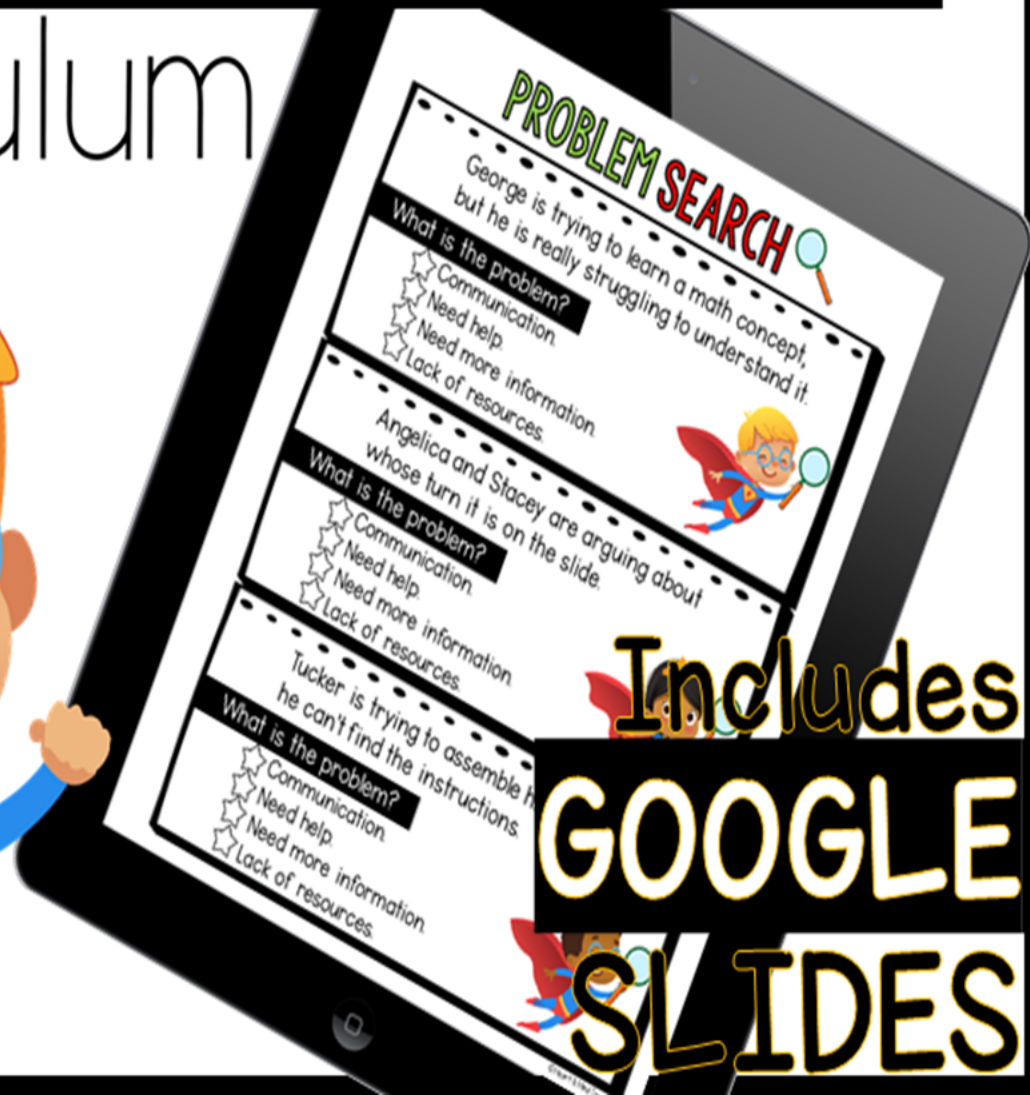


# SOCIAL EMOTIONAL LEARNING

Responsible Decision-Making  
Curriculum



Includes  
**GOOGLE  
SLIDES**

# SOCIAL EMOTIONAL LEARNING

## Responsible Decision Making

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# SOCIAL EMOTIONAL LEARNING

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Hi, I'm Caleb.  
My superpower is  
Responsible Decision-Making.

That means I have the ability to  
make good choices about my  
behavior. I consider the well-  
being of myself and others

Responsible  
Decision-making  
includes:

- ★ Identifying Problems
- ★ Analyzing Situations
- ★ Solving Problems
- ★ Evaluating
- ★ Reflecting
- ★ Ethical  
Responsibility



# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Identifying Problems

#### Session Objective:

\*Students will recognize what concerns are causing conflict or difficulties.

#### Materials:

\*Pencils

\*Handouts

#### Guiding Questions:

\*Why is it important to be able to identify a problem?

\*How can identifying problems help in the problem-solving process?

#### Session Details

\*Say "I would like to introduce you to Caleb, he is a social-emotional learning superhero. His superpower is responsible decision-making. That means he has the ability to make good choices about his behavior. He also considers the well-being of others. We are going to explore with Caleb the six parts of responsible decision-making which is identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.

\*Say "We are going to be talking about one of Caleb's superpowers today, his ability to identify problems. Identifying problems is the ability to determine what the issue or concern is that is causing conflict or troubles. This is really important in the decision-making process because you must be able to spot problems to properly plan to get to a solution or make a good decision. Often, just identifying what the problem really is can almost lead you to the solution. We will start by discussing what identifying problems is and is not. (Review the accompanying handout). Now let's help Caleb do a problem search and practice identifying problems. (Complete the Problem search handouts). Let's expand our problem identification to being able to recognize if we find a situation to be a problem or not. These are some situations that people may view differently depending on their own feelings, what one person finds to be a problem may not be a problem to another person. Understanding what would be a problem for us, helps us understand ourselves better to be better decision-makers (Complete the Problem/not a problem handouts).

#### ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)

\*Behavior: Learning Strategies: Demonstrate critical-thinking skills to make informed decisions (B-LS I)

#### SEL Competencies:

\*Responsible Decision-making: Identifying problems.

# IDENTIFYING PROBLEMS

Being able to determine what the issue or concern is that is causing conflict or troubles.

Identifying Problems is...



Looking at a situation and determining what the concern is.



Considering if more information is needed.



Taking into consideration the feelings of each individual person.



