



## Growing Our Future Podcast – Episode 17

### Lesson Plan

**Lesson Title:** “Here By the Owl ... Serving the Texas FFA”

**TEKs:** (c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(B) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in agriculture, food, and natural resources;

(D) analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and

(E) identify careers in agriculture, food, and natural resources with required aptitudes in science, technology, engineering, mathematics, language arts, and social studies.

4) The student explains the historical, current, and future significance of the agriculture, food, and natural resources industry. The student is expected to:

(B) analyze the scope of agriculture, food, and natural resources and its effect upon society;

(6) The student demonstrates appropriate personal and communication skills. The student is expected to:

(A) demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; and

(B) demonstrate effective listening skills appropriate for formal and informal situations.

*Note. TEKs taken from the Principles of Agriculture, Food, and Natural Resources Course. However, similar TEKs can be found within any of the AFNR courses.*

**Terminal Performance Objective:**

Through class instruction and the evaluation of the Growing Our Future podcast episode, students will reflect on their accountability skills and compose a paper according to the criteria outlined in class.

**Enabling Objectives:**

1. Identify and record leadership traits of owls.
2. Observe leadership traits discussed in the podcast episode.
3. Analyze what it takes to hold yourself more accountable.
4. Evaluate the various leadership virtues needed to be a more effective leader.

**Vocabulary:**

- **Accountability** - the obligation or willingness to accept responsibility for one's actions.
- **AFNR** - Agriculture, Food, and Natural Resources
- **C.A.V.E. People** – Citizens against virtually everything.
- **Competitive Edge** - it is that special “something” .. the “it” ... that gives an advantage to a person or business over their peers. Many times, we don’t know what “it” is,

**Bell Work:**

*Answer the following series of questions to the best of your ability:*

1. What position does the “Owl” represent within the FFA?  
**Answer:** The owl serves as the “advisor.” The advisor. The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.
2. In your own words, describe “Accountability.”

but we know they have it. Students involved in the agricultural education and FFA generally have a competitive edge over their peers who do not participate in the program. Their edge is evident in soft skills, work ethic, teamwork, problem solving, and communication.

- **Experiential Learning** — Learning experiences that usually take place outside of the classroom, supervised by the agriculture instructor.
- **FFA** - provides the next generation of leaders who will change the world. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
- **Leadership Education** — delivered through student organizations such as the National FFA Organization, the National Young Farmer Education Association, National Postsecondary Agricultural Student Organization and others.
- **Networking** - is a way to engage with other individuals in order to make connections that can be helpful for both you and the other person in the future. These connections can be used throughout life to help move forward in both business and personal interest. Making valuable connections can help you find your next job, hobby or friend!
- **Personal Growth** - The positive evolution of the whole person.
- **Premier Leadership** – is Action, Relationships, Vision, Character, Awareness, Continuous Improvement
- **Responsibility** - a moral obligation to behave correctly toward or in respect of.
- **Supervised Agricultural Experience (SAE)** – the SAE program involves practical agricultural activities performed by students outside of scheduled classroom and laboratory time. SAEs provide a method in agricultural education for students to receive real-world career experiences in an area of agriculture that they are most interested in. Supervised Agricultural Experiences are an important component of agricultural education and are required element of all Agriculture, Food and Natural Resources (AFNR) courses.

**Answer:** Answers will vary. The dictionary definition is: *“the obligation or willingness to accept responsibility for one's actions.”* At school, that might look like owning a mistake and sharing it as a learning experience.

3. In your own words, describe “Responsibility.”

**Answer:** Answers will vary. The dictionary definition is: *“a moral obligation to behave correctly toward or in respect of.”* At school, that may look like doing the right thing even when no one is watching or taking care of someone or something knowing there will be no reward for you efforts.

4. What do you need to be the “BEST YOU” there is?

**Answers will vary.**

5. What are some ways you can improve who “YOU” are today?

**Answers will vary.**

6. How many licks does it take to get to the tootsie roll center of a tootsie pop?

**Answer:** Answers will vary, but scientist say roughly 9,000 licks to get to the center.

**After class discussion, show the following video:**

- *Classic Tootsie Roll Commercial - "How Many Licks" - <https://youtu.be/O6rHeD5x2tl>*

- **Soft Skills** - Employers seek candidates with a strong set of "soft skills." Soft skills are known as personal skills, non-technical skills, and interpersonal skills.
- **Teamwork** - The process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance.
- **Vulnerable** - the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.

