

Building Trust and Accountability

Lesson Objective:

Students will learn the importance of trust and accountability in friendships and teamwork. They will explore how taking responsibility for their actions builds trust and how emotions play a role in these relationships.

Materials Needed:



- Copy of Chapter 24, *Building Trust and Accountability*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Scenario Cards
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on the topic of trust and accountability.

Greeting and Circle Time Teacher Script

Warm Welcome and Opening Discussion:

- "Today, we're going to talk about two important parts of any friendship or team: trust and accountability."

Discussion Starter

- "What does it mean to be trustworthy?"
- "What does accountability mean?"
- "Right. Trust is when we believe someone will do the right thing and take care of something that matters to us. Accountability means taking responsibility for our actions, especially when we make a mistake. Trust and accountability work together to make relationships stronger, and that's what Ollie and his friends learn in today's chapter."

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 24 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- "Let's read Chapter 24 together. As we read, think about how the friends handle the situation when something goes wrong. How do trust and accountability play a role in fixing the problem?"
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why is Harriet's soccer ball so special to her?
 - How do you think Buzz feels after accidentally kicking the ball into the bushes?
 - Why does Harriet get upset, even though she knows it was an accident?
 - What does Ollie suggest they do to solve the problem?
 - What are the emotions that each character is feeling during the problem?
 - What does Buzz do to be accountable for his actions?
 - How does Harriet show that she's willing to trust Buzz again?
 - Why is it important for Harriet to let Buzz help her fix the problem?
 - How do the other friends contribute to the solution?
 - What do you think the friends learned about trust and accountability by the end of the story?

Chapter 24: *Building Trust and Accountability*

It was mid-May, and the school year was starting to wind down. The days were warmer, and the group of friends, Ollie, Harriet, Bennie, Sammy, Buzz, and Betty, were spending more time outside, soaking up the sunshine during recess and after school. But as they spent more time together, they realized that building trust and being accountable to one another were important parts of their friendship, especially as they prepared for the transition into the next grade. One afternoon, as the group gathered under their favorite tree in the schoolyard, something unexpected happened that tested their trust in one another.

“I brought my new soccer ball today,” Harriet said, holding it up with pride. “It’s a special one, my parents got it for me as a reward for doing well in soccer practice.”

The friends admired the ball as they started playing a friendly game of soccer, kicking it back and forth. But as the game went on, Buzz, always full of creative energy, tried to show off with a fancy trick. In his excitement, he kicked the ball too hard, and it sailed over the fence into a patch of bushes.

“Oh no!” Harriet exclaimed, rushing over to the fence. “My new ball!”

The group gathered around, staring at the bushes. They could see the ball stuck in a thorny patch, and it was clear that getting it out wouldn’t be easy.

“I’m really sorry, Harriet,” Buzz said, looking guilty. “I didn’t mean to kick it that hard.”

Harriet, usually full of energy, looked upset. “It’s okay, Buzz, but we need to get it back. It’s important to me.”

Ollie, always the planner, stepped in. “Let’s figure out a way to get it back. We can work together.”

But as they stood there, it wasn’t just the ball that was stuck, so was the feeling of tension between Buzz and Harriet. It was clear that Harriet’s trust in Buzz had been shaken, even though he hadn’t meant to lose the ball.

Trust and Accountability

The group realized that this was about more than just the ball—it was about trust and accountability. Harriet trusted Buzz to be careful with her special soccer ball, and now that trust had been shaken. But at the same time, Buzz needed to be accountable for his actions and show that he was willing to fix his mistake.

“Buzz, I know it was an accident,” Harriet said after a moment, “but it’s really important to me that we get the ball back. Can you help me?”

Buzz nodded. “Of course! I’ll do whatever it takes to get it back. I didn’t mean to mess up, but I’ll make it right.”

Bennie, ever the calm one, spoke up. “This is what trust and accountability are about. We all make mistakes, but we need to be responsible for what we do, and show our friends that we’re willing to fix things.”

Betty, always the problem-solver, nodded. “And part of trust is giving someone a chance to make things right. Harriet, you’re upset right now, but Buzz is trying to fix it. That’s how we rebuild trust.”