Identifying Problems is not...



Solving the problem.



Thinking that problems are viewed the same from person to person.



Always what is obvious. For ex.- Two brothers always fighting over the remote, the problem appears to be lack of sharing but there may be deeper relationship issues.

# PROBLEM SEARCH



## COMMUNICATION

Some issues could be due to a misunderstanding between people. This could mean the instructions or information were not clear or a person is upset because of lack of communication and compromise.

## NEED HELP

There are certain problems that need adult or peer help. Either it is a task that requires more than one person, or it is something that an adult has to provide guidance with.

## NEED MORE INFORMATION

The problem may be because there is not enough knowledge or information known about the topic. This problem may need more research or experience to accomplish.

## LACK OF RESOURCES

Some problems require certain things, materials, or resources to complete. Without them, it may not be possible to complete.

# PROBLEM SEARCH

George is trying to learn a math concept, but he is really struggling to understand it.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Angelica and Stacey are arguing about whose turn it is on the slide.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Tucker is trying to assemble his bike, but he can't find the instructions.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.





# PROBLEM SEARCH

Tim is about to start his science project but realizes he does not have a poster board.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Stephanie accidentally hurts her friend's feelings, now her friend won't talk to her.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Kevin is upset when his teacher asks them to get out their markers because he left his supply box at home.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



# PROBLEM SEARCH

Taylor sees a situation that is scary, he does not know what to do.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Giselle is upset and tells her friend she is mad at her. Her friend does not understand why.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Darren needs a computer to print his paper out on, his printer is broken right now.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



# PROBLEM SEARCH

Jason has been trying hard to learn his spelling words and is struggling. He does not know what to do.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Christina is building a robot but lost the instructions.

What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



Casey's friend is upset because he said he would do something and did not do it.

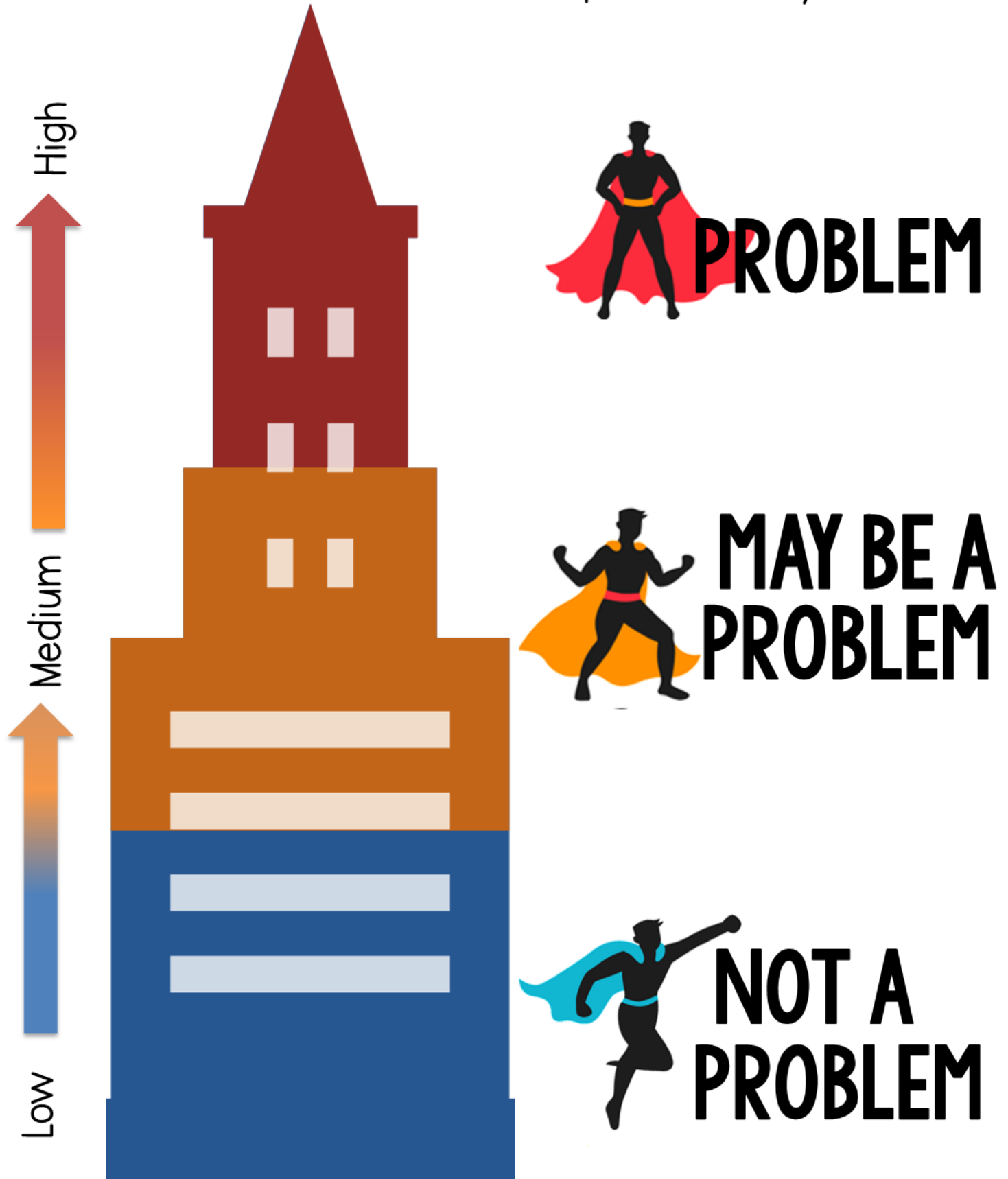
What is the problem?

- ☐ Communication.
- ☐ Need help.
- ☐ Need more information.
- ☐ Lack of resources.



# PROBLEM OR NOT A PROBLEM?

What is the level of the problem for you?





# PROBLEM OR NOT A PROBLEM?

Everything impacts us differently. Something that is a problem for you, may not be a problem for others. Identifying problems is the first step in better understanding ourselves and improving our problem-solving skills. Read these scenarios and think if it would be a problem for you or not.

A classmate bumps into you while trying to get something out of his bag.

Circle how you would feel about this situation:



Your friend splashes you with the water from the water fountain.

