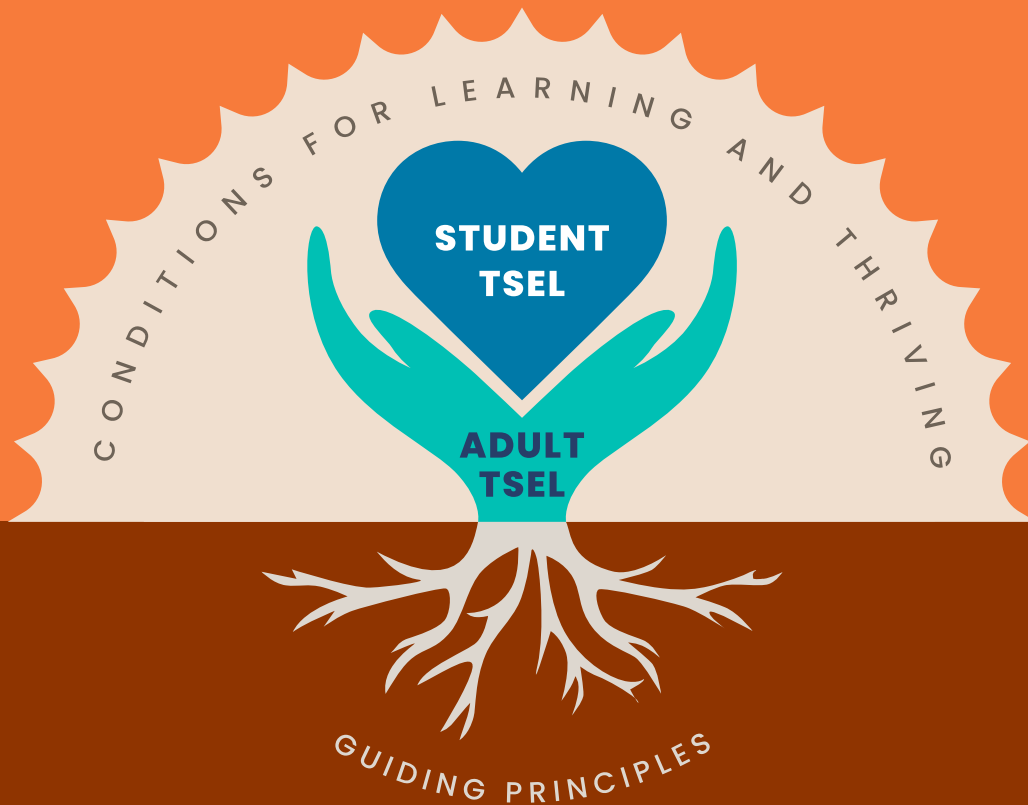


Responsible Decision-Making & Curiosity



The following resource is designed to support a structured facilitation session based on content from the eight asynchronous Transformative Social and Emotional learning (SEL) professional learning modules. Each session seeks to develop collective understandings of Transformative SEL practices and competencies in a group setting. School and district facilitators are to adapt this guidance to lead groups of educators in lesson-planning, reflection and more.

This Collaborative Learning Session (CLS) is scheduled to take 60 minutes, with optional extension activities that would lengthen the session to 80 minutes.

Learning Module Overview

In the Responsible Decision-Making & Curiosity Module, educators will explore the vital role of curiosity in fostering responsible decision-making as part of Oregon's Transformative SEL Framework, Standard 5. Participants will engage with strategies and scenarios that highlight how curiosity can deepen understanding, support perspective-taking and lead to more thoughtful choices. Through discussion, reflection and real-world application, educators will practice noticing and nurturing curiosity in themselves and their students to build more inclusive, compassionate and reflective learning environments.

Participation in the Responsible Decision-Making & Curiosity Module is not required for participation in the CLS, but it is highly recommended.

Adaptive Facilitation

The agenda, activities and resources included in this guide are intended to spark inspiration in facilitators. Facilitators may adapt these materials to better suit the context of educators they are supporting. This guide refers to the [Transformative SEL Facilitator Spark Tool](#) which facilitators can use to scaffold reflection, integration and activity planning.

