



Reliability and Accountability Activities

The resources are meant to be downloaded and edited as necessary to meet the specific needs and/or experience level of your Participant group and/or be incorporated into other existing materials in use by your organization.

Activity 1. Make a Difference

In this problem-based learning activity, learners need to select a charity or community service project. Have learners determine a way to raise money for this group. Ideas might include having a thrift or used book sale, hosting a walk-a-thon, or doing odd jobs. Task learners with creating a plan that details what needs to be done in preparation, how to accomplish the goal, any costs that might be incurred, and how to get the funds to the charity.

Reflection Questions

1. How did you determine the charity you wanted to support?
2. What obstacles did you have to overcome in this project?
3. Would you do better if you were to do this again?
4. What level of commitment did you have for each of the phases of the activity?

Activity 2. Stress Management Techniques

Learning how to appropriately handle stress is an important skill. Discuss with the learners the listed calming techniques and when they might be useful or easily implemented. Not all techniques are appropriate for all situations. Use the Stress Management Cards (attached) to help learners practice techniques in various situations. Ask learners to share other healthy ways that they manage stress.

- Take several deep breaths, exhaling each slowly.
- Prioritize the tasks and begin working through the list.
- Keep a squishy ball or fidget toy in your pocket to use.
- Look at or picture in your mind a calming image.
- If possible, walk away from the stressful situation and come back to it later.
- Think of a smell that brings back happy memories (cinnamon, pine, sea air, lilacs, etc.). Close your eyes and try to bring that smell to mind.
- Care for a small green plant on your desk or in a communal area.
- Listen to meditative music.
- Do some yoga stretching or other similar exercise during your lunch break.
- Ask for assistance or delegate responsibility.
- Eat a healthy snack.
- Take a walk outdoors.

Reflection Questions

1. Which technique works the best for you? Why?
2. How can taking a moment to calm down help diffuse a stressful situation?
3. What are some things you can do to prevent stress from occurring at home, school, or on the job?
4. How might you help others remain calm in stressful situations?

Activity 3. Improvised Actions

The participation in improvisational activities can help a learner focus in on both written and verbal directions. In this activity, learners need to follow written directions and cue in precisely to verbal directions in order to accomplish a task. For this activity you will need index cards (or cut paper of similar size) and pencils. Divide the learners into groups of three. Each group must first think of an action or complex item. Explain that the learners are going to write down two written directions and think of three to four verbal instructions that will allow another group of learners to demonstrate that action or item.

Example: Hitting a tennis ball over the net.

- Team A: Writes down the following on their card. *One person must lie on their side perpendicular to the wall. The other person curls up like a ball about 10 feet away from the person lying down.*
- Two Team B members read the card and comply with these instructions.
- Team A now gives verbal commands. *The person on the floor is the net. The person in the ball shape is a tennis ball. The ball is going to move over the net and the third person must act like they are hitting the ball back over to the other side. The ball should go over the net and bounce out of bounds.*
- All three of Team B members must now act out the instructions.
- Debrief to see if Team A was able to communicate clearly to Team B. You can improve communication skills if you strictly limit the number of verbal instructions allowed.

Reflection Questions

1. What did you do to make certain that your written directions were clear?
2. What obstacles were encountered when you tried to implement a written instruction from another team?
3. How did you determine what verbal instructions you would give?
4. What obstacles were encountered when you tried to implement a verbal instruction from another team?
5. How does written and verbal communication affect the workplace?

Activity 4. Participation Log

In this activity, learners keep track of how they use their time throughout a several week period. Explain the Participation Log (attached). Learners should document how they are spending large chunks of time and some of the resulting outcomes. Ask learners to pay close attention to their level of commitment and attendance record reflected in the log entries. Learners should identify if they do the activity consistently, which is daily or most days. Or, if the activity is sporadic, meaning occasionally. Here is a sample.

Date	Time duration	Activity	Engagement Level Consistent (C) or Sporadic (S)	Outcome Thoughts and Reflections
3.3.2020	2 hours	Studied plant identification	S	Had to ask less questions on my landscaping job
3.4.2020	8 hours	On the job	C	Completed a full day of work, boss happy
3.20.2020	3 hours	Gaming with friends	S	Felt relaxed, but didn't get any laundry done

After learners complete the log, discuss the take-aways that occurred for the learners.

Reflection Questions

1. What was your biggest take-away of the activity?
2. Did anything about the log surprise you?
3. How did the Outcome, Thoughts, and Reflections relate to the other aspects of the log?
4. If you kept the log for another few weeks, what would you do differently?

Activity 5. Support Level Survey

Using the survey, learners can understand how their actions reflect on their willingness to support teams and accomplish goals. Have learners take the Support Level Survey (attached). Once completed, learners should then add up their scores using the Support Level Survey Score Key (attached). After adding the scores, learners should read the summary that aligns to their score. Have a discussion using the Reflection Questions.

Reflection Questions

1. What insights did you gain from the survey?
2. Did anything surprise you? Why?
3. In which areas do you think you can improve?
4. What is your plan for improvement?
5. How does a single team member's behavior affect the rest of the team?

Crosswalk of Performance Indicators and Activities

Reliability and Accountability Performance Indicators	Activity 1 Make a Difference	Activity 2 Stress Management Techniques	Activity 3 Improvised Activities	Activity 4 Participation Log	Activity 5 Support Level Survey
Participates fully in project from initiation to completion	X			X	X
Follows written and verbal directions			X	X	
Remains calm and self-controlled under stressful situations	X	X			X
Is engaged and consistent in attendance	X			X	X
Acts responsibly with the interests of the larger team in mind	X	X	X		X

Other Competencies addressed in Reliability and Accountability activities

Refer to Index for a full list of Performance Indicators in each activity

Competency	Activity 1 Make a Difference	Activity 2 Stress Management Techniques	Activity 3 Improvise d Activities	Activity 4 Participation n Log	Activity 5 Support Level Survey
Working with Others					
Teamwork and Conflict Resolution					X
Cultural Competence					X
Communication			X		X
Adaptability and Flexibility	X				
The Thought Process					
Problem Solving	X				
Decision Making					
Critical Thinking					
Self- Regulation					
Initiative and Self-Drive					X
Planning and Organizing	X	X			

