

A well-functioning group is a trusting group. This skill station asks students to identify trustworthy behaviors and provides the opportunity to practice them during class.

Trust



Trust is risky business. Trust in your group can result in great rewards (better grades, increased understanding, greater enjoyment). Trustworthy people are competent and principled. Trust can also be broken through untrustworthy acts. In order for your group to succeed you need to trust others but also be worthy of other's trust.

Fill in the table with behaviors you use when you trust someone [Trusting] and other behaviors that increase other's trust in you [Trustworthy].

TRUSTING	TRUSTWORTHY

List rewards and risks of trusting your group:

REWARDS

RISKS

Practice trusting and trustworthy behaviors when working with your group.

Group Processing

1. What trusting and trustworthy behaviors did you see in your group members today?
2. What could *you* do to improve your trustworthiness?
3. Rate how well **your group** displayed professional behaviors today.

Skill	1 Excellent	2 Good	3 OK	4 Poor
Professionalism				

Trust Teaching Notes



Approximate Time Required

Skill Station: ~10 minutes for introduction and skill station

Group Processing: 5 minutes at end of class session

- A. Explain the Need:** Trust is an important issue for students working in groups. Students generally do not trust each other with their learning. You could begin by acknowledging student's concerns about the risks of trusting their group in class, but emphasize the potential benefits. Explain that they need to be both *trusting* and *trustworthy*. Have some examples for each (see below). You may be able to link these behaviors with other skills stations (Professionalism, encouragement). Trust is built over time. Using this skill station early in the semester helps students consider the impact of their behaviors. You may also want to emphasize that trust is difficult to build, but easy to break. Students should be careful about making decisions that impact the group.

- B. Define and Model:** Students fill in a chart with behaviors that demonstrate trusting and trustworthy behaviors. There is also a question that asks students to identify risks and benefits to trusting your group. You may want students to address this first and use it to stimulate discussion for explaining the skill.

TRUST	TRUSTWORTHY
<ul style="list-style-type: none">• Believe answers from group members• When someone offers to do something, they do it well	<ul style="list-style-type: none">• Follow through on tasks• Promote each other's success• Don't arrive late or leave early

- C. Practice:** Instruct students to be aware of behaviors that demonstrate trusting and trustworthy behavior in lab today.
- D. Evaluation:** Students rate how well they used trusting and trustworthy behaviors in class.
- E. Feedback and Reflection:** Reassure students that they may not trust their group early in the semester, but trust will build during their time together. Ask them to keep focused on the benefits of trust in their group, and to be aware of how their behaviors impact that trust.