Circle how you would feel about this situation:



A classmate does not laugh at your joke.

Circle how you would feel about this situation:



Your teacher asks you to read out loud in front of the class.

Circle how you would feel about this situation:



Your friend keeps passing notes to you, even though you asked her to stop.

Circle how you would feel about this situation:



# PROBLEM OR NOT A PROBLEM?

Everything impacts us differently. Something that is a problem for you, may not be a problem for others. Identifying problems is the first step in better understanding ourselves and improving our problem-solving skills. Read these scenarios and think if it would be a problem for you or not.

You lend your friend a pencil, and she does not give it back.

Circle how you would feel about this situation:



You do not get invited to a birthday party of a classmate.

Circle how you would feel about this situation:



Your brother tells you the ending of a movie you want to watch.

Circle how you would feel about this situation:



Your teacher says she has to call your parent about something you did.

Circle how you would feel about this situation:



You get a bad grade on a test.

Circle how you would feel about this situation:



# PROBLEM OR NOT A PROBLEM?

Everything impacts us differently. Something that is a problem for you, may not be a problem for others. Identifying problems is the first step in better understanding ourselves and improving our problem-solving skills. Read these scenarios and think if it would be a problem for you or not.

Your friend does not keep a promise they made to you.

Circle how you would feel about this situation:



Someone makes fun of your clothes.

Circle how you would feel about this situation:



Your mom reminds you for the third time to clean your room.

Circle how you would feel about this situation:



Your teacher says you can't go to recess because you did not do your homework.

Circle how you would feel about this situation:



Your brother takes something from your room without asking.

Circle how you would feel about this situation:



# PROBLEM OR NOT A PROBLEM?

Everything impacts us differently. Something that is a problem for you, may not be a problem for others. Identifying problems is the first step in better understanding ourselves and improving our problem-solving skills. Read these scenarios and think if it would be a problem for you or not.

You do not get included in the game at recess.

Circle how you would feel about this situation:



You don't know anyone at lunch, so you have to sit alone.

Circle how you would feel about this situation:



Your parent forgets to do something they said they would do.

Circle how you would feel about this situation:



Your teacher moves your seat and it's away from your friend.

Circle how you would feel about this situation:



Your cousin is visiting from out of town and you have to share a room.

Circle how you would feel about this situation:





# PROBLEM OR NOT A PROBLEM?

Everything impacts us differently. Something that is a problem for you, may not be a problem for others. Identifying problems is the first step in better understanding ourselves and improving our problem-solving skills. Read these scenarios and think if it would be a problem for you or not.

It's your turn to be line leader, and someone else is in front.

Circle how you would feel about this situation:



Your mom packed broccoli for lunch, and you don't like broccoli.

Circle how you would feel about this situation:



You forgot to do your homework last night.

Circle how you would feel about this situation:



You miss the finale of your favorite T.V. Show.

Circle how you would feel about this situation:



You don't get the gift you wanted for your birthday.

Circle how you would feel about this situation:



# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Analyzing Situations

#### Session Objective:

\*Students will recognize the problem and determine strategies to put in place to overcome the problem.

#### Materials:

- \*Pencils.
- \*Handouts.

#### Guiding Questions:

- \*Why is it important to carefully analyze a situation?
- \*How can analyzing situations from different viewpoints help to make better decisions?

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Learning Strategies: Gather evidence and consider multiple perspectives to make informed decisions. (B-LS 9)

#### SEL Competencies:

- \*Responsible Decision-making: Analyzing situations.

#### Session Details

\*Say "We are going to be talking about another one of Caleb's superpowers today, his ability to analyze situations. This means he can consider the problem carefully by thinking about the size and cause of the problem and identify strategies to overcome it. This is a very important skill in making responsible decisions because it is the pause we take between knowing there is a problem and doing something about the problem. This makes a difference in the result. Let's start by discussing what analyzing situations is and is not. (Review the accompanying handout). Looks like Caleb needs our help learning about different types of problem solving. (Review the handout). How we approach a problem largely alters the result, having an assertive approach will likely lead to a positive conclusion versus passive or aggressive approaches. Let's practice this (complete the type of problem-solving handouts). Even if you are the best problem solver, like Caleb, you often may come across some Problem-solving roadblocks. These are things that happen to throw us off course. Let's practice recognizing some roadblocks that come up so we can distinguish and overcome them in the future. (Complete roadblock handouts).

# ANALYZING SITUATIONS

Considering the problem carefully by thinking about the size and cause of the problem and identifying the strategies to put in place to overcome the problem

Analyzing Situations is....



Considering what is causing the problem.



Thinking about what you need to do to solve the problem.



Thinking about how you are going to solve the problem and what could get in your way.



Analyzing Situations is not...



Only looking at the possible positive outcomes.



Ignoring what could go wrong and possible consequences.



Only considering your point of view.

# TYPES OF PROBLEM SOLVING



## ASSERTIVE

- Looks for many different ways to solve problems, not just one way.
- Considers other's perspectives.
- Compromises to find a good solution for all.



## PASSIVE

- Tries to avoid conflict.
- Does not speak up for fear of causing problems.
- Avoids situations or people that might cause them to be in conflict.



## AGGRESSIVE

- Only sees their own view as correct.
- Intimidates others to do what they want.
- Takes control of the situation or conflict.
- Uses a forceful tone and comes across as pushy or bossy.



# TYPES OF PROBLEM SOLVING

John ignores his classmates when they make fun of his shoes. His feelings are really hurt.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Julia overhears someone spreading a rumor about her friend, she pushes the person to the floor and tells them to never say that again.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Laura wants to use the computer, but Tanya is on it and does not want to get off. Laura suggests they share the computer.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Frank sees someone take his pencil without asking him for permission. He walks over to them and demands that they return it, in a scary intimidating voice.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?



# TYPES OF PROBLEM SOLVING

Lately Julio's best friend has been acting distant and not talking to him. He does not know why so he just avoids him completely.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Michael is the group leader for the project and is making all the decisions for the group, a few people tried to speak up, but he just tells them he is right and they are wrong.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Cal is part of a group and does not like how the group leader is controlling every decision, he suggests compromises to him to see if they can find a solution that would work for everyone.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?

