

2.2 Specialized Knowledge in Adolescent Psychology and Criminology

LEARNING OUTCOMES	<i>At the end of this module, participants will be able to:</i>		
	1. <i>Identify key developmental stages in adolescent psychology (LOTS: LO1 - Remember)</i>	2. <i>Explain cognitive, emotional, and social changes during adolescence (LOTS: LO2 - Understand)</i>	3. <i>Apply developmental theories to analyze adolescent behavior (LOTS: LO3 - Apply)</i>
LEARNING ACTIVITIES	<i>Understanding Adolescent Development</i>	Activity 1	90 min
	<i>Cognitive and Emotional Growth</i>	Activity 2	90 min
	<i>Social Dynamics and Behavior</i>	Activity 3	90 min
	<i>Practical Application in Correctional Settings</i>	Activity 4	90 min
	<i>What is Juvenile Delinquency?</i>	Activity 5	90 min
	<i>Risk and Protective Factors</i>	Activity 6	90 min
	<i>Theories in Action</i>	Activity 7	90 min
	<i>Delinquency in Context</i>	Activity 8	90 min
	<i>What is Trauma?</i>	Activity 9	90 min
	<i>Trauma's Effects on Youth</i>	Activity 10	90 min

<i>Building Resilience</i>	<i>Activity 11</i>	<i>90 min</i>
<i>Self-Care and Support Strategies</i>	<i>Activity 12</i>	<i>90 min</i>
<i>Introduction to Youth Intervention</i>	<i>Activity 13</i>	<i>90 min</i>
<i>Support Techniques for Youth</i>	<i>Activity 14</i>	<i>90 min</i>
<i>Working in Teams for Youth Support</i>	<i>Activity 15</i>	<i>90 min</i>
<i>Reflecting on Intervention Effectiveness</i>	<i>Activity 16</i>	<i>90 min</i>
<i>Introduction to Juvenile Justice Laws</i>	<i>Activity 17</i>	<i>90 min</i>
<i>Understanding Ethics in Corrections</i>	<i>Activity 18</i>	<i>90 min</i>
<i>Real-World Ethical Challenges</i>	<i>Activity 19</i>	<i>90 min</i>
<i>Personal Responsibility and Ethical Growth</i>	<i>Activity 20</i>	<i>90 min</i>

Activity 1: Understanding Adolescent Development

📌 **Description:** Learners participate in a group brainstorming session to explore the definition of adolescence, followed by an interactive lecture on the theories of Piaget, Erikson, and Vygotsky.

👩‍🏫 🏫 **Instructor's Actions:**

- Facilitates the brainstorming session, encouraging each group to contribute ideas.
- Provides an interactive presentation using visual aids to illustrate theories of adolescent development.
- Answers questions and facilitates discussions throughout the lecture.

🎓 **Learners' Actions:**

- *Actively participate in the brainstorming session, contributing definitions and perspectives on adolescence.*
- *Listen and engage in the interactive presentation.*
- *Participate in the open forum, sharing opinions about the challenges faced by adolescents today.*

 **Connections:**

- **Learning Outcomes:** LO1 (Defining adolescence), LO2 (Explaining developmental theories)
- **Educational Content:** Theories of human development from Piaget, Erikson, and Vygotsky.
- **Assessment:** Active participation in brainstorming and contributions to open discussions.

Activity 2: Cognitive and Emotional Growth

 **Description:** Learners engage in a case study review to analyze adolescent behavior, followed by small group activities focused on developing emotional regulation strategies.

 **Instructor's Actions:**

- *Provide case studies of real-life adolescent behavior for analysis.*
- *Facilitate small group discussions, guiding learners on emotional regulation strategies.*
- *Offer support and clarification on cognitive development stages and emotional intelligence concepts.*

 **Learners' Actions:**

- *Review and analyze assigned case studies, identifying cognitive and emotional growth indicators in adolescents.*
- *Participate in small group activities to develop and practice emotional regulation strategies.*
- *Write in journals about their personal growth experiences during adolescence.*

 **Connections:**

- **Learning Outcomes:** LO3 (Applying cognitive development concepts), HO4 (Analyzing emotional intelligence and resilience)

- **Educational Content:** The stages of cognitive development and the principles of emotional intelligence.
- **Assessment:** Completion journals and participation in case study analysis.