Harriet took a deep breath, realizing that she needed to give Buzz the opportunity to be accountable for his mistake. “Okay, Buzz. Let’s figure out how to get the ball back together.”

Using Their Strengths to Rebuild Trust

With Harriet’s trust in Buzz on the line, the friends set to work, using their personal strengths to solve the problem.

Ollie, ever the planner, came up with a strategy. “We can use some sticks to try and pull the ball out of the bushes without getting scratched. We just need to be careful.”

Buzz, full of creativity, grabbed a long stick and started experimenting with ways to hook the ball and drag it toward them. “I think I can reach it if I angle the stick just right.”

Bennie, always calm and steady, stood by to offer support. “Take your time, Buzz. There’s no rush. We’ll get it out.”

Betty helped by spotting the ball and guiding Buzz as he worked. “Move a little to the left... now pull! You’re almost there!”

Sammy, who was always tuned in to people’s emotions, offered encouraging words. “You’ve got this, Buzz. And Harriet, we’ll get your ball back in no time.”

Slowly but surely, Buzz managed to pull the soccer ball out of the bushes. The group cheered as Harriet ran to pick it up, relief washing over her face.

“Thanks, Buzz,” Harriet said, smiling at him. “I know it was an accident, and I’m glad you helped fix it.”

Buzz smiled back, feeling proud that he had been able to make things right. “I’m really sorry again, Harriet. I’ll be more careful next time.”

Reflecting on Trust and Accountability

As the group sat down under the tree again, they talked about what had just happened. “That was a good example of trust,” Bennie said thoughtfully. “Harriet trusted Buzz with her soccer ball, and even though he made a mistake, he was accountable for it and made sure to fix things.”

Harriet nodded. “It was hard to stay calm at first because I was really upset, but I knew I had to give Buzz a chance to make it right. That’s part of being friends.”

Buzz, feeling relieved, added, “And I knew I had to step up and fix it because I was the one who made the mistake. That’s what accountability is.”

Betty, ever the problem-solver, smiled. “And when we’re accountable, we build more trust. If we can trust each other to take responsibility, our friendships get stronger.”

Ollie, reflecting on the day’s events, nodded. “We all need to be accountable to each other in different ways, whether it’s about small things like soccer balls or bigger things like keeping promises. And when we make a mistake, we can fix it by being responsible and showing our friends we care.”

Sammy, always empathetic, smiled. “And it’s important to remember that emotions can play a big role in how we handle these situations. Sometimes we’re upset, but if we stop and think about trust, we can work through it together.”

Moving Forward

As the group headed home that day, they felt even closer than before. They had learned that trust and accountability were key parts of their friendship, things that could be built up over time but also needed care and attention.

“I’m glad we figured it out,” Harriet said as they walked. “Trusting each other and being responsible for our actions makes everything better.”

Buzz grinned. “And now I know how important it is to be accountable, even for small things. It’s how we show that we care about our friends.”

The group nodded in agreement, knowing that trust and accountability would be something they carried with them, not just for the rest of the school year, but for the rest of their lives. And with that, they walked into the warm May afternoon, ready to face whatever came next, knowing that trust, responsibility, and their personal strengths would keep their friendship strong.

Post-Chapter Teacher Script

- **Teacher:** “The Squad learned that trust and accountability are key elements to their friendships.”

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- What is trust, and why is it important in friendships?
- How does being accountable show someone that you care about their feelings?
- Can you think of a time when you had to be accountable for a mistake you made?
- How do you rebuild trust when it's been broken?
- Why is it important to give someone a chance to make things right?
- How can emotions like anger or frustration make it harder to trust someone?
- What personal strengths do you have that help you be accountable to your friends or family?
- How can you show someone you are trustworthy, even if you've made a mistake before?
- What can we do if we notice that we've broken someone's trust by accident?
- How can trust and accountability help us in our everyday lives, not just with friends but with teachers, family, or teammates?