# TYPES OF PROBLEM SOLVING

Tracy does not like what is happening at recess because a few students are being left out, but she does not want to cause a conflict, so she does not speak up.

What type of problem solving is used here?



**ASSERTIVE**

☐

**PASSIVE**

☐

**AGGRESSIVE**

☐

Explain your reasoning for your answer.

How will this help or hurt solving the problem? What would you do differently?





# PROBLEM SOLVING ROADBLOCKS

Common issues that prevent us from solving problems.

## Blaming

Accusing others instead of owning our part.

## Exaggerating

Making a big deal out of a small thing.

## Need Help

The problem requires peer or adult help to solve.

## Self-Doubt

Doubting your own capabilities, not believing in yourself.

## Upset Feelings

Name calling or threatening that causes our feelings to be hurt.



# PROBLEM SOLVING ROADBLOCKS

Circle the roadblock preventing each problem from being solved.



Joe slips on water spilled from a water bottle and yells at his classmate "You did this on purpose".

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Brandon's group project is not going well, he says to his group "This is the worst project ever!"

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Ashley has been trying to solve this math problem for hours, she cannot seem to do it alone.

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Nina gets in trouble and tells her friend "this is all your fault."

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



# PROBLEM SOLVING ROADBLOCKS

Circle the roadblock preventing each problem from being solved.



Tristin and his brother are arguing, and he calls him a mean name.

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Luis is trying to finish his homework but feels like he can't do it.

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Wilson is arguing with his friend and says, "You better do what I say or else I won't be your friend".

Blaming Exaggerating Need Help Upset Feelings Self-Doubt



Sandra is working to achieve her goal of making the honor roll, she starts to think she is not smart enough to do it.

Blaming Exaggerating Need Help Upset Feelings Self-Doubt





# PROBLEM SOLVING ROADBLOCKS

Circle the roadblock preventing each problem from being solved.



Stephanie is trying to finish a puzzle but can't figure out the last few pieces, she says "This puzzle is impossible."



Laura is working with a classmate at centers and breaks part of the activity, she says "Look at what you have done!"



Alex is arguing with a classmate over whose turn it is to be line leader, he says "You are being a total jerk."



Justine is trying to complete a project, but she does not have all the materials she needs to finish it.







# PROBLEM SOLVING ROADBLOCKS

Circle the roadblock preventing each problem from being solved.



Fiona reads the directions of the activity and decides it is too hard for her to do.



Kristine's sister accidentally stained Kristine's favorite shirt, she tells her sister "You ruined my life."



Maria is struggling to put together a large toy that the instructions say require two people to put together.



Taylor bumps into a person in the hallway who looks upset by it, he just gives him a mean look and says, "watch out".



# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Solving Problems

#### Session Objective:

\*Students will identify ways to solve a problem and solve conflicts.

#### Materials:

\*Pencils.

\*Handouts.

#### Guiding Questions:

\*Why is it important to understand how to solve problems?

\*How can using I statements help to solve conflicts?

#### ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)

\*Behavior: Learning Strategies:

Demonstrate critical thinking skills to make informed decisions (B-LS I)

#### SEL Competencies:

\*Responsible decision-making: Solving problems.

#### Session Details

\*Say "Let's continue to discover more about Caleb's superpowers, today we will learn about his ability to solve problems. This means he determines possible ways that an issue, problem, or conflict can be solved. It is a skill that will be used your whole life and learning how to solve problems will make your life easier. Let's start by discussing what solving problems is and is not. (Review the accompanying handout). Now let's learn about the SODAS conflict resolution method. Using this method can help you to analyze a problem, consider consequences of your options, and then pick a solution. (Complete SODAS handouts, a blank one is included so students can put in their own problem). Let's find out how to communicate more successfully with others during a conflict. This will help solve problems we may have with others and help us make good decisions. The best way to communicate to someone how you are feeling is to use an "I message". The format for this is "I feel (add how you feel here), when you (add what the person did here), because (add why here), I want (add what you want to change here). People are much more likely to listen to you if you use an I message instead of a You message (ex- YOU made me feel sad when you did that). You messages often make people feel defensive, which does not help reach a positive resolution. Let's practice using some I messages (pass out the handouts).

# SOLVING PROBLEMS

Determining possible ways that an issue can be fixed.

Solving Problems is....



Finding multiple ways to address an issue and picking a solution that is the best option.



Considering the advantages and disadvantages to the possible outcomes.



Properly communicating what the issue is.



Solving Problems is not....



Easy and often requires creative thinking.



About getting your way, it's about finding the best option for everyone.



The same for each person, there may be many routes to get to the same desired solution.



# SODAS

Conflict Resolution Method

## SITUATION

What is the problem?

## OPTIONS

What are the different ways you could solve the problem?

## DISADVANTAGES

What are the possible negative outcomes?

## ADVANTAGES

What are the possible positive outcomes?

## SOLUTION

Choose the best option.





You and your classmate both need to use the computer to complete an assignment. You are arguing about who will get to use it since there is only one computer.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



You and your brother both want to watch TV right now but you both want to watch different shows, and there is only one TV.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



You promised to help your friend with her project after school, but you really want to go to the playground instead.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



The class is deciding what game to play at Recess, you want to play dodgeball, but the class decides to play Soccer. You really do not like Soccer.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



You are responsible for walking your dog after dinner, but you are in the middle of winning a video game and you do not want to pause it to walk the dog.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**





You have a big project due tomorrow that will take you all day to work on, but you have been invited to a party and really want to go. If you don't go to the party, your friend might be upset.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



You have a big state test early tomorrow morning, but the big football game is on TV and you want to stay up late to watch it.

Break down the problem using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**



**ADVANTAGES**



**SOLUTION**



Break down a problem you are having using the SODAS method.