Activity 3: Social Dynamics and Behavior

📌 **Description:** Learners analyze the influences of family, peers, and media on adolescent identity formation, as well as the impact of peer pressure on decision-making processes.

🟡 🏫 **Instructor's Actions:**

- Facilitate a group discussion to explore the role of peer pressure in adolescents' decision-making.
- Present a video illustrating real-life stories related to the social challenges faced by young people.
- Lead a debriefing session that encourages critical reflection on the scenarios discussed.

🎓 **Learners' Actions:**

- Actively participate in the group discussion, contributing perspectives and personal examples related to the impact of peer pressure.
- Analyze the content of the video and discuss the lessons learned from the presented stories.
- Engage in the debriefing session, formulating responses to the question "What would you do differently if you were in their shoes?"

🔗 **Connections:**

- **Learning Outcomes:** LO2 (Understanding social influences on adolescent behavior), HO5 (Evaluating decisions in social contexts).
- **Educational Content:** Theories regarding social influences and the identity formation process.
- **Assessment:** Active participation in discussions and contributions to the debriefing session.

Activity 4: Practical Application in Correctional Settings

📌 **Description:** Learners apply their understanding of adolescent development to effectively support youth within correctional facilities

through practical communication techniques and intervention strategies.

Instructor's Actions:

- Introduce role-play scenarios where learners can practice communication techniques with "youth" actors to simulate real-life interactions.
- Guide learners in developing a simple intervention plan tailored to the needs of adolescents in correctional settings.
- Facilitate the assessment process, including administering a quiz on developmental theories and providing feedback on intervention plans.

Learners' Actions:

- Engage in role-playing exercises, practicing various communication techniques in simulated situations.
- Collaborate in groups to create a straightforward intervention plan that addresses the needs identified during the role-play.
- Complete a quiz assessing their understanding of developmental theories and present their intervention plans, incorporating peer feedback to enhance their proposals.

Connections:

- **Learning Outcomes:** LO3 (Applying developmental knowledge in practical scenarios), HO6 (Creating intervention strategies).
- **Educational Content:** Techniques for effective communication and support in correctional environments.
- **Assessment:** Quiz on developmental theories and group presentations of intervention plans with peer evaluations.

Activity 5: What is Juvenile Delinquency?

 **Description:** This session explores the definition, scope, and fundamental theories of juvenile delinquency, providing learners with a foundational understanding of the subject.

Instructor's Actions:

- Deliver an interactive lecture that defines juvenile delinquency and outlines its scope, supported by real-life examples to illustrate key concepts.
- Introduce basic criminological theories, including Social Learning Theory, Strain Theory, and Labeling Theory, to provide theoretical frameworks for understanding delinquent behavior.

 **Learners' Actions:**

- Participate in an interactive lecture, engaging with examples and asking questions to deepen their understanding.
- Collaborate in groups to analyze case studies and identify specific delinquent behaviors, applying knowledge from the discussed theories.

 **Connections:**

- **Learning Outcomes:** LO1(Understanding the definition and scope of juvenile delinquency), LO3 (Applying criminological theories to analyze delinquent behavior).
- **Educational Content:** Introduction to relevant criminological theories pertaining to juvenile delinquency.
- **Assessment:** Participation in group activities and contributions to the open discussion on the causes of delinquency, reflecting their perspectives and insights.

Activity 6: Risk and Protective Factors

 **Description:** Examines the various factors that contribute to delinquency and the importance of resilience and protective factors in supporting at-risk youth.

 **Instructor's Actions:**

- Present the key factors contributing to delinquency, including family environment, peer influence, and socioeconomic status, using data and case examples.
- Facilitate a discussion on the role of resilience and protective factors in mitigating risks associated with delinquent behavior.

