



SEL Competency: Responsible Decision-Making

Professional Learning
Series Module 4



Photo is for illustrative purposes only. Any person depicted in the photo is a model.

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
Activating Activity: Four Corners	15 minutes
Session Overview	10 minutes
Reflection Activity: Definition and Benefits of Responsible Decision-Making	10 minutes
Explore and Discover Activity: Case Scenario	30 minutes
Organize and Integrate Activity: Reflection and Most Important Point	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



This Photo by Unknown Author is licensed under [CC BY](#)

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 explore a problem collaboratively 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 generate multiple solutions and predict the outcome 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 progress toward goals & the process used.				
	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.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

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.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

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?



This photo by Unknown Author is licensed under CC-BY-SA-NC

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!



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education, by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.