Transformative SEL Guiding Principles

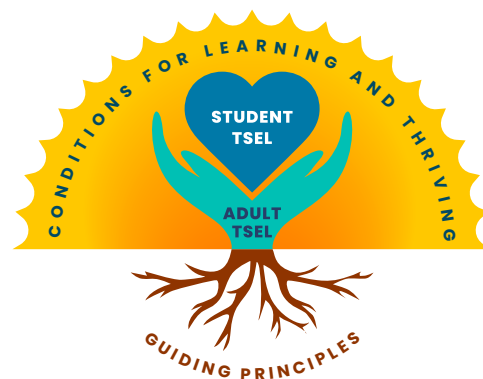
Figure 1. Guiding Principles



Guiding Principles (Figure 1) represent the roots of the Transformative SEL learning ecosystem (Figure 2), serving as the foundational values and beliefs that can lead to fruitful interactions, communication and decision-making.

A transformative approach to facilitating each CLS will attend to the Guiding Principles. Facilitators can embed **culturally responsive** education in sessions by affirming and honoring the knowledge, experiences and cultures that adults bring to the space. Opportunities for dialogue and relationship-building are built into each

Figure 2. Transformative SEL Framework



session so that participants can learn more about each other and facilitators can harness the collective wisdom present in each session. A **community responsive** approach ensures that facilitators give educators time to check in, challenge and engage with the content as needs, interests and tensions become apparent. Facilitators can uplift their own learning journeys with the content while supporting educators to engage in productive discourse pertaining to mindset shifts. Facilitation that is **strengths-based** affirms the perspectives and contributions of participants as assets for deepening Transformative SEL learning. These sessions represent unique opportunities for collaborative, reciprocal learning and problem-solving that humanizes the concepts through applied activities and scenarios. Facilitators can be **trauma-informed** by prioritizing trust-building activities that promote positive relationships, while also creating transparent, predictable and positive routines for new learning to regulate participants' brains, minds and bodies. Facilitation that is **grounded in neuroscience and the science of learning and development** builds on evidence about neuroplasticity and neurodiversity to appreciate and build on each adult's potential for learning while encouraging participants to show up as their authentic selves. When facilitated with these principles in mind, each CLS can spark curiosity in educators, encouraging continued exploration and iteration in the classroom.

Signature Practices

Figure 3. Signature Practices



Inclusive Welcome

Engaging Strategy

Intentional Close

A transformative approach to SEL is an ongoing process and practice of how adults and students show up for one another throughout the learning ecosystem. This guide describes how facilitators can use Signature Practices (Figure 3) as an entry point to putting the Guiding Principles into action throughout each CLS. In response

to frequently asked questions such as “What does SEL look like?” and “How can we start?”, the Collaborative for Academic, Social, and Emotional Learning (CASEL) developed three Signature Practices: **Inclusive Welcome**, **Engaging Strategies** and **Intentional Close**. Facilitators will interweave each practice into learning experiences for adults, opening each session with an Inclusive Welcome that builds community and sets the stage for learning, embedding Engaging Strategies throughout the session to support adults in connecting content to their own learning experiences, and closing sessions with opportunities for reflection, shared sense-making or identifying next steps through an Intentional Close.

Preparing for the Responsible Decision-Making & Curiosity Session

Before the session, practice curiosity. Review the materials: *Powerful Questions* handout, Olivia Odileke's article *Using Micro-Inquiry Tasks to Spark Curiosity*, and the *Golden Line Protocol*. Preview the optional video *Curiosity is an Invitation* by Cassini Nazir to decide whether to include it. Set up the space to support pair and small-group discussion and reflect personally on how curiosity shows up in your own life to model vulnerability and engagement during the opening activity.

Agenda and Participant Tool


Materials





- ⦿ Printed articles and handouts
 - [Powerful Questions](#)
 - [Using Micro-Inquiry Tasks to Spark Curiosity by Olivia Odileke](#)
 - [Golden Line Protocol](#)
- ⦿ Notebooks or papers and pens or pencils for notetaking
- ⦿ Whiteboard, chart paper or Padlet
- ⦿ Optional video: [Curiosity is an Invitation](#) by Cassini Nazir






Learning Goals

- ⦿ Reflect on and activate personal curiosity as a foundation for cultivating curiosity in the classroom, recognizing its role in educator well-being and student engagement.
- ⦿ Explore and apply strategies, including powerful questioning and micro-inquiry tasks, that foster curiosity and inquiry-based learning across daily teaching practices and learning experiences.
- ⦿ Connect curiosity to responsible decision-making by identifying practical ways to support students in demonstrating curiosity, making informed choices and evaluating the impact of their actions in personal, social and collective contexts.