Do an Activity (20 minutes)

- **Students will** identify ways to demonstrate trust and accountability by discussing real-life scenarios, role-playing responsible responses, and reflecting on how owning one's actions can help rebuild relationships.

Activity: Trust and Accountability in Action (20 minutes)

Introduce Activity

“Today, we're going to focus on two big ideas that help keep friendships and teams strong: **trust** and **accountability**.”

Trust is when someone believes they can count on you to be honest, kind, or reliable. Accountability is what we show when we admit a mistake, take responsibility, and try to make it right.

I'm going to divide you into small groups. Each group will receive a *scenario card* that describes a situation where trust has been broken.

Your group will talk about what happened and come up with a way the characters could show accountability and start to rebuild trust. Then you'll role-play your scenario and present it to the class, showing how the problem could be solved in a positive way."

"As you work, think about these questions:

- What went wrong in this situation?
- What can someone do to show they're taking responsibility?
- How can trust be rebuilt?"

Activity Instructions

Divide students into small groups

Give each group a scenario card

Each group will read their scenario and discuss how the characters can show trust and accountability.

After the discussion, the group will role-play the scenario, showing how trust can be rebuilt when someone is accountable for their actions, and present their role-play to the class.

Wrapping it Up



Wrap Up the Lesson (5 minutes)

"Now it's time to see your scenes! Each group will perform their role-play. As you watch, think about:

- What showed accountability?
- What helped rebuild trust?

After each group presents, we'll take a moment to talk about what they did well and what else the characters might try."

"Today, you worked together to explore what it means to take responsibility and how to fix things when trust is broken.

Accountability doesn't mean being perfect—it means **being honest, making things right, and learning from our actions.**

That's how strong relationships are built—and rebuilt."

Review and Reflection Teacher Script

Gather in a Circle for Reflection:



- "Let's come together in a circle and reflect on what we learned about trust and accountability.

When it's your turn, finish this sentence:

'One way I can show I'm trustworthy or accountable is...'

- This could be from something in your role-play or something you want to practice in real life. You can always pass if you'd rather just listen."

Closing

- "You all showed such maturity today by thinking deeply about responsibility, practicing empathy, and acting out real solutions.

When we admit mistakes and try to fix them, we're not just being accountable—we're showing courage.

Keep being brave, keep being honest, and trust will grow stronger every day."

Home Connection Letter

Sending Information Home:

- "Before you go, I have a letter for you to take home. Today, we participated in a Trust & Accountability Role-Play activity. In small groups, we discussed

situations where trust had been broken and practiced ways to repair relationships by showing responsibility and making amends.”

- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today, your child learned about the importance of trust and accountability in friendships.

We discussed how trust is built by being responsible for our actions, especially when we make mistakes. The students practiced handling situations where trust was broken and learned how being accountable helps to rebuild that trust.

Please encourage your child to talk about how they can use these skills at home and in their relationships.

Trust and accountability are lifelong skills that help us build strong and healthy connections with the people around us.

Thank you for your continued support!

Best Regards,

Your friend accidentally breaks something of yours. What should they do to rebuild trust?

You promised to help a friend with their homework, but you forgot. How can you make it right?

During a game, someone cheats, and their friend feels betrayed. How can the person be accountable and fix the situation?

A group is working on a project, and one person didn't do their part. How can they rebuild trust with their team?

You promised your friend that you would come to their birthday party, but you forgot about it. Your friend feels hurt. What can you do to be accountable and rebuild trust?

You're working on a group project. One person didn't finish their part on time, causing the group to fall behind. How can this person be accountable and rebuild trust?

Your friend lets you borrow their favorite book, but you accidentally lose it. Your friend is upset. What can you do to make it right and rebuild trust?

During an argument, you said something mean. Later, you realize that what you said wasn't kind, and your friend is upset. How can you be accountable for your words and rebuild trust?

Your friend asked for homework help, but you didn't, even though you said you would. Now your friend feels ignored. What can you do to be accountable for not keeping your promise, and rebuild trust?

During recess, you accidentally knocked over a classmate's art project. They are upset that it's ruined. How can you be accountable for the accident? What can you do to fix the situation and rebuild trust?