 **Learners' Actions:**

- Engage in a case study review to analyze youth behavior through the lens of identified risk factors.
- Participate in a group brainstorming session to develop strategies aimed at supporting at-risk youth, leveraging insights from the discussion.

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying risk factors that contribute to delinquency), HO6 (Developing strategies to support resilience in at-risk youth).
- **Educational Content:** Exploration of the interplay between risk and protective factors in juvenile behavior.
- **Assessment:** Reflection through a personal journal entry where learners consider "What factors influenced my own decision-making as a teen?" to connect personal experiences with theoretical concepts.

Activity 7: Theories in Action

 **Description:** This activity focuses on applying theories to understand juvenile behavior and introduces intervention strategies based on theoretical models.

 **Instructor's Actions:**

- The instructor will present how theories can be applied to explain adolescent behavior, using relevant case study examples.
- They will introduce intervention strategies based on different theoretical models, helping learners develop practical skills needed in real-world contexts.

 **Learners' Actions:**

- Learners will engage in role-playing activities, simulating peer pressure scenarios to better understand the social dynamics and their impact on youth decision-making.
- In small groups, they will collaborate to develop simple intervention plans for hypothetical cases, applying the theories discussed earlier.

 **Connections:**

- **Learning Outcomes:** LO3 (Applying theories to analyze juvenile behavior), HO6 (Creating intervention plans based on theoretical models).
- **Educational Content:** Discussions on intervention strategies in the context of criminological theories.
- **Assessment:** A debriefing session where groups share lessons learned from the role-playing activities, discussing the practical applications of theories in real-life situations.

Activity 8: Delinquency in Context

📌 **Description:** Workshop focusing on the examination of delinquency across different cultural and social environments, and understanding systemic factors influencing youth behavior.

🟡 🏫 **Instructor's Actions:**

- **Introduce Cultural and Social Contexts:**
 - Present various cultural and social environments and their relationship with juvenile delinquency.
- **Discuss Systemic Factors:**
 - Highlight how systemic factors such as socioeconomic status, education, and family dynamics influence youth behavior.

🎓 **Learners' Actions:**

- **Engage in Video Analysis:**
 - Watch and analyze videos depicting juvenile justice systems in different countries, discussing observations and differences.
- **Participate in Group Debate:**
 - Debate the statement, "Are youth offenders victims or perpetrators?" encouraging critical thinking and multiple perspectives on juvenile delinquency.

🔗 **Connections:**

- **Learning Outcomes:** HO5 (Evaluating the impact of cultural and systemic factors on youth behavior).
- **Educational Content:**

- *Materials covering global juvenile justice systems, articles on systemic factors influencing delinquency, and relevant criminological theories.*

- **Assessment:**

- **Quiz:** A quiz to assess understanding of key criminological concepts discussed during the session.
- **Group Presentation:** Students will present case studies analyzing how different cultural contexts influence delinquent behavior.

Activity 9: What is Trauma?

📌 **Description:** Workshop focused on understanding different types of trauma, including physical, emotional, and neglect, as well as an introduction to the Adverse Childhood Experiences (ACE) study.

Instructor's Actions:

- **Present Types of Trauma:**

- *Introduce and define the three main types of trauma: physical, emotional, and neglect. This foundational knowledge prepares participants for deeper discussions about the implications of trauma.*

- **Introduce the ACE Study:**

- *Present the Adverse Childhood Experiences (ACE) study, highlighting its significance and findings. This helps participants understand the long-term effects of childhood trauma on adult health and behavior.*

Learners' Actions:

- **Engage in Interactive Discussion:**

- *Discuss real-life examples of trauma, encouraging participants to share their experiences and perspectives. This promotes empathy and connection among participants.*

- **Conduct Group Activity:**

- *Analyze the ACE questionnaire in groups, allowing participants to reflect on the questions and discuss*

their implications. This activity enhances understanding of how ACEs can affect individuals.