Agenda

TIME	SIGNATURE PRACTICE	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
10m	 Inclusive Welcome	<p>Grounding</p> <p>Welcome participants to the space. Share that they will kick off learning about curiosity and responsible decision-making by reflecting on how curiosity shows up in their own lives.</p> <p>Based on your learning space and materials, show a short clip from Cassini Nasir's Curiosity is an Innovation (minute 6:31–6:55) talk, or share the quote below:</p> <p>“The English word curiosity comes to us from the word ‘cura’ which means ‘to care.’ That curiosity encompasses and embraces caring has powerful and profound implications. A disciplined curiosity can bring care to those whom we care about as well as that which we care to build.”</p> <p>Invite participants to take 2 minutes to respond to the prompts:</p> <ul style="list-style-type: none"> When was the last time you got really curious about something? How did your curiosity reflect what you care about? How did the experience make you feel? <p>Facilitator tips:</p> <ul style="list-style-type: none"> Model vulnerability by sharing an example from your own experiences of belonging and othering. Emphasize that participants control what they share. Note that this is an opening reflection that the group will build on throughout the day. <p>Introduce Purpose and Goal of the CLS</p> <p>Begin by sharing the language of Standard 5: Responsible Decision Making and Curiosity: “Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.”</p>	

15m	 Engaging Strategy	<h3>Practicing Curiosity Through Questions</h3> <p>Remind participants that curiosity isn't a fixed trait—everyone has the capacity for it. Curiosity can be nurtured or diminished depending on the environment and experiences.</p> <p>There are many ways to practice and cultivate curiosity. One way is through powerful questions.</p> <p>Share the resource: Powerful Questions</p> <div>  Pairs <ul style="list-style-type: none"> Ask participants to read the criteria for three types of powerful questions and the starter list of powerful questions. Participants can then ask each other a question from the list. </div> <div>  Whole Group <p>After trying out the questions in pairs, move back to the whole-group discussion to brainstorm powerful questions for asking students.</p> </div>	Powerful Questions Chart paper (optional to capture powerful questions in the classroom)
15m	 Engaging Strategy	<h3>Expanding Our Toolkit</h3> <p>Explain that participants began this inquiry by exploring Powerful Questions, most of which were relational in nature. Now, they will shift focus by reading an article that explores strategies for fostering curiosity around classroom content, both for students and themselves as educators.</p> <p>Introduce the Golden Line Protocol, letting participants know how to use this protocol to support their reading of Using Micro-Inquiry Tasks to Support Curiosity.</p>	Golden Line Protocol Using Micro-Inquiry Tasks to Support Curiosity

15m	 Engaging Strategy	<h3>Connecting Curiosity & Responsible Decision-Making</h3> <p>There are three practices in Standard 5:</p> <ul style="list-style-type: none"> 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments. 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information. 5C: Anticipate, reflect and evaluate the impact of one's choices and contributions in promoting personal, family and community well-being. <div>  Individual Ask participants to review the practices and brainstorm how these practices might look in their classroom. </div> <div>  Pairs Invite participants to work in pairs or trios to explore and represent how they can support these practices in their classroom. They can use poster paper, digital whiteboard or slides to map and capture their ideas. </div> <div>  Whole Group Display the visuals for the whole group to see. </div>	<p><u>Oregon's Transformative SEL Standards</u></p> <p>Chart paper, digital white board or slides, to map and capture ideas.</p>
5m	 Intentional Close	<h3>I Am Curious</h3> <p>Adapting CASEL's "I Am Curious" activity, ask participants to complete the sentence, sharing aloud with a partner, in small groups or with the whole group:</p> <ul style="list-style-type: none"> I am curious about... <p>After participants share, ask them to consider and capture responses to this sentence on sticky notes that they will take with them:</p> <ul style="list-style-type: none"> After today, I am making a decision to... <p>Express your gratitude for their presence and contribution today, and then close out the session on time.</p>	

Facilitator Spark Tool

Each Collaborative Learning Facilitator Guide provides specific, useful strategies to use with K–12 educators and staff. CLS agendas are written with a range of staff audiences and learning contexts in mind. Facilitators may need to adapt portions of the agendas for timing, learner familiarity with session context and group sizes or spaces. The [Facilitator Spark Tool](#) is intended to support facilitators as they integrate Transformative SEL into their professional learning practices. This tool offers reflective prompts, planning tools and adaptable strategies that align with CASEL’s Three Signature Practices and Oregon’s Transformative SEL Guiding Principles. By centering educators’ identities, experiences and well-being, the tool helps foster professional spaces that model the competencies we aim to cultivate in students.