**SITUATION**

**OPTIONS**



**DISADVANTAGES**

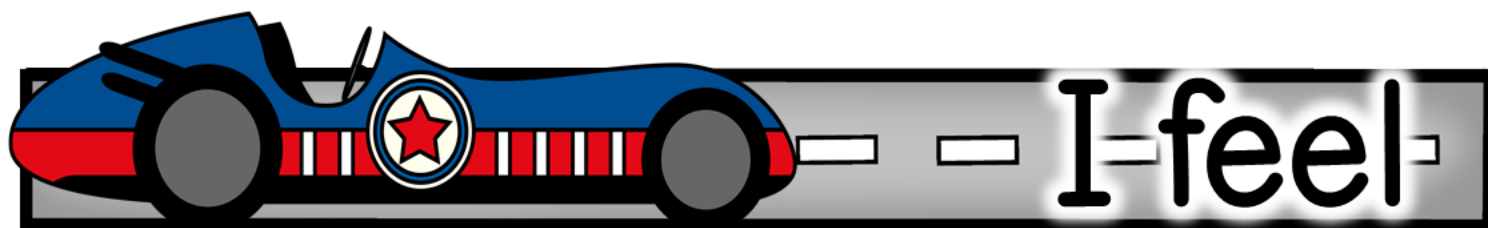


**ADVANTAGES**

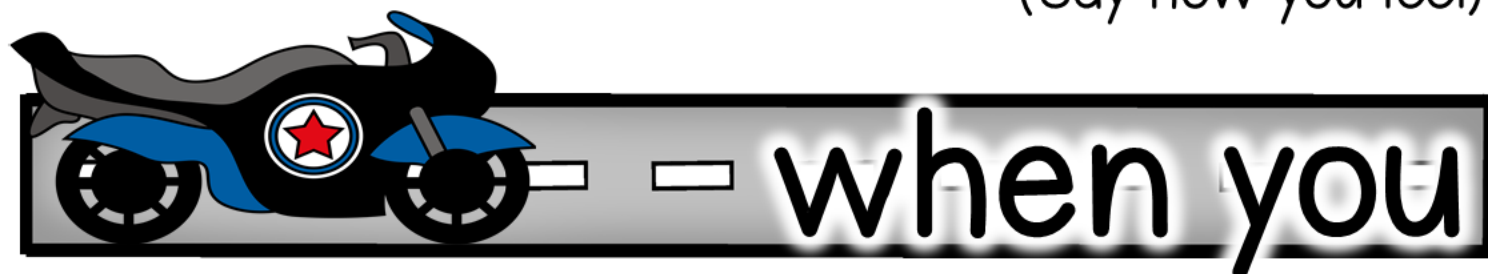


**SOLUTION**

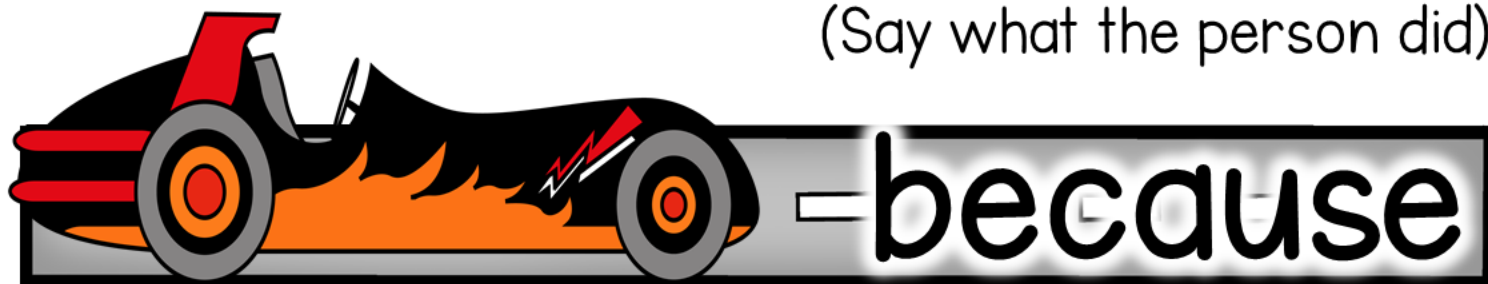
# TRAVEL FROM PROBLEM TO SOLUTION USING I STATEMENTS



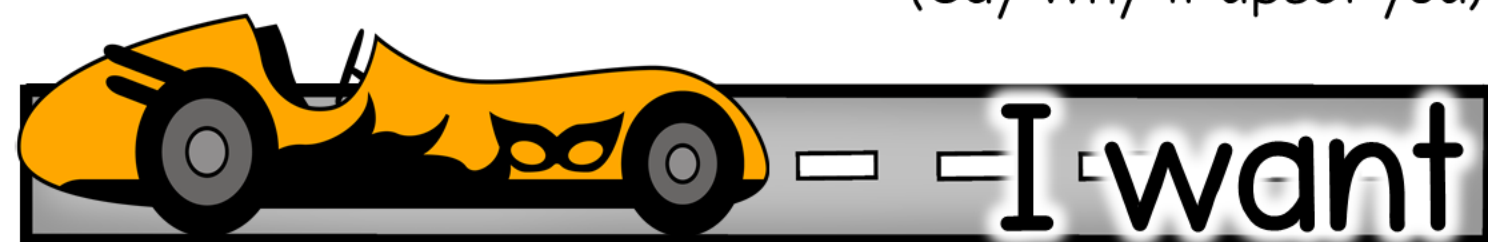
(Say how you feel)



(Say what the person did)



(Say why it upset you)



(Say what you want to change)

# TRAVEL FROM PROBLEM TO SOLUTION

Your parents said they were going to take you to the ice cream shop, but they never did.



I feel

when you

because

I want

--	--	--	--

You were in line in the cafeteria and your classmate cut in front of you in the line.



I feel

when you

because

I want

--	--	--	--

You are upset because your friend made fun of your outfit today.



I feel

when you

because

I want

--	--	--	--



# TRAVEL FROM PROBLEM TO SOLUTION

Your teacher said you could be classroom helper this week but instead put someone else as the helper.



I feel

when you

because

I want

--	--	--	--

Your classmate is mad at you and pushes you out of their way.



I feel

when you

because

I want

--	--	--	--

You are arguing with your brother and he calls you a mean name.



I feel

when you

because

I want

--	--	--	--

# TRAVEL FROM PROBLEM TO SOLUTION

You try to join in on a game at recess, but they say you cannot play with them.



I feel

when you

because

I want

--	--	--	--

You and your friend disagree about how to play a game. You are frustrated.



I feel

when you

because

I want

--	--	--	--

Your sister goes in your room without asking you, you are upset.