 **Connections:**

- **Learning Outcomes:** LO1 (Identifying types of trauma, HO4 (Understanding the impact of childhood experiences on adult behavior)
- **Educational Content:**
 - Materials covering types of trauma, findings from the ACE study, and relevant psychological theories related to trauma and resilience.
- **Assessment:**
 - **Reflection Exercise:** Participants will complete a reflection exercise summarizing their understanding of types of trauma and ACE implications on individuals' lives.
 - **Group Presentation:** Groups will present their analysis of the ACE questionnaire, discussing potential interventions and support strategies for those affected by trauma.

Activity 10: Trauma's Effects on Youth

 **Description:** Exploring the emotional, behavioral, and cognitive effects of trauma on youth, as well as understanding trauma triggers and stress responses.

 **Instructor's Actions:**

- **Presenting Emotional and Behavioral Effects:**
 - Introduce the various emotional, behavioral, and cognitive effects of trauma on youth, emphasizing how these factors can influence their development and interactions.
- **Discussing Trauma Triggers and Stress Responses:**
 - Explain the concept of trauma triggers and the physiological and psychological stress responses that can occur in youth. This foundational knowledge prepares students for practical applications in recognizing and responding to trauma.

 **Learners' Actions:**

- **Engaging in Video Analysis:**
 - Watch and analyze videos that illustrate real-life stories of trauma recovery, discussing the challenges and successes presented. This encourages students to connect theory with real-life experiences.
- **Participating in Role-Playing Activities:**
 - Engage in role-playing activities that simulate interactions with individuals who may exhibit signs of trauma. This practice helps students recognize trauma signs and develop empathetic responses.

 **Connections:**

- **Learning Outcomes:** LO2 (Understanding the emotional and behavioral effects of trauma, HO4 (Recognizing trauma triggers and responses)
- **Educational Content:**
 - Materials covering the effects of trauma, examples of trauma recovery stories, and strategies for identifying trauma signs in youth.
- **Assessment:**
 - **Reflection Exercise:** Learners will reflect on the question, "How does trauma affect decision-making in youth?" This encourages personal reflection and application of learned concepts.
 - **Group Discussion:** Facilitate a discussion where learners can share their perspectives, promoting a deeper understanding of the material.

Activity 11: Building Resilience **Description:** Understanding the concept of resilience, identifying protective factors, and exploring strategies for fostering resilience in oneself and among peers. **Instructor's Actions:**

- **Presenting the Concept of Resilience:**

- *Introduce the definition of resilience and discuss various protective factors that contribute to building resilience in individuals.*
- ***Discussing Strategies for Fostering Resilience:***
 - *Provide practical strategies and approaches for fostering resilience both personally and within peer groups, emphasizing the importance of support systems and coping mechanisms.*
- ** *Learners' Actions:***
 - ***Engaging in a Group Project:***
 - *Work collaboratively to design a resilience-building workshop aimed at peers, incorporating learned strategies and concepts.*
 - ***Participating in a Storytelling Session:***
 - *Share personal experiences related to overcoming challenges, fostering a supportive environment where learners can connect and learn from each other's stories.*
- ** *Connections:***
 - ***Learning Outcomes:*** LO1 (*Understanding the concept of resilience, HO5 (Applying strategies for fostering resilience in oneself and others)*)
 - ***Educational Content:***
 - *Resources on resilience theory, examples of protective factors, and successful resilience-building strategies.*
 - ***Assessment:***
 - ***Group Presentations:*** *Each group will present their resilience-building workshop plan to the class, receiving peer feedback to enhance their approach and effectiveness.*

Activity 12: Self-Care and Support Strategies

 *Description:* *Importance of self-care in managing stress and trauma exposure, and introduces techniques for emotional regulation and peer support.*



Instructor's Actions:

- **Presenting the Importance of Self-Care:**
 - Explain the significance of self-care in maintaining mental health and well-being, particularly in the context of stress and trauma exposure.
- **Teaching Techniques for Emotional Regulation and Peer Support:**
 - Introduce various techniques for emotional regulation and strategies for providing support to peers, fostering a supportive community.



