



To create safe and brave spaces of belonging,  
we need to commit to doing *our work* before we do  
*the work* and to working within our scope and skill.

## *Integration Idea*

# Trust II: BRAVING

### Key concepts:

- Reinforcing the definitions of trust (see also Integration Idea: Trust I: The Marble Jar).
  - The two definitions below are from Charles Feltman’s book, *The Thin Book of Trust: An Essential Primer for Building Trust at Work*. The definitions are in complete alignment with what emerged from Brené’s research on trust:
    - Trust is “choosing to risk making something you value vulnerable to another person’s actions.”
    - Distrust is “deciding that what is important to me is not safe with this person in this situation (or any situation).”
- Helping students understand that trust is a big concept that can be broken down into seven elements.
- Teaching the BRAVING acronym as the seven elements of trust.
- Adding each of the elements into the vocabulary:
  - *Boundaries* – What’s okay and what’s not okay.
  - *Reliability* – You do what you say you’ll do.
  - *Accountability* – You own your mistakes, apologize, and fix it if you can.
  - *Vault* – You don’t share information or experiences that are not yours to share.
  - *Integrity* – You choose courage over comfort. You choose what is right over what is fun, fast, or easy. And you choose to practice your values rather than simply professing them.
  - *Nonjudgment* – You can ask for help without being hard on yourself and you’re not hard on others who need help.
  - *Generosity* – You extend the most generous interpretation possible to the intentions, words, and actions of others.

## Be mindful:

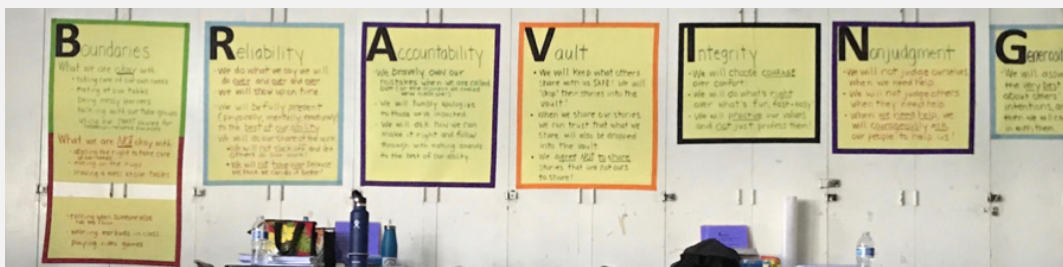
We can use BRAVING to talk about the behaviors that build trust, but it shouldn't be used as a compliance or discipline tool.

## Classroom Discussion Ideas:

- Guide students as they generate example behaviors/actions that support each of the seven elements. Having concrete examples is important for gaining a full understanding of each aspect of trust.
  - What does (insert element) look like?
  - What does (insert element) sound like?
- There are many high school teachers who show students the entire *SuperSoul Sessions* video (22 minutes). You can also show the clip where Brené defines trust and BRAVING starting at 10 minutes into the video.
- Some teachers are using BRAVING as the framework for their classroom ground rules. If you do this, you will need to operationalize each of the seven elements into behaviors (see example below from a high school classroom).

## Examples:

- Students can explore a different perspective on being brave and learn how to build trust in the classroom by creating behavioral examples using the acronym BRAVING.



- Student examples can be listed on chart paper and posted in the room (like the photo above). These examples show ways trust can be built in the classroom and how marbles can be added to the class marble jar.
- This lesson and the student generated examples can be referred back to throughout the year as situations arise in the classroom.

**In addition to reading *Dare to Lead*, you can learn more here:**

**Books:**

*Rising Strong*

*Braving the Wilderness*

**Videos ([brenebrown.com/dcvideos](https://www.brenebrown.com/dcvideos)):**

*SuperSoul Sessions: The Anatomy of Trust*

**Learning Lab Videos ([brenebrown.com/dc-learning-labs](https://www.brenebrown.com/dc-learning-labs)):**

*What stories do parents tell themselves when their kids are struggling?*

