

Culturally Responsive

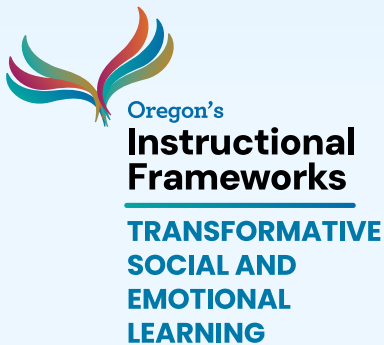
Community Responsive

Strengths-Based

Trauma-Informed

Grounded in Neuroscience
and the Science of Learning

[Oregon's Transformative
Social and Emotional Learning
Framework](#) provides a vision for
how education ecosystems can
support everyone to feel a sense
of belonging, develop agency and
collaborative problem-solving
skills and grow their abilities to
create positive change.



OREGON'S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING
STANDARD 5:

Responsible Decision-Making & Curiosity

“ How can I use this instructional strategy to help students develop their skills with intention? And how can I do it with them instead of to them? —Oregon Education Leader

Responsible decision-making and curiosity refer to an individual's ability to practice critical thinking, address personal and social injustices and reflect on how they impact others' well-being.

Why are responsible decision-making and curiosity important?

Responsible decision-making and curiosity empower individuals to make informed, caring choices that benefit personal, social and collective well-being. These skills allow us to analyze situations critically, approach challenges with empathy and make decisions that promote positive change across various environments and contexts.

Curiosity reflects the need to continuously surface and curate information about oneself in relation to the world around them. It prioritizes informed decision-making based on open-minded investigation that sparks self-development and careful social analysis.

What does this look like?

Practices

Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments

Examples

A high school student wants to research a controversial event. Their teacher encourages them to analyze multiple sources from diverse perspectives, fostering critical thinking.

Practices

Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

Examples

An elementary school teacher reflects on a decision she made during a parent–teacher conference. She wonders whether she fully considered the family’s perspective in their decision-making. She creates a plan to communicate with the family again to better support the student’s needs.

Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family and community well-being

A middle school teacher encourages students to reflect on how their actions can impact the community. He asks students to write about how they plan to contribute to their families or neighborhoods, emphasizing the personal and social impact of their choices.



Pause and Reflect

- How open are you to incorporating different perspectives and ideas? How have you modeled curiosity and critical thinking in your interactions with others?
- Reflect on a recent decision you made that impacted others. Did you ensure that those most impacted by your decision had opportunities to provide input?



Try It Out

- Dedicate time each day to briefly reflect on your decisions and how they impact the well-being of those around you. Consider how those decisions align with your values of fairness, empathy and inclusion.
- Start each meeting or class with a curiosity check-in to reflect on what participants are currently grappling with. Invite students, colleagues or staff to share something they’re curious about related to the topic at hand.

LEARN MORE & SHARE The new [Transformative SEL resources](#) on the Oregon Instructional Frameworks website provide tools and guidance for educators, instructional coaches, school and district leaders, and community members to integrate Transformative SEL into everyday education. Please share these resources with your community!



Access resources and get more information:
oregoninstructionalframeworks.org/TSEL