Learners' Actions:

- **Participating in Guided Mindfulness and Relaxation Exercises:**
 - Engage in guided mindfulness and relaxation exercises to practice self-care techniques and develop awareness of personal stress responses.
- **Engaging in Group Discussion:**
 - Collaborate with peers to develop a personal self-care plan, identifying specific strategies to incorporate self-care into daily routines.



Connections:

- **Learning Outcomes:** LO2 (Understanding the importance of self-care in managing stress), LO3 (Applying emotional regulation techniques).
- **Educational Content:**
 - Resources on self-care practices, emotional regulation techniques, and peer support strategies.
- **Assessment:**
 - **Reflective Journal:** Learners will maintain a reflective journal documenting their self-care practices and personal insights throughout the course.
 - **Peer Feedback on Role-Play Activities:** Learners will provide and receive feedback on role-play activities to

enhance their understanding and application of self-care strategies.

Activity 13: Introduction to Youth Intervention

📌 **Description:** Introducing the concept of intervention in correctional settings, exploring different types of interventions, and emphasizing the importance of empathy, communication, and trust-building in working with youth.

Instructor's Actions:

- **Presenting the Concept of Intervention:**
 - Define what an intervention is and discuss various types of interventions utilized in correctional settings, highlighting their purpose and effectiveness.
- **Emphasizing the Role of Empathy and Communication:**
 - Explain the significance of empathy, effective communication, and trust-building in engaging with youth, and how these elements contribute to successful interventions.

Learners' Actions:

- **Participating in an Interactive Discussion:**
 - Engage in a discussion around the question, "What does intervention mean to you?" to explore personal definitions and perspectives on intervention.
- **Conducting a Group Activity:**
 - Work in groups to identify potential intervention opportunities in everyday situations, fostering critical thinking and practical application of intervention concepts.

Connections:

- **Learning Outcomes:** LO1 (Understanding the concept of intervention), LO3 (Recognizing the role of empathy and communication in youth work)
- **Educational Content:**

- Resources covering types of interventions, articles on effective communication and empathy in youth work, and case studies illustrating successful interventions.
- **Assessment:**
 - **Group Discussion:** Facilitating a discussion at the end of the session to consolidate learning and share insights gained from the activities.

Activity 14: Support Techniques for Youth

📌 **Description:** This session focuses on support techniques for youth, including active listening, positive reinforcement, conflict resolution, and fostering resilience in young people.

Instructor's Actions:

- **Presenting Support Techniques:**
 - Introduce techniques such as active listening, positive reinforcement, and conflict resolution, explaining their importance in supporting youth effectively.
- **Explaining Resilience:**
 - Discuss the concept of resilience and how it can be cultivated in young people, emphasizing the role of supportive relationships and environments.

Learners' Actions:

- **Participating in Role-Playing:**
 - Engage in role-playing exercises to practice supportive communication techniques, allowing students to apply their learning in a safe environment.
- **Conducting a Group Exercise:**
 - Work in groups to develop a support plan for a specific case study, applying the techniques learned to create practical solutions.

Connections:

- **Learning Outcomes:** LO2 (Understanding and fostering resilience), LO3 (Applying support techniques in youth interactions).
- **Educational Content:**

- Resources covering communication techniques, resilience-building strategies, and case studies illustrating effective support for youth.
- **Assessment:**
 - Learners will reflect on the prompt, "When have you needed support, and what made it effective?" to encourage personal connection and deeper understanding of support mechanisms.

Activity 15: Working in Teams for Youth Support

 **Description:** This session explores the importance of teamwork in correctional environments and the roles within a multidisciplinary team.

 **Instructor's Actions:**

- **Presenting the Importance of Teamwork:**
 - Explain the significance of collaboration in correctional settings and the benefits of a team effort in supporting youth.
- **Discussing Roles within Multidisciplinary Teams:**
 - Present the various roles that exist within a multidisciplinary team and how each role contributes to the team's success.

 **Learners' Actions:**

- **Participating in Simulations:**
 - Engage in team-based problem-solving scenarios, allowing students to apply the concepts learned in practical situations.
- **Conducting a Group Discussion:**
 - Reflect on team dynamics and leadership, encouraging students to share their experiences and perspectives.

