



Rumbling with Vulnerability: **THE MARBLE JAR**

Lesson 1 of 2

See pages 30-32 in *Dare to Lead*.

Length: 30-45 minutes

Our Why:

Building trust in a classroom is important so students feel safe to be able to show up authentically and take risks. Trust is built in the small moments, and this plan will start naming the behaviors that build and break trust.

Vocabulary:

Trust - Something built slowly and over time; what is important to me is safe with you. Choosing to make something important to me vulnerable to the actions of someone else.

Materials:

Two large jars or buckets to serve as marble jars

Starting with the Learning	Teacher Notes:
<p>Connection for engagement:</p> <ul style="list-style-type: none">• Agree / Disagree Statements<ul style="list-style-type: none">◦ Write or project the following statements on the board or on the wall of your room:<ul style="list-style-type: none">◦ “Trust takes years to build, seconds to break, and forever to repair.”◦ “In a relationship, trust is more important than love.”◦ “Don’t trust words; trust actions.”◦ “Trust is built in small moments.”◦ Students will decide their opinion on each statement in one of the following ways:<ul style="list-style-type: none">◦ Have students move to different parts of the room for each statement (e.g., back of the class if students agree, front of the class if students disagree)◦ Teachers can have the statements on butcher paper and give each student stickers to place their vote on each statement	<p>If you can’t show the clip, read pages 30-32 of <i>Dare to Lead</i> with the class, as it tells the story of the marble jar. Start at the second paragraph on page 30 “When my daughter...” and end with the paragraph that starts “I tell you this story because...” on page 32.</p> <p>The activity defining classroom marble jar behaviors that earn and take away marbles can also be done with a large teacher-created jar. Use circle stickers or paper circles that kids can write on.</p> <p>This could be a great tool to tie in with literature or even social studies classes. Point out how characters or figures in history broke trust or earned trust.</p>

- Have agree (green) / disagree (red) cards at each desk, and as you read the statement have students vote at their seats by raising their chosen card
- Next, watch a clip from Brené on [The Anatomy of Trust](#). If you don't have time to watch the full 22 minutes together, start around 10 min.
- Ask students to listen to the comparison of trust to a marble jar.
- Encourage students to begin thinking about their own personal experiences with trust.
- In their journals or on a sheet of paper, ask students to answer these questions.
 - How would you define trust?
 - Who are your marble jar people? (Who do you trust the most?)
 - What actions can people do to earn (gain a marble) or lose (take away a marble) your trust?
 - Describe a time when you broke someone's trust or vice versa. Did the friendship end?
 - Can trust be rebuilt once broken? (If it depends, what does it depend on?)
- Have a conversation about how trust is important within the class and how breaking trust could lead to classmates putting on armor and not showing up authentically.

Mini-lesson:

- Distribute sticky notes to groups, and have them brainstorm trust building moments (marbles) in the classroom. What do teachers/students do/say to build trust within the classroom? Encourage them to think of even the smallest moments...how do they know they can trust a classmate or a teacher? At the same time, have groups also brainstorm the opposite...what are trust-breakers?
- Share examples of marbles and marble-breakers:
 - Students can read aloud their sticky notes and walk them to the appropriate jars, and crumble them up to create marbles and marble breakers.
 - Optional: Have a printout of a marble jar and ask students to write notes giving examples of the marbles that fill the jar and the ones that break it.

Moving from Knowledge to Daily Practice

- Classroom settings are impacted by the level of trust and vulnerability. The marble jar metaphor demonstrates the big concept of trust earning and trust breaking behaviors through an easier concept to grasp. Being intentional about naming the behaviors that break and earn trust will help create a classroom culture that is brave and daring.
- Possible Ideas:
 - One day of the week, students and teachers can reflect on marbles that were added to their jars in the classroom and give shout outs to peers.
 - On days after a substitute teacher leads the classroom, it might be useful to discuss any trust building or trust breaking behaviors that happened while you were away.

