



**SEL Competency:  
Responsible  
Decision-Making**  
Professional Learning  
Series Module 4

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# Welcome & Please Sign In





# Activating Activity

# Introduction to the Playbook

## Professional Learning Playbook: Adult Social Emotional Learning

Prepared by the Michigan Department of Education with support from the Region 8 Comprehensive Center – June 2023



## Module 4: Responsible Decision-Making

### Agenda

| Topic   | Time       |
|---|------------|
| <a href="#">Activating Activity: Four Corners</a>   | 15 minutes |
| Session Overview  | 10 minutes |
| <a href="#">Reflection Activity: Definition and Benefits of Responsible Decision-Making</a> | 10 minutes |
| <a href="#">Explore and Discover Activity: Case Scenario</a>                                | 30 minutes |
| <a href="#">Organize and Integrate Activity: Reflection and Most Important Point</a>        | 30 minutes |

### Activating Activity: Four Corners

**Purpose:** To practice responsible decision-making skills while developing social awareness skills.

**Directions:**

- Select which one of the four seasons—spring, summer, fall, winter—resonates with you the most and go to that corner in the room (or if a virtual session, use breakout rooms).
- Once in the breakout room, discuss why your selected season is the best; why you chose it.

# Activating Activity:

➤ **Purpose:** To practice responsible decision-making skills while developing social awareness skills.

➤ **Directions:**

- > Select which one of the four seasons—spring, summer, fall, winter—resonates with you the most and go to that breakout group.
- > Once in the breakout group, discuss why your selected season is the best; why you chose it.
- > Identify a spokesperson to make the case for the group’s choice to the larger group for 30 seconds.
- > Come back to collectively plead the group’s case in 30 seconds.

# Group Discussion





# Session Overview

# Group Norms

- Collaborate with ideas
- Listen fully and reflectively
- Speak your truth
- Accept the challenge
- Be responsible for your impact on the room
- Be ok with non-closure
- Have fun



## Professional Learning Series Goal

*To increase your capacity  
around the five CASEL  
competencies.*

# Session Outcomes

## Participants will increase:

- Their understanding of what adult responsible decision-making is and why it is important
- Their ability to reflect on their own practice and encourage others to do the same
- Their ability to recognize opportunities to demonstrate and model their own skills

## CASEL SOCIAL AND EMOTIONAL LEARNING COMPETENCIES



# Session Agenda

- **Welcoming & Activating Activity**
- **Session Overview**
- **Review and Reflection Activity**
  - *Definition and Benefits of Responsible Decision-Making*
- **Explore and Discover Activity**
  - *Case Scenario*
- **Organize and Integrate Activity**
  - *Reflection and Most Important Point*
- **Closing Activity**





# **Reflection Activity**

*Definition and Benefits of  
Responsible Decision-Making*

## Reflection Activity (cont.)

Take a minute to write down in your playbook (p. 31):

- » Your definition of responsible decision-making
- » Your perspective on the significance of responsible decision-making
- » Your ideas of ways equity and perspective-taking fit within responsible decision-making



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# The Definition of Responsible Decision-Making

Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

Return to your playbook (**p. 31**) and rate yourself from 1 to 5 on how close your definition matched the one above (1=not at all close, 5=very close/exact).

# Personal SEL Reflection: Responsible Decision-Making

| Responsible Decision-Making |  | Very difficult | Difficult | Easy | Very easy |
|-----------------------------|--|----------------|-----------|------|-----------|
| PROBLEM ANALYSIS            | I can gather relevant information to explore the root causes of problems identified within our school community.   |                |           |      |           |
|                             | I can recognize the need to continually grow, to examine the status quo, and to encourage new thinking in our school community.  |                |           |      |           |
|                             | I can involve others who are impacted, especially those who are historically underrepresented in decision-making, to <b>explore a problem collaboratively</b> before choosing a solution or launching a new project. |                |           |      |           |
| IDENTIFYING SOLUTIONS       | I can involve others who are impacted, especially those who are historically underrepresented in decision-making, to <b>generate multiple solutions and predict the outcome</b> of each solution to key problems.    |                |           |      |           |
|                             | I can find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.   |                |           |      |           |
|                             | I can consider how my choices will be viewed through the lens of the young people I serve and the community around them.   |                |           |      |           |
| REFLECTION ON IMPACT        | I can take time for self-reflection & group reflection on <b>progress toward goals &amp; the process used</b> .  |                |           |      |           |
|                             | I can consider how my personal and professional decisions impact the lives of others.  |                |           |      |           |
|                             | I can help to make my personal and professional community a better place.  |                |           |      |           |





# Explore & Discover Activity 1

*Case Scenario*

# Revisit the Case Scenario

» Purpose: To clarify and deepen your understanding of Responsible Decision-Making.



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# Revisit the Case Scenario (cont.)

## » Directions

- > Individually, take 10 minutes to read the case scenario in your playbook on **pages 42–46**.
- > Pay close attention for responsible decision-making.
- > As you read the scenario, use the table in your playbook (**p. 32**) to list examples and non-examples of responsible decision-making evident in the case.



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# Small Group Discussion

- Discuss occurrences when the adults in the story chose responsible decision-making.
- Share your own personal experience of a time when you did (or did not) use responsible decision-making skills.
- How have you noticed self-awareness and self-management influencing your responsible decision-making (i.e., when you are stressed/tired versus rested/calm)?
- If time permits, identify examples of self-awareness and self-management in the case.

# Whole-Group Debrief

- What surprised you as you did your own responsible decision-making reflection?
- What's the significance of responsible decision-making?
- How does equity influence your responsible decision-making?





# **Organize & Integrate Activity**

*Reflection & Most Important Point*

# Organize and Integrate Activity

» **Purpose:** To reflect on today's learning and how to integrate it into practice.

» **Directions:** Individually, reflect in writing on **page 33** of your playbook to the following questions

- As you think about the scenario, reflect on your values. How are your values reflected in your decisions, both professionally and personally.
- Take a moment to consider what you've learned today through the activities and self-reflection. How has your perspective on responsible decision-making shifted?
- What changes you will make, both professionally and personally, to strengthen your skills?
- What is one step you will commit to in order to strengthen your decision-making skills?



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# Small Group Dialogue

In small groups, share any “Aha!” moments you had today, and any other reflections on the day that you feel comfortable sharing.







## Provide Feedback on Today's Session!



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