--	--

**Preparation**

**Instructor Notes**

**Tell the class,** *“Speaking of Owls ... Did you know owls are known for much more than being wise or saying ‘whoo-hoo’?”*

*Owls are instinctive birds of prey, which we can all learn a lot from. Using the handout, watch and listen to the video about owls, and record all the leadership qualities you notice about ‘owls’ from the video in the graphic below.*

*Leave enough room on your Owl to write more information for a later activity.”*

**Show the “True Facts About The Owl” YouTube Video.**

**After watching the video, ask the class,** *“What leadership qualities did you observe owls having?”*

*(Wait for responses)*

**After some discussion, explain,** *“Some of the leadership qualities I observed are:*

- 1. Owls have an impressive vision and are able to detect danger or unforeseen obstacles.*
- 2. Owls are extremely powerful flyers, able to spread their wings and glide over large distances without allowing others to get in their way.*
- 3. Owls are strategic hunters. They evaluate all situations before they act.*

**Activity Notes**

**Pass out the handout “Here By The Owl” to the class.**

**True Facts About The Owl — YouTube Video Link:**  
<https://youtu.be/XeFxdkaFzRA>

**List the following leadership characteristics on the board for all to see.**

<p>4. <i>Owls are great listeners. They use their hearing to guide their decisions or to know when they are in danger.</i></p> <p>5. <i>There are various species of owls; each with its own gift, duty, and responsibility.</i></p> <p><b>Ask the class, “How can we use the leadership characteristics of ‘Owls’ to better our leadership skills?”</b></p> <p><b>Open the class up for discussion.</b></p>	
--	--

**Presentation**

<b>Instructor Notes</b>	<b>Activity Notes</b>
<p><b>Explain to the class, “Today we are going to hear from an extremely talented woman who represents all the leadership qualities of the ‘Owl.’</b></p> <p><i>The Texas FFA Association and Texas FFA Foundation are the largest state organizations in the country.</i></p> <p><i>On this podcast episode, Aaron Alejandro introduces Jennifer Jackson, Executive Director at Texas FFA Association. The FFA is dedicated to making a positive difference in students’ lives by developing their potential for premier leadership, personal growth, and career success through agricultural education.</i></p> <p><i>From Jennifer’s childhood passion to leading the largest FFA Association in the country, Jennifer Jackson promotes agriculture awareness through her vision and leadership.”</i></p> <p><b>Explain to the class, “As you watch the podcast video, record all the leadership qualities you hear Jennifer and Aaron discuss on your ‘Owl’ handout.”</b></p> <p><b>Show the Episode 17 – Growing Our Future Podcast Video.</b></p> <p><b>After showing the video, open the class up for discussion. Ask, “What major leadership qualities stood out to you from watching and listening to the video?”</b></p> <p><i>(Allow time for good discussion)</i></p>	<p><b>Episode 17 - Growing Our Future Podcast Link:</b>  <a href="https://youtu.be/m-V6H-dy1W4">https://youtu.be/m-V6H-dy1W4</a></p>

<p><b>Explain to the class, “I took away the following leadership traits:</b></p> <ol style="list-style-type: none"> <li>1. <i>“You will never reach your destination if you stop and throw stones at every dog that barks.” Winston Churchill.</i></li> <li>2. <i>C.A.V.E. People – Citizens against virtually everything.</i></li> <li>3. <i>It’s okay to not know everything, but it’s not okay to not ask.</i></li> <li>4. <i>Jennifer said, “Accountability means you are capable of doing something and doing it very well.”</i></li> <li>5. <i>Aaron mentioned, “Responsibility is not a burden; it’s a compliment.”</i></li> <li>6. <i>If you aren’t challenged or struggling, you aren’t learning or growing.</i></li> </ol>	<p><b>Write the leadership trait observed on the board for the class to see. Open the class up for discussion over each point listed.</b></p>
---	---

### Application

Instructor Notes	Activity Notes
<p><b>Explain to the class, “One of the key traits Jennifer and Aaron discussed was ‘accountability’. How can we hold ourselves more accountable in order to be the BEST Person we can possibly be?</b></p> <p><i>If you want to create change, influence performance, or drive an action or behavior, establishing accountability is crucial. Greater accountability leads to higher performance, an increased commitment to work, and greater motivation. Think of accountability as the actions you take based on whether someone exceeds, meets, or does not meet expectations. This creates standards for accountability.</i></p> <p><i>There are four steps we need in order to establish greater accountability:</i></p> <ol style="list-style-type: none"> <li>1. <b>Define.</b> <i>Define the behavior or outcome that is needed.</i> <ul style="list-style-type: none"> <li>○ <i>What is the task, goal, or behavior and why is it important?</i></li> <li>○ <i>What does success look like?</i></li> <li>○ <i>When does it need to get done?</i></li> </ul> </li> <li>2. <b>Communicate.</b> <i>A quick discussion or meeting, an email, or during a one-on-one conversation are all great opportunities to communicate expectations.</i></li> <li>3. <b>Assess.</b> <i>Decide the consequence (positive or negative) when the expectation is or is not</i></li> </ol>	<p><b>Draw the diagram below on the board and write the following steps for the class to see.</b></p>

met. The consequence can range from social pressure where others will know if the expectation is met, to praise or critique, or even career impact.