Extension Guidance and Activities

- If time allows, create space for longer engagement with the texts and in discussions. Encourage participants to dig deeper and apply their learning in their own contexts. Participants can create their own list of power questions for curiosity to use with their students.
- Continue to explore the connection between curiosity and decision-making by watching and discussing [Curiosity is an Innovation](#) by Cassini Nazir.

Resources and Support Materials

- Oregon Department of Education. (2023). *Oregon’s Transformative Social and Emotional Learning Framework & Standards*. [https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20\(2\).pdf](https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20(2).pdf)

Powerful Questions¹

Asking Questions

Journalist, designer, researchers and community organizer Scott Shigeoka has found that there is a clear and simple way to foster curiosity within a group: encourage and reward asking questions, rather than only the act of answering them. This can be applied to the classroom where often students are primarily rewarded for answering questions with a right answer.

Three criteria for questions that support curiosity

1. The question is open-ended.

Typically starting with words like Why or What, open-end questions can't be solved with single-word answers like "yes" or "no".

- ⦿ **Quick Judgement:** So you are saying you didn't do the homework?
- ⦿ **Thoughtful Decision-making:** Which part of the assignment challenged you the most?

2. The question is rooted in genuine interest or concern.

If you ask something in a way that inauthentic or lacks care, many people will pick up on it, even through nonverbal cues.

- ⦿ **Quick Judgement:** Why didn't you follow the rules?
- ⦿ **Thoughtful Decision-making:** Can you help me understand what happened in that moment?

3. The question is original.

This means avoiding cliches or what you might hear regularly. Research has found that we pay longer and closer attention to novel stimuli, so asking a question that feels fresh is a much more interesting way to engage.

- ⦿ **Quick Judgement:** What do you want to be when you grow up?
- ⦿ **Thoughtful Decision-making:** What's a problem in the world you'd love to help solve someday?

¹ Shigeoka, S. (2023). Seek: How curiosity can transform your life and change the world.

Starter Pack: Powerful Questions

When we are practicing outward curiosity with others, it is easy for us to slip into autopilot and ask questions of shallow curiosity like: How's it going? or What's new? Instead push yourself to make a list and ask powerful questions that maximize the possibilities for deep curiosity.

When writing for adults, Shigeoka offers the following questions:

- ⦿ What is bringing you joy right now?
- ⦿ What is most on your heart or mind right now? Why?
- ⦿ What reminds you of "home"?
- ⦿ What are some simple things you do to bring more ease and rest into your life?
- ⦿ Who is a person in your life that's helped you get to where you are today?

Create a List of Questions for your Classroom:

Golden Line Protocol

Directions

- ⦿ Read and annotate the article.
- ⦿ Pay particular attention to these places in the text:
 - Where the text raises questions for you
 - Where it confirms what you already believe
 - Where it makes you say “Aha!”
 - Where it conflicts with your beliefs
 - Where it causes you to reconsider prior assumptions
- ⦿ Choose two different “golden lines” that you want to share with the team. (You will only share one, but two gives you a choice, depending on what other team members may have already offered.)

Discussion Guidelines

Golden Line

- ⦿ Each team member: Read aloud your golden line.
- ⦿ Direct team members to its exact location in the text, and explain why you chose that line and its significance to you.
- ⦿ Do not accept comments or questions at this time.
- ⦿ Take no more than one minute.

Last Word

- ⦿ Team members explain the significance of their golden line only after other team members have discussed their own responses to the line. Each nominator of a golden line has the last word.

Schoenbach, R., Greenleaf, C., & Murphy L. (2016). The golden line and last word protocols for discussing a text [Team tool 6.20]. In Leading for literacy: Team tools. In R. Schoenbach, C. Greenleaf, & L. Murphy, Leading for literacy: A Reading Apprenticeship approach. WestEd. <https://readingapprenticeship.org/wp-content/uploads/2022/04/rl-team-tool-6-20-golden-line-protocol.pdf>