 **Connections:**

- **Learning Outcomes:** LO2 (Effective collaboration in multidisciplinary teams), LO6 (Evaluating team dynamics and leadership styles).

- **Educational Content:**
 - Resources on teamwork, articles about roles within multidisciplinary teams, and case studies illustrating the effectiveness of teamwork in correctional settings.

- **Assessment:**

- Learners will present effective teamwork strategies, reinforcing learning through feedback and constructive discussions.

Activity 16: Reflecting on Intervention Effectiveness

 **Description:** Measuring success in youth intervention programs and emphasizes self-reflection and continuous improvement.

 **Instructor's Actions:**

- **Presenting Measurement Techniques:**

- Discuss methods for evaluating the success of youth intervention programs, including key performance indicators and outcome measurements.

- **Facilitating Self-Reflection:**

- Guide learners on the importance of self-reflection in personal and professional growth, encouraging continuous improvement in their practices.

 **Learners' Actions:**

- **Engaging in Video Case Study Analysis:**

- Analyze video case studies that highlight both successful and unsuccessful intervention stories, discussing the factors that contributed to these outcomes.

- **Participating in Peer Feedback:**

- Share observations and lessons learned with peers, fostering a collaborative learning environment and enhancing critical thinking.

 **Connections:**

- **Learning Outcomes:** HO5 (Evaluating the effectiveness of intervention strategies), HO6 (Engaging in self-reflection and continuous improvement).

- **Educational Content:**
 - Resources covering evaluation techniques for youth interventions, case studies of various intervention outcomes, and strategies for personal reflection.
- **Assessment:**
 - **Quiz:** A quiz to assess understanding of intervention strategies and their effectiveness.
 - **Group Presentation:** Learners will present a youth support project, applying the concepts learned and demonstrating their understanding of effective interventions.

Activity 17: Introduction to Juvenile Justice Laws

📌 **Description:** An overview of the basic legal rights of juveniles in correctional settings, highlighting key legal terms and their importance in juvenile justice.

Instructor's Actions:

- **Presenting Basic Legal Rights:**
 - Introduce the fundamental legal rights of juveniles, including the right to due process, legal representation, and the significance of these rights within the juvenile justice system.
- **Explaining Key Legal Terms:**
 - Define important legal terms such as "due process," "juvenile rights," and "legal representation," providing context to enhance understanding.

Learners' Actions:

- **Engaging in Interactive Lecture:**
 - Participate in an interactive lecture featuring simplified legal case studies, allowing students to relate theoretical knowledge to practical scenarios.
- **Participating in Group Discussion:**
 - Engage in a group discussion centered around the question, "Why do legal rights matter in juvenile

justice?" to explore diverse perspectives and deepen understanding.

- **Role-Playing Mock Legal Proceedings:**

- Take part in a role-play activity simulating legal proceedings for a juvenile case, providing students with a hands-on experience of the legal process and the rights involved.

 **Connections:**

- **Learning Outcomes:** LO1 (Understanding the legal rights of juveniles), HO4 (Analyzing the importance of legal rights in the juvenile justice system)

- **Educational Content:**

- Materials covering juvenile justice laws, articles discussing legal rights, and case studies illustrating the application of these rights in correctional settings.

- **Assessment:**

- Learners will reflect on their understanding of legal rights and their importance in the juvenile justice system, allowing for personal insights and application of learned concepts.

Activity 18: Understanding Ethics in Corrections

 **Description:** This session focuses on fundamental ethical principles in youth work within correctional settings, exploring specific ethical issues that may arise.

 **Instructor's Actions:**

- **Introduction to Ethical Principles:**

- Presenting basic ethical principles such as fairness, respect, and responsibility, and discussing their importance in the context of working with youth.

- **Discussing Ethical Issues in Youth Work:**

- Explaining common ethical issues such as confidentiality, boundaries, and fairness, and their impact on relationships with youth.

 **Learners' Actions:**

- **Case Study