame last night. I sat with my friend Shirley on the north side of the gym. I remember going out in the hallway in the fourth quarter to go to the restroom. The ram was in the trophy case. I watched the end of the ballgame, then my mom picked me up out in front of the school. I didn't have anything with me because I didn't have any homework. I saw Jim parked at the Dairy Queen on my way home, but my mom didn't want to stop. We just went home. I watched the 10:00 episode of Seinfeld and went to bed.

Sue: I was at the ballgame last night. I saw the ram when I walked in the door. I sat on the south side of the gym during the first half. At halftime I went to the concession stand to buy a soda. Then I left later. I rode with Bob in his brother's new car. It's red with a sunroof. We had to stop and get gas at Casey's before we made it home. At Casey's I bought a Snickers candy bar and a Mountain Dew. I was home by 9:15.

Jim: I was at the ballgame last night and sat in the front row next to the band. During the second half, I sat on the stage end with three other friends. After the game I met some friends at Dairy Queen. My pickup was at Dairy Queen until 10:30, when I went home. I was home by 11:00 to watch Sportscenter.

Leo: I was not at the ballgame last night, but I picked up my little sister right after the game in the back parking lot of the school. My sister had her book bag with her. It had an Algebra book in it. She said the only thing she needed to bring home from the game was her Algebra book. I didn't get out of my car. On my way to pick up my sister, I saw Bob's brother's new car at the Casey's gas pumps. My sister and I were home by 10:15.



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Bob: I was at the ballgame last night. I didn't see the ram, but I really did not look at the trophy case. In the first half I sat with the student body. I thought the ballgame was boring, so I left early in the third quarter. When I left, I stopped and got gas, then headed home because I was really hungry. Your concession stand ran out of hot dogs and nachos, so I didn't get any supper until 9:30, when I made it home.

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Leo: I was not at the ballgame last night, but I picked up my little sister right after the game in the back parking lot of the school. My sister had her book bag with her. It had an Algebra book in it. She said the only thing she needed to bring home from the game was her Algebra book. I didn't get out of my car. On my way to pick up my sister, I saw Bob's brother's new car at the Casey's gas pumps. My sister and I were home by 10:15.



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RATING YOUR ACCOUNTABILITY

A team that I am involved in is:

Rate yourself in the following qualities with five being all of the time and one being never. The first qualities are done for you. From the ideas you have generated, put in the final three qualities that you feel are the most important indicators of accountability.

1.	You can be trusted:	5	4	3	2	1
2.	You follow through with commitments:	5	4	3	2	1
3.	You take responsibility for actions and don't blame others:	5	4	3	2	1
4.	You are honest:	5	4	3	2	1
5.	You are prompt and on time:	5	4	3	2	1
6.	You work toward the team's goals:	5	4	3	2	1
7.	You follow the team's rules and guide lines:	5	4	3	2	1
8.		5	4	3	2	1
9.		5	4	3	2	1
10.		5	4	3	2	1

Remember: Your accountability to the team is greater as the numbers increase. If the numbers are low, maybe you are not accountable and need to focus on these qualities.