4. **Follow through.** The follow-through step is arguably the most crucial, and sometimes most difficult within the accountability model. This step requires taking action to address (positively or negatively) the behavior or outcome. Not taking action can translate to the absence of accountability.

**Tell the class,** “Using the ‘Establishing a Culture of Accountability’ handout to guide your thoughts, I want you to write a one-page reflection on how you can improve your accountability skills to be the BEST YOU.”



**Pass out the “Establishing a Culture of Accountability” handout to the class.**

**Write the following instructions on the board:**

- **Writing Prompt:** Write a one-page reflection on how you can improve your accountability skills to be the BEST YOU.

### Evaluation / Summary

#### Instructor Notes

**Explain to the class,** “Effective leadership is based on more than just accountability. However, holding yourself more accountable will help you strengthen other leadership virtues.”

**Tell the class,** “Cut out the following graphic and place it in an area where you will see it daily.

*For example, on your bathroom mirror, in your wallet, in the back of a clear phone case, on the front of your binder, etc.”*

**Discuss the leadership virtues listed on the card with the class. Allow time for good reflection and discussion.**

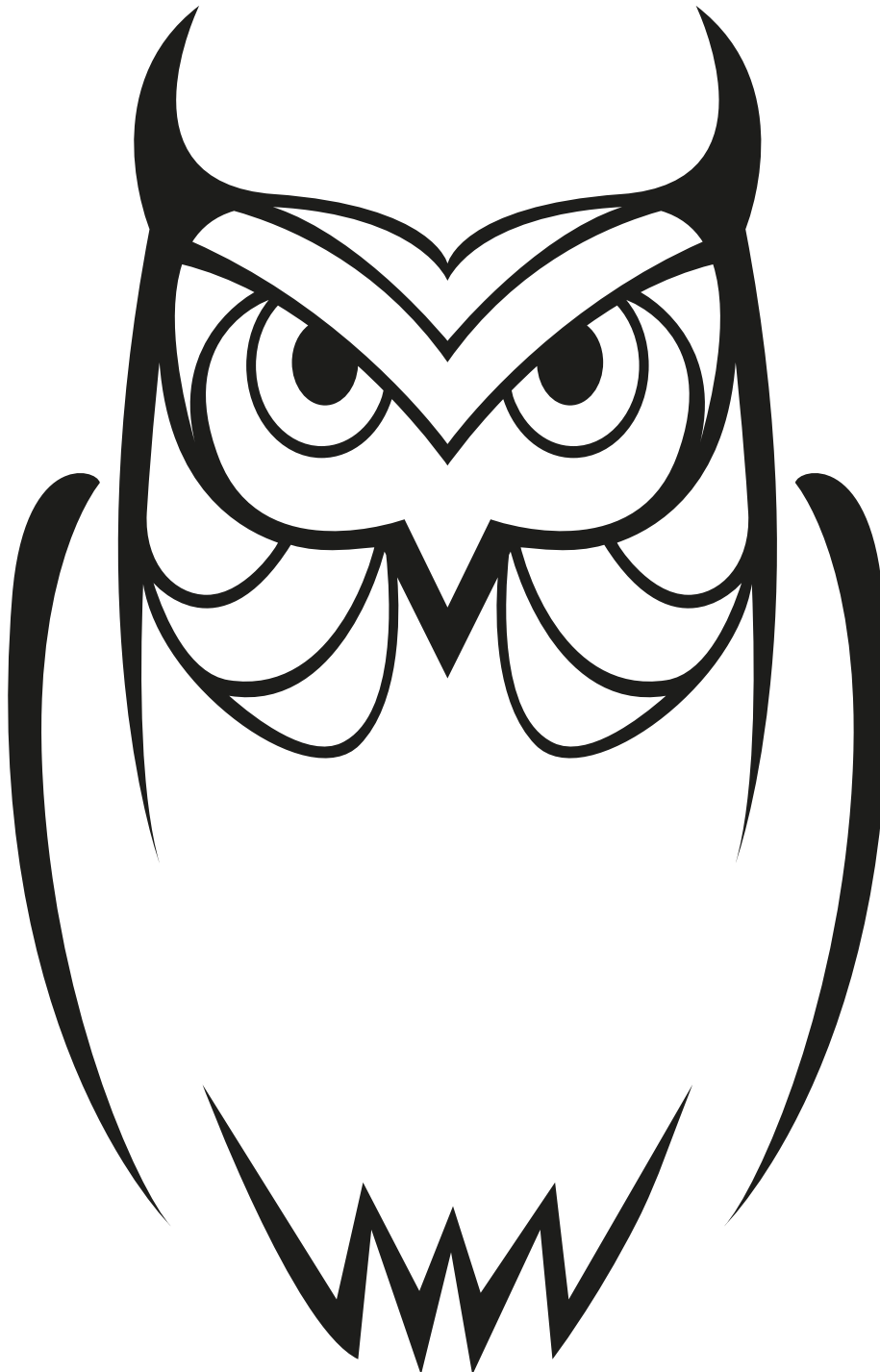
#### Activity Notes

**Pass out the “Pocket Card” handout to the class.**



## Growing Our Future Podcast – Episodes 17 Here by the Owl

**Instructions:** Using the Owl outlined below, watch and listen to the video about owls, and record all the leadership qualities you notice about "owls" from the video in the graphic below. Once you have recorded your findings, color your owl and cut it owl. Make sure to put your name on the back.





# Establishing a Culture of Accountability

## What is Accountability?

Accountability means that there is a consequence (positive or negative) if a person takes or does not take an action.

## Why is Accountability Important?

Accountability is how you reward and encourage the behaviors and outcomes needed for success. Creating a culture of accountability is how you:

- Focus on, and achieve, key outcomes in your team or department.
- Engage and motivate high performing faculty and staff.
- Ensure that poor performance is not tolerated.
- Sustain high performing teams and departments by ensuring that people hold each other accountable.

## How Do I Drive Accountability?

Accountability is consequential, but that doesn't mean it has to be punitive. You can get started on driving accountability by following the four steps in the accountability model.

01

### DEFINE THE KEY ACCOUNTABILITY

A key accountability needs to be either an **outcome** or an **observable behavior**. It also needs to be specific enough so that everyone knows exactly what is expected.

#### What behavior or outcome are you trying to influence?

- How will you know if they are meeting expectations (specific? observable?)
- Are you able to define and articulate what success looks like?