I feel

when you

because

I want

--	--	--	--

# TRAVEL FROM PROBLEM TO SOLUTION

Your friend says they are mad at you for something you did.



I feel

when you

because

I want

--	--	--	--

Your parent is not listening to what you are trying to tell them.



I feel

when you

because

I want

--	--	--	--

A classmate blames you for something you did not do.



I feel

when you

because

I want

--	--	--	--

# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Evaluating

#### Session Objective:

\*Students will determine the quality something is worth based on a set of standards.

#### Materials:

\*Pencils  
\*Handouts

#### Guiding Questions:

\*Why is it important to evaluate something carefully?  
\*How is evaluating important to the decision-making process?

#### Session Details

\*Say "The next aspect of responsible decision-making is evaluating. This means determining the quality or worth of something using a set of standards. Properly evaluating something means looking at both the positive and negative aspects of a decision and reviewing all the information in order to judge it properly. Let's talk more about what Evaluating is and is not. (Review the Evaluating is/is not handout). Evaluating is a process, it starts with a problem then you move to the solution and then you consider what the consequences were for that action. Once you have done that, you can properly determine if this was the best option made. Let's practice this by evaluating the outcomes of given situations and thinking about what the possible consequences could be. (Complete Evaluate the outcome handouts). Everyone here is familiar with the grading system we use in school to evaluate student work with. We can use that same grading system to evaluate these superheroes dealing with a conflict. Give them an "A" if they did great at problem solving, a "C" if they need a bit more help with this problem, or an "F" if they did a terrible job problem solving. (Complete the Grade the Superhero handouts).

#### ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)  
\*Behavior: Learning Strategies: Gather evidence and consider multiple perspective to make informed decisions. (B-LS 9)

#### SEL Competencies:

\*Responsible decision-making: Evaluating.



# EVALUATING

To determine the quality or worth of something using a set of standards.

Evaluating is....



Judging the significance of something.



Reviewing all the information and judging it to your standards.



Looking at the pros and cons of the decision that was made.



Evaluating is not....



Only looking at the negatives.



Only looking at the positives.



Judging before you have all the information.



First, evaluate the problem.  
Then, evaluate the chosen solution.  
Think about the consequences of that solution.  
Lastly, determine if it was a good solution or not.



# EVALUATE THE OUTCOME

## PROBLEM

You need to study for a test but also want to attend a party tonight.

## SOLUTION

You decide to go to the party.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

You promised your parent that you would clean your room, but you don't feel like doing it.

## SOLUTION

You don't clean your room.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?



# EVALUATE THE OUTCOME

## PROBLEM

You are supposed to rehearse lines for your part in the school play, but you are really tired.

## SOLUTION

You decide to go to sleep and not practice your lines.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

You have a big test early tomorrow morning, but you want to stay up late and watch TV.

## SOLUTION

You go to bed early and plan to watch TV tomorrow.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?



# EVALUATE THE OUTCOME

## PROBLEM

You and your friend are arguing about what game to play.

## SOLUTION

You decide to play the game your friend wants to play.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

You and your brother are arguing over who has to take out the trash today.

## SOLUTION

You both leave the trash there and no one takes it out.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?





# EVALUATE THE OUTCOME

## PROBLEM

Your classmate is upset because you borrowed his eraser and did not give it back.

## SOLUTION

You give the eraser back and apologize and promise not to do it again.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

Your teacher partners you up with someone you don't like.

## SOLUTION

You tell the teacher that you do not want to work with her.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?



# EVALUATE THE OUTCOME

## PROBLEM

You forget to do your homework last night.

## SOLUTION

You quickly copy the work from a classmate.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

Your parent asks you to do the dishes, but you are in the middle of winning a video game.

## SOLUTION

You pause the video game so you can do the dishes.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?



# EVALUATE THE OUTCOME

## PROBLEM

You and a classmate accidentally break the teacher's coffee mug.

## SOLUTION

You blame the classmate.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

## PROBLEM

You say something that hurts your friend's feelings.

## SOLUTION

You ignore her and hope she lets it go.

## CONSEQUENCES

Do you think the solution was a good one? Why?

What could be an alternative solution for this problem?

# GRADE THE SUPERHERO

Can I have the toy you are playing with?



No, I had it first. Go find another toy.



But I really want to play with that one.



How about we play with it together and share it.



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!

# GRADE THE SUPERHERO

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!

You were supposed to clean up and now we are all in trouble!



It's not my fault! You could help me clean!



No, it's your job. You should do it, not me.



Whatever, I am not doing it!



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?



# GRADE THE SUPERHERO

We need to decide who will do what for our group project.



I want to be the presenter.



Well, I really wanted to be the presenter.



Ok, you can be the presenter, I don't mind.



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!

# GRADE THE SUPERHERO

Did you just bump into me?



Yea, but it was an accident. Calm down.



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!

Well, it really hurt my shoulder you know.



GET OVER IT!



What would you recommend they do differently to be better problem solvers?

# GRADE THE SUPERHERO

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!

Why did you take my pencil without asking me?



Oh come on, you have like a million pencils.



You should still ask me if you want to use one.



Well I'm sorry I did not ask you first. Can I please use it?



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?



# GRADE THE SUPERHERO

Can I use the computer now, you have been on it all morning!



No, I need it to do my work.



A= Great problem solving!  
C=Need a little more help at solving this problem.

F= Terrible problem solving!

Well I need it to do my work too, so GET OFF or I will unplug it!



Oh yea? I dare you to!



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?

# GRADE THE SUPERHERO

You said that we could play the game that I wanted to play this time



But this game is my favorite, can't we just play it!



Well that's not really fair because it's my turn.



Oh well, you can have a turn another time.



Evaluate the problem solving of these two superheroes.

What grade would you give them based on how they resolved their problem?

GRADE: \_\_\_\_\_

Why did you give them this grade?

What would you recommend they do differently to be better problem solvers?

A= Great problem solving!  
C=Need a little more help at solving this problem.  
F= Terrible problem solving!



# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Reflecting

#### Session Objective:

\*Students will identify the impact of a decision, the positive and negative results.

