

COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING (CASEL)

INTEGRATING RESPONSIBLE DECISION MAKING IN THE CLASS

Students will be able to...

- Recognize and understand their obligation to engage in ethical, safe, and legal behaviours.
- Identify and develop one's values to promote honesty, reliability, and accountability.
- Consider ethical standards, safety concerns, and social norms impacting decision-making.
- Apply a shared norm of treating others as you want to be treated to decision-making.
- Make effective decisions and choices following a systematic process.

What can teachers do in Lessons and Instruction?

- Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
- Give students problem scenarios (e.g., a friend asks you to let them copy your homework) and ask them to work in groups or pairs to decide what they would decide.
- Explicitly identify the steps for solving a problem. Walk through the steps of problem-solving in response to hypothetical situations.
- Define responsibility and related terms (ethical, safe, values, honesty).
- With middle and high school students, discuss higher-order values – impact on the environment, being a good citizen, and ways to help the community or school.
- Read current events, discuss if the decisions are ethical, and evaluate against clearly defined ethical criteria.

What can teachers do through Ongoing Teaching Practices?

- Model good decision-making.
- Give students authentic feedback for making good decisions.
- Support students through the steps of deciding age-appropriate ways anytime they face a choice or decision.
- Examine problems or moral situations from literature and examine other alternatives and impacts.
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.



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What can teachers do through Ongoing Teaching Practices?

- Develop and enforce class rules and shared norms, discussing them routinely.
- Model appropriate behaviours based on norms and rules.

REFERENCES AND RECOMMENDED READING

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<https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

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