- Are you clear about the goal, responsibility, and consequences of action or inaction?



\* See the **Quick Guide to Goal Setting** and the **Quick Guide to Feedback** for more information on defining your key accountability.





# Establishing a Culture of Accountability (Cont.)

---

## 02

### COMMUNICATE THE KEY ACCOUNTABILITY

A staff or faculty meeting, an email, or during a one-on-one conversation are all great opportunities to communicate expectations. Make sure to cover:

- What is the expectation and what does success look like?
- Who else is involved?
- What information, resources, and support do they need to be successful?
- How will you provide them support?

After you've communicated the key accountability, be sure to provide the time, coaching, and support the person needs to do their part.



\* See the **Quick Guide to Coaching** and **Quick Guide to Managing Emotions** for more information on communicating.

## 03

### ASSESS THE CONSEQUENCE ON THE ACCOUNTABILITY LADDER

#### Assess the progress:

- Is the person showing progress on the key accountability?
  - If they are making progress, consider the ways to reward that behavior and provide continuous support.
  - If they haven't made any progress, how effective is the current level of consequences in driving their actions? Do you need to move to a higher level of consequence?

# Driving Accountability (Cont.)

## 03

### ASSESS THE CONSEQUENCE ON THE ACCOUNTABILITY LADDER (CONT.)

The Accountability Ladder describes the hierarchy of consequences if someone achieves or doesn't achieve an outcome. The Accountability Ladder is intended to be illustrative, not comprehensive. The rungs on the ladder can look differently depending on your own supervising context.



## 04

### FOLLOW-THROUGH

#### You decide what happens:

- If sufficient progress isn't made, adjust your level of consequence.
- Be clear about how the change of consequence is based on a person's performance relative to the key accountability.

#### Accountability is iterative

- If you are unable to drive the change your first time through the cycle, try again.
- Understand how you can meaningfully change consequences and incentives in order to drive employee progress on key accountabilities.



\* See the **Quick Guide to Clarifying Roles and Responsibilities** and the **Quick Guide to Seeking Solutions** for more information and tips to help you follow-through.



## Growing Our Future Podcast – Episodes 17 Pocket Card

**Instructions:** Cut out the following graphic and place it in an area where you will see it every day. (For example, on your bathroom mirror, in your wallet, in the back of a clear phone case, on the front of your binder, etc.)

Effective



**LEADERSHIP**

Based on virtues ...

Be Selfless Be the Light  
Be Positive *Be Kind*  
*Never Give Up*  
Practice Self Control  
Look for the Best  
Show Respect  
Be Humble  
*Do Right* Stand Firm

**THANK YOU**

Tom Ziglar, Texas FFA Foundation Board of Directors Member, and from his book, *10 Leadership Virtues for Disruptive Times*.