#### Materials:

- \*Pencils
- \*Handouts

#### Guiding Questions:

- \*Why is it important that we reflect back on our decisions?
- \*How does reflecting teach us lessons for the future?

#### Session Details

\*Say "Another aspect of responsible decision-making is reflecting. This means thinking deeply or carefully about something that has happened or a decision that was made. John Dewey once said that "We do not learn from experience, we learn from reflecting on experience." What he means is that when we think back about our decisions, and what we did right or wrong, this teaches us for the future how we should proceed. What should we do more of that went right or what to never do again because it went wrong. These lessons learned are how we grow as better decision-making individuals. Let's talk about what Reflecting is and is not. (Review the Reflecting is/is not handout). Think about your reflection in the mirror, what do you see there versus how you really see yourself. This is how we must also reflect on our choices. We have to reflect on them truthfully, looking at both the good and the bad. Think about a recent decision, problem, or conflict and let's reflect on it. (Complete the Mirror Reflecting handouts). Part of being able to reflect back on our own choices, is being mindful of our own thoughts and feelings. There are many ways you can practice mindfulness, let's do a few activities together and you can decide which mindfulness practices you want to use in your life. (Complete Mindfulness handouts).

#### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Learning strategies: Gather evidence and consider multiple perspective to make informed decisions. (B-LS 9)

#### SEL Competencies:

- \* Responsible decision-making: Reflecting.

# REFLECTING

Thinking deeply or carefully about something that happened.

Reflecting is...



Considering all routes or options and thinking about both positive and negative outcomes.



Stopping to allow yourself time to think and be mindful.



Being honest with one's own accomplishments and mistakes.



Reflecting is not...



Quickly considering how you did and moving on, instead it's taking the time to really think deeply.



Ignoring what can be improved or learned from this situation.



Only looking at what did not go well.

WE DO NOT LEARN  
FROM EXPERIENCE  
WE LEARN FROM  
REFLECTING  
ON EXPERIENCE

-John Dewey



# MIRROR REFLECTING



I am working towards...

What worked well?

What did not work well?

What can I change to improve?

What is most important here?

I want to remember...



# MIRROR REFLECTING

I am reflecting on this behavior or action I took:

---

What were the results of  
my behavior or action?

What will I do differently in the future?

This is what I learned from this:



# SUPER MINDFULNESS

Think about what happened today. Did anything happen that made you feel sad or angry? When you think of something that upset you, blow the lanterns and imagine them floating away.



# SUPER MINDFULNESS

Tap the buildings going one by one.

As you go, take a slow deep breath in and out.

Try to imagine something you find peaceful or calming as you go from building to building.

When you get to the last building, after you take a slow deep breath, say a personal Mantra to yourself.

Such as "I am strong", "I am smart", "I am beautiful", "I am loved", "I am worthy", "I am capable", "I am special."



# SUPER MINDFULNESS

Look at the sun, think about what went right today and what could have gone better. Now look at the moon, picture it in your mind and think about things you want to go right tomorrow. What will you do? What are you looking forward to?



What went right today?  
What could have gone better?

What will you do tomorrow?  
What are you looking forward to?

# SUPER MINDFULNESS

## BREATHING

You can use your breath to calm yourself by deep breathing into your belly.

## SENSORY

Focusing on your senses makes you feel more in control. Listen to calming music or nature sounds, use sensory objects like glitter jars or play-doh.

## MOVEMENT

Use Yoga or Meditation to calm your body and mind.

## GUIDED IMAGERY

Use your imagination, close your eyes and picture a calm place in your mind.





# SUPER MINDFULNESS

Pick one Mindfulness practice to start with:  
(put a check mark in front of your answer)

**BREATHING**

**SENSORY**

**MOVEMENT**

**GUIDED IMAGERY**

How are you going to do this?

When and where are you going to do this?





# SOCIAL EMOTIONAL LEARNING

## Responsible Decision-Making

### Ethical Responsibility

#### Session Objective:

\*Students will identify ethical decision making and social responsibility.

#### Materials:

\*Pencils  
\*Handouts

#### Guiding Questions:

\*Why is it important to be responsible?  
\*How does showing good character help your life?

#### ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)  
\*Behavior: Social Skills: Demonstrate ethical decision making and social responsibility. (B-SS 5)

#### SEL Competencies:

\*Responsible decision-making: Ethical responsibility.

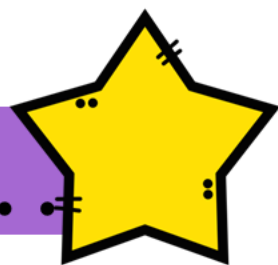
#### Session Details

\*Say "The last aspect of responsible decision-making is having ethical responsibility. This means being accountable for your actions and those actions should benefit society as a whole, not just yourself. It's about showing good character traits like being trustworthy, respectful, responsible, caring, fair and being a good citizen. It's about doing what is right, not what is easy and thinking about how your actions will impact others. Let's review what Ethical responsibility is and is not (Review the Ethical Responsibility is/is not handout). Superheroes have good character, that's what makes them so super! They focus on six areas of character. Let's go through those character traits and talk about why they are each important. Then, let's go through some scenarios and determine if they were showing good character or not. (Complete Superheroes with character handouts). Now let's dive deeper into what it means to be responsible. Being responsible is very important to a superhero because like the famous Spiderman quote says, "With great power, comes great responsibility". Let's review some ways that you can be responsible in different areas in your life, and then pick some that you want to start doing so you can be a superhero too! (Complete What Responsibility means to me Handouts).

# ETHICAL RESPONSIBILITY

Being accountable for your actions and those actions should benefit society as a whole, not just yourself.

Ethical Responsibility is...



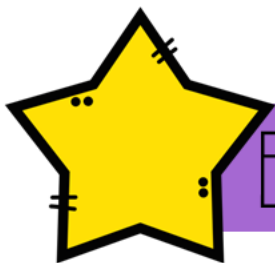
Showing good character.



Doing what is fair and right, not what is easy.



Thinking about the consequences of your behavior and how it impacts others.



Ethical Responsibility is not...



Doing what is only best for you.



Doing what is wrong and justifying your actions with excuses.



Always the same and can change depending on the situation. (Ex.- speeding is not safe, but if you are speeding to get an injured person to the hospital it might be acceptable).

# SUPERHEROES WITH CHARACTER



**TRUSTWORTHINESS**

**RESPECT**



**RESPONSIBILITY**



**FAIRNESS**



**CARING**



**CITIZENSHIP**



# SUPERHEROES WITH CHARACTER

---

Was it TRUSTWORTHY?

Was it RESPECTFUL?

Was it RESPONSIBLE?

Was it FAIR?

Was it CARING?

Was it BEING A GOOD  
CITIZEN?

# SUPERHEROES WITH CHARACTER

John had nowhere to put his trash in the car, so he threw it out the window.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?



# SUPERHEROES WITH CHARACTER

Casey lost her agenda and does not bother to look for it.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown  
or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Keeley borrowed a sweater from Cassie and never returned it to her.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Justin promised he would clean his room, but instead plays video games all day long.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Yesenia sees Christian being teased on the playground, she does nothing.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Caitlin finds money on the library floor. She turns it into the librarian.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?



# SUPERHEROES WITH CHARACTER

Juan accidentally breaks his teachers' pencil. He explains what happened to her and apologizes.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Josh knows he is supposed to wear a helmet when he rides his bike, but he decided not to wear it because it's uncomfortable.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Olivia's classmate has been waiting to read the book she has borrowed from the library, so Olivia returns it early so that her classmate can read it.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?

# SUPERHEROES WITH CHARACTER

Paulina forgets to do her homework, and when her parents ask her about it, she blames it on her sister for distracting her.

Was it **TRUSTWORTHY?**

Was it **RESPECTFUL?**

Was it **RESPONSIBLE?**

Was it **FAIR?**

Was it **CARING?**

Was it **BEING A GOOD CITIZEN?**

Which character trait was shown or not shown in the example?  
Explain your answer.

What would you do differently?



# WHAT RESPONSIBILITY MEANS TO ME

Caleb's superpower is responsible decision-making. It is very important as a superhero to be responsible. Like the famous Spiderman quote says, "With great power, comes great responsibility". Here are some ideas for how you can be responsible in different areas in your life.

## AT SCHOOL

- Do your homework
- Listen to your teacher.
- Be a classroom helper.
- Help a classmate.
- Keep your area tidy.
- Clean up after lunch.
- Come prepared to school.
- Follow the rules.

## AT HOME

- Keep your room tidy.
- Do your chores without your parents having to remind you.
- Make healthy choices.
- Return your library books on time.
- Help to care for a pet.

## IN YOUR COMMUNITY

- Pick up litter.
- Return money you found.
- Recycle.
- Volunteer.
- Help someone in need.
- Be respectful.

## WITH YOUR FRIENDS

- Be kind.
- Keep a promise.
- Apologize if you hurt someone.
- Help with a task.
- Compromise and cooperate.
- Return something you borrowed





# WHAT RESPONSIBILITY MEANS TO ME

Think of things that you already do that show responsibility in your life.

These are things I do that are responsible:

**AT SCHOOL**

**AT HOME**

**IN YOUR COMMUNITY**

**WITH YOUR FRIENDS**



# WHAT RESPONSIBILITY MEANS TO ME

Now think of one thing you want to do to be MORE responsible in these areas of your life.

This is something I am going to start doing to be more responsible:

**AT SCHOOL**

**AT HOME**

**IN YOUR COMMUNITY**

**WITH YOUR FRIENDS**



# WHAT RESPONSIBILITY MEANS TO ME

Make a plan to put your Responsibility Superpower into action!

## AT SCHOOL

I want to be responsible by:

My plan to achieve this:

## AT HOME

I want to be responsible by:

My plan to achieve this:

## IN YOUR COMMUNITY

I want to be responsible by:

My plan to achieve this:

## WITH YOUR FRIENDS

I want to be responsible by:

My plan to achieve this:

WITH GREAT  
POWER  
COMES GREAT  
RESPONSIBILITY

-Voltaire



# GOOGLE CLASSROOM

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

**1** Click here  [SEL Responsible Decision Making](#)

**2** You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



**3** Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

**4** Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

**5** From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

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Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

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# ABOUT THE AUTHOR



Hi, I'm **Ashley**  
**SCHOOL COUNSELOR**  
**Blogger & Creator**

I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to two young boys.

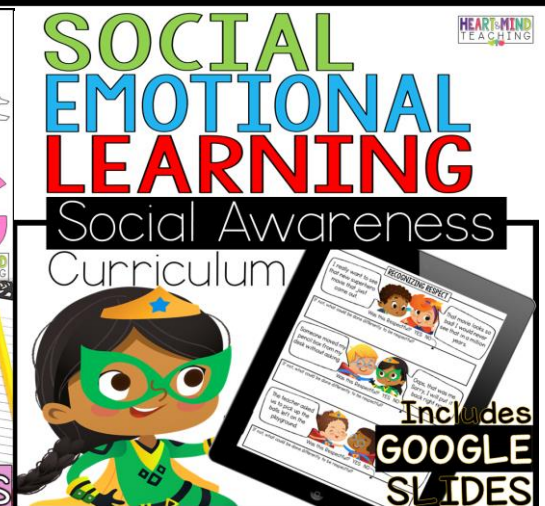
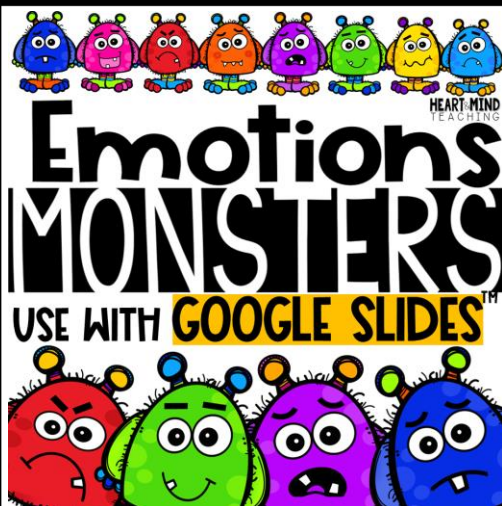
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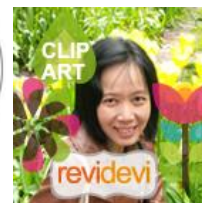
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