

My Levels of Trust & Trustworthiness LE 25

[Relationship Skills & Healthy Relationships](#)

To Teachers:

If students have recently completed the Assessing My Relationships LE ([Relationship Skills & Healthy Relationships](#)), it may not be necessary to do this learning experience since students evaluated the extent to which they demonstrate all of the qualities, characteristics, and behaviors of healthy and unhealthy relationships, including being trusting and trustworthy. This learning experience would only be used if you wanted to focus on their levels of trust and trustworthiness and/or the levels of trust within the class or group as a separate issue or come back to the issue of trust in the future after students have completed the Healthy Relationships Learning Experience ([Relationship Skills & Healthy Relationships](#)). It is recommended that the Trusting & Being Trustworthy Learning Experience ([Relationship Skills & Healthy Relationships](#)) be completed first.

If you have not already done so, please review the Introduction to Teaching Healthy Relationships and Relationship Skills ([Relationship Skills & Healthy Relationships](#)) for suggestions on teaching social-emotional skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES.

The purpose of this learning experience is to help students determine their levels of trust and trustworthiness, what behaviors have facilitated the development of trust, and what specific behaviors have hindered the development of trust or destroyed it. Students will also identify qualities, characteristics, and behaviors they have exhibited that have facilitated and hindered the development of trust. In addition, they will develop an understanding of the extent to which significant others in their life demonstrate these qualities, characteristics, and behaviors.

Procedure/Directions

1. Have students complete the Trust Questionnaire below, followed by the Trust Summary Questions below. The Trust Summary Questions can be answered without completing the Trust Questionnaire.
2. Process their answers on the Trust Questionnaire to the extent to which you feel comfortable doing so. Obviously, processing their answers to the Trust Questionnaire requires a certain level of trust by at least some members of the class. You can use the Thumb O Meter or the Are You Someone Who techniques to get nonverbal responses to the questions.

The Thumb O Meter technique is usually best when students sit in a configuration where they can see one another. Read the following while demonstrating the technique: To what extent do I trust this class (in general) and feel comfortable self-disclosing and being my true self in this class? If your trust level is very low (1), turn your thumb down and turn it around; if it is low (2), turn it down. If your trust level in this class is moderate (3) turn your hand parallel to the ground. If your trust level is high (4), turn your thumb straight up, and if your trust level is very high (5), turn your thumb straight up and turn it around. Next, ask volunteers who think the trust level is high or very high to share what behaviors or qualities are exhibited in class that contribute to their high or very high trust level. Next, ask volunteers who think the

trust level is low or very low what behaviors or qualities are exhibited in class that contribute to their low or very low trust level in this class.

The Are You Someone Who technique is best used when there are multiple questions. Have students stand in a circle as you read the question and ask them to step forward for 2 seconds if the question applies to them. For example, step forward if your trust level is very low or low (1 or 2). Next, step forward if your trust level in this class is moderate (3). Step forward if your trust level is high or very high (4 or 5). Next, ask volunteers who think the trust level is high or very high to share what behaviors or qualities contribute to their high or very high trust level. Next, ask volunteers who think the trust level is low or very low what behaviors or qualities are exhibited that contribute to their low or very low trust level in that class.

Suggested Follow-Up Learning Experience

1. Collect the Group Trust Questionnaire and tabulate the scores for the extent to which the students trust class members (question # 1), the behaviors they identified to make it easier to trust, and those that should be avoided. Tabulate the scores for the extent to which the students are trustworthy in class (question # 2), the behaviors they identified as more trustworthy, and those they need to avoid. Report the results to the class and discuss them. If you don't want to collect this learning experience, you could distribute 3 X 5 cards and have them anonymously answer question # 1 on one side and question # 2 on the other, making sure they label each answer to make it easier to sort. Collect the cards, tabulate the results, and report back and discuss the results during the next class.

Follow-Up Projects: Applying Trusting & Trustworthy Behaviors In Real-Life Situations

It is not enough to have students only use skills in class. They must be given opportunities to apply real-life skills outside of class. The process of using skills in real-life situations, processing the results, and modifying their response is necessary and must be continuous and ongoing.

1. Have students, based on their answers to the "Trust Summary Questions," develop a goal using the My Goals Log LE and the My Goals Log ([SES Projects Module](#)). Using the My Goals Log allows students to change their behavior and develop goals that do not require much analysis or the exploration of alternatives and choices. The My Goals Log can be used to have students develop goals and evaluate their success at the midpoint and again at the end of the project.
2. Have students develop and implement the Healthy Relationships Project ([SES Projects Module](#)) for a behavior that builds trust they currently don't use or use consistently and/or to eliminate a behavior they currently use that destroys trust. This project aims to facilitate behavior change in ways students have identified as important to them in real-life situations. It is a more extensive project than the My Goals LE. It requires students to monitor their progress over time using self-monitoring charts and making self-assessments of their effort, their progress, and/or the extent to which they completed the project. Examples of possible goals, based on their answers to the "Trust Summary Questions," include:
 - From question # 2: 2 things they could do in this class to be more trustworthy and to make others feel more comfortable, self-disclosing, and being their true selves in this class and/or 2 things they could stop doing in this class to be more trustworthy and to make others feel more comfortable, self-disclosing, and being their true selves in this class.

- From question # 4: 2 things they could do in general to be more trustworthy and to make others feel more comfortable self-disclosing and being their true selves and/or 2 things they could stop doing, in general, to be more trustworthy and to make others feel more comfortable, self-disclosing, and being their true selves?
- From questions # 6 & 8: 2 things they could do with my friends (or a specific friend) to be more trustworthy and to make them feel more comfortable, self-disclosing, and being their true selves, and or 2 things could I stop doing with my friends or a specific friend to be more trustworthy and to make them feel more comfortable, self-disclosing, and being their true selves?

Trust Questionnaire

1. The Extent To Which I Trust This Class. To what extent do I trust this class (in general) and feel comfortable self-disclosing and being my true self in this class?

1-----2-----3-----4-----5
Very Low Low Moderate High Very High
Level of Trust Level of Trust

If people in this class were to do 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self in this class, I suggest that they...

If people in this class were to stop doing 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self in this class, I suggest that they...

2. The Extent To Which I Am Trustworthy In This Class. To what extent do I exhibit trustworthy behaviors to the people in this class to make others feel comfortable self-disclosing and being their true selves in this class?

1-----2-----3-----4-----5
Very Untrustworthy Moderately Trustworthy Trustworthy Very Trustworthy
Untrustworthy

What 2 things could I do in this class to be more trustworthy and to make others feel more comfortable self-disclosing and being their true selves in this class?

What 2 things could I stop doing in this class to be more trustworthy and to make others feel more comfortable self-disclosing and being their true selves in this class?

3. The Extent To Which I Trust People In General. To what extent do I trust people in general and feel comfortable self-disclosing and being my true self?

1-----2-----3-----4-----5
Very Low Low Moderate High Very High
Level of Trust Level of Trust

If people, in general, were to do 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self, I suggest that they...

If people, in general, were to stop doing 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self, I suggest that they...

4. The Extent To Which I Am Trustworthy In General. To what extent do I exhibit trustworthy behaviors, in general, to make others feel comfortable self-disclosing and being their true selves?

1-----2-----3-----4-----5
Very Untrustworthy Moderately Trustworthy Trustworthy Very Trustworthy
Untrustworthy

What 2 things could I do in general to be more trustworthy and to make others feel more comfortable self-disclosing and being their true selves?

What 2 things could I stop doing, in general, to be more trustworthy and to make others feel more comfortable self-disclosing and being their true selves?

5. The Extent To Which I Trust My Friends. To what extent do I trust my friends and feel comfortable self-disclosing and being my true self with them?

1-----2-----3-----4-----5
Very Low Low Moderate High Very High
Level of Trust Level of Trust

If my friends were to do 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self, I suggest that they...

If my friends were to stop doing 2 things to make it easier to trust them and for me to feel comfortable self-disclosing and being my true self, I suggest that they...

6. The Extent To Which I Am Trustworthy With My Friends. To what extent do I exhibit trustworthy behaviors with my friends to make others feel comfortable self-disclosing and being their true selves?

1-----2-----3-----4-----5
Very Untrustworthy Moderately Trustworthy Trustworthy Very Trustworthy
Untrustworthy

Trust Summary Questions

1. What is trust?

2. To what extent do I trust this class (in general) and feel comfortable self-disclosing and being my true self in this class? Circle your response.
 1. Very high level of trust
 2. High level of trust,
 3. Moderate level of trust,
 4. Low level of trust
 5. Very low level of trust.

3. What are the behaviors, qualities, and characteristics that are exhibited in this class that contribute to your level of trust or lack of trust?

4. To what extent do I exhibit trustworthy behaviors to the people in this class to make others feel comfortable self-disclosing and being their true selves in this class? Circle your response.
 1. I behave in a very trustworthy way in this class
 2. I behave in a trustworthy way in this class
 3. I behave in a moderately trustworthy way in this class
 4. I behave in an untrustworthy way in this class
 5. I behave in a very untrustworthy way in this class

- 5 List the behaviors, qualities, and characteristics that increase trust in relationships (including in groups).

6. List the behaviors, qualities, and characteristics that decrease trust in relationships (including groups).

7 In this group, what do others need to do so that you are more trusting of them and are more willing to self-disclose and be yourself?

8. In this group, what do I need to do so that others trust me more and are more willing to self-disclose and be themselves?