

**NOT THE MAN WHO POINTS OUT HOW THE STRONG MAN STUMBLES, OR WHERE THE DOER OF DEEDS COULD HAVE DONE THEM BETTER.**

**THE CREDIT BELONGS TO THE MAN WHO IS ACTUALLY IN THE ARENA, WHOSE FACE IS MARRED BY DUST AND SWEAT AND BLOOD; WHO STRIVES VALIANTLY. . . WHO AT THE BEST KNOWS IN THE END THE TRIUMPH OF HIGH ACHIEVEMENT, AND WHO AT THE WORST, IF HE FAILS, AT LEAST FAILS WHILE DARING GREATLY.**

**-THEODORE ROOSEVELT**

From DARING GREATLY & DARING LEADERSHIP

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**OUTLINE OF UNIT 1: “Daring Greatly”**

Introduction: Setting our Classroom Culture for this Year

Part 1 What is Vulnerability and How does it fit in to Theatre (and life)

Part 2 How do I “Armor Up” to protect myself at school? How can I be more DARING?

Part 3 How does shame show up when I am at school?

Part 4 What does Engaged Feedback Look like in Theatre?

Part 5 Living into My Values

Final Presentation: Share with the Class & Learn about your classmates!

**INTRODUCTION: Setting our Classroom Culture for this Year**

**Exercise 1:** Container Building  Container Building is the process of establishing the ground rules of a group – what rules need to be in place for people to feel safe to communicate and to freely express their ideas and concerns? Taking the time to create a safe container builds trust and improves communication. It provides an atmosphere where team members can be vulnerable and take risks. Consolidate the answers and post them in plain sight. Point out when people aren’t “following the rules.” Answer the following questions on sticky notes.

1. ***What do you need to show up and do the work?***
2. ***What will get in the way of you showing up and doing the work?***
3. ***What does support look like?***

**Exercise 2:** What Stands in the Way Becomes the Way- Leaders identified ten behaviors and cultural issues that get in the way. Write down the three that you think present the most significant barriers to courageous leadership.

1. *We avoid tough conversations, including giving honest, productive feedback.*
2. *Rather than proactively acknowledging and addressing fears and feelings when they show up, we spend an unreasonable amount of time managing problematic behaviors.*
3. *Diminishing trust caused by a lack of connection and empathy.*
4. *Not enough people are taking smart risks or creating and sharing bold ideas*
5. *We get stuck and defined by setbacks, disappointments, and failures. When we don’t make sure that team members are made whole again after conflict, we have team members who are questioning their contribution and value.*
6. *Too much shame and blame, not enough accountability and learning.*
7. *People are opting out of vital conversations about diversity and inclusivity because they fear looking wrong, saying something wrong, or being wrong. Choosing our own comfort over hard conversations is the epitome of privilege, and it corrodes trust and moves us away from meaningful and lasting change.*
8. *When something goes wrong, teams are rushing into ineffective or unsustainable solutions rather than staying with problem identification and solving. Then the same problems continue to surface.*
9. *Team values are too vague rather than actual behaviors that can be taught & measured*
10. *Perfectionism and fear are keeping people from learning and growing.*

Once everyone is done, you’ll use the Turn & Learn to share your top three (everyone shows their sticky at the same time)

Discuss similarities and differences. Do people in different roles have different experiences? Are there two that your team is willing to hold in mind while you’re working through this read-along process?

*Part One* **WHAT IS VULNERABILITY & HOW DOES IT FIT IN TO THEATRE (and life)**

**Exercise 1:** Square Squad

“We need to trust to be vulnerable, and we need to be vulnerable in order to build trust.” Write the names of the people whose opinions really matter to you within the square.



1. *What did you learn from the process of thinking about who belongs in the square?*
2. *Do you, like most of us, find yourself steam-rolling over these important people in your life to gain the acceptance and approval of strangers? If so, what’s one commitment you can make to strengthen the squad and spend less time approval-seeking?*

**Exercise 2:** The Six Myths of Vulnerability



**Part Two:** How do I “Armor Up” to protect myself at school? How can I be more DARING (Courageous)?

**Exercise 1:** Assembling Your Armor

We all use armor to protect ourselves, but that armor is heavy and prevents us from growing, being seen, and being in connection with others. When we’re in fear, or an emotion is driving self-protection, there’s a fairly predictable pattern of how we assemble our armor, piece by piece:

* ***I’m not enough.***
* ***If I’m honest with them about what’s happening, they’ll think less of me or  maybe even use it against me.***
* ***No way am I going to be honest about this. No one else does it. Why do I have to put myself out there?***
* ***Yeah. Screw them. I don’t see them being honest about what scares them. And they’ve got plenty of issues.***
* ***It’s actually their issues and shortcomings that make me act this way. This is their fault, and they’re trying to blame me.***
* ***In fact, now that I think about it, I’m actually better than them.***

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**Exercise 2:** The Cave You Fear to Enter

1. What is your personal call to courage as a leader? Be specific. *Ex. I want to be braver about sharing ideas and practices from my classroom schoolwide.*

***02.*** What is the cave you fear to enter and why? *Ex. My cave is having hard conversations with colleagues at school.*

**Exercise 3:** Armored Leadership versus Daring Leadership

*“Courage is contagious. To scale daring leadership and build courage in teams and organizations, we have to cultivate a culture in which brave work, tough conversations, and whole hearts are the expectation, and armor is not necessary or rewarded.”***- Brené Brown**

***Exercise Instructions:***

* *For each of the 16 elements on the model on the next two pages, rate your school’s culture on the spectrum of Armored Leadership (1 point) to Daring Leadership (4 points). You can refer back to the book for fuller explanations of the concepts.*
* *As a team, decide on the two most daring and the two most armored behaviors your school displays.*
* *Dig into the cultural norms influencing these behaviors. For example, what are the rewards for daring versus armored leadership?*
* *What is one shared commitment that everyone can make as a group to create a more daring leadership culture?*

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**Part Three:** How does shame show up when I am at school?



**Part Four:** What does Engaged Feedback Look like in Theatre?







**Part Five:** Living into My Values

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FINAL PRESENTATION:

TELL THE CLASS A STORY....

Pick one of the Story-sharing options below

1. Option #1- Tell us a story about someone earning a marble in your marble jar.
2. Option #3- Tell us a story about a time you were vulnerable & took a risk.
3. Option #4- Tell us a a story about a time you “armored up” to avoid taking a risk.
4. Option #5- Tell us a story about a Daring Leader in action (could be you or someone who led you).
5. Option #6- Tell us a story about a time you lived your values when it was not easy to do.

Rules for your story-share:

It must be a true story.

Your story can be comedic, dramatic, suspenseful, intriguing .... or a mix of everything. No matter what, tell the story with HIGH ENERGY. Pick a story you can tell with energy. If you are bored, your audience will be too. If you CARE, your audience will care too!

If there are any other people that come up in your story, you must ask their permission before sharing that story. You must have their permission to say their names (Or they can give you permission to share the story, but change their name to keep anonymous)

It must be a minimum of 2 minutes long and a maximum of 4 minutes long. YOU WILL BE TIMED WITH A TIMER to make sure you do not go over!

Be creative- use visual aides- either email files to Mrs. Greffen to show on the projector screen (images, sound effects, video clips) or Bring in a visual aide to share (props, items from home, photos, costumes, colorful posterboard)

Adhere to the “Boundaries Disclaimer” of Vulnerability. Avoid “over-sharing” (see Glossary below for definition reminder, as discussed in class). Choose your story carefully, thinking about WHY you want the audience to hear this particular story.

GLOSSARY OF KEY TERMS & DEFINITIONS

**Vulnerability-** Uncertainty, risk, and emotional exposure. it’s having the courage to show up, fully engage, and be seen when you can’t control the outcome.

WHY risk vulnerability? It is the path to courage, trust, innovation, and many other daring leadership skills.

\*\*OVERSHARE DISCLAIMER- Vulnerability minus boundaries is not vulnerability. We have to think about what we’re sharing, why we’re sharing, and, equally important, with whom. Does sharing this make sense? Why is it important for me to share this? We don’t overshare.

**Connection-** The energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.

**Generosity-** Extending the most generous interpretation to the intentions, words, and

actions of others. The assumption of generosity is believing that people are doing the best that they can.

**Empathy** builds trust and increases connection

• We don’t need first-hand experience of an event to extend empathy—we don’t need to have been dumped, or fired, or lost a parent or sibling or partner to relate. If you’ve ever felt grief, disappointment, shame, fear, loneliness, or anger, you’re qualified to extend empathy.

• Empathy is the brave choice to be with someone in their darkness—not to race to turn on the light so we feel better.

Empathy Skills

• #1: To see the world as others see it, or perspective taking

• #2: To be nonjudgmental

• #3: To understand another person’s feelings

• #4: To communicate your understanding of that person’s feelings

• #5: Mindfulness

**True Belonging-** True belonging is believing in and belonging to yourself so deeply that you can share your most authentic self with the world and find sacredness in both being a part of something and standing alone. ***True belonging doesn’t require you to change who you are; it requires you to be who you are.***

**Living into my Values-** a value is a way of being or believing that we hold most important. Living into our values means that we do more than profess our values, we practice them. We walk our talk- we are clear about what we believe and hold important, and we take care that our intentions, words, thoughts and behaviors align with those beliefs.

**Integrity-** Choosing courage over comfort; choosing what is right over what is fun, fast or easy; and choosing to practice our values rather than simply professing them.

**Wholehearted Living-** Engage in life from a place of worthiness.

Cultivating the courage, compassion and connection to wake up in the morning and think,

*No matter what gets done and how much is left undone, I am enough*.

At the end of the day, think *yes I am imperfect and vulnerable and sometimes afraid, but that doesn’t change the truth that I am also brave and worthy of love and belonging.*

**Healthy striving-** Healthy striving is the practice of trying to be better, while understanding thatperfection does not exist.

• The underlying motivation for healthy striving is self-improvement, not gaining the approval of others.

**Self-compassion**

• It is essential that we learn how to be empathic toward ourselves, that we meet

mistakes with kindness rather than shame.

Self-kindness (being warm and kind to ourselves in the face of failure rather than punishing); common humanity (the idea that we are not alone, and that suffering and feelings of personal inadequacy are something most of us share)

**Self-kindness:** Talk to yourself the way you’d talk to someone you love. We are much more likely to trash-talk ourselves than we are to belittle others. Stop doing that! Practice self-kindness.

**Shame-** The intensely painful feeling or experience of believing that we are

flawed and therefore unworthy of love, belonging, and connection.*I am bad. I am a mess.*Examples: perfectionism, favoritism, gossiping, back-channeling, comparison, self-worth tied to productivity, harassment, discrimination, power over, bullying, blaming, teasing, cover-ups.

bullying others, criticizing subordinates in front of colleagues, delivering public reprimands, reward systems that intentionally embarrass, shame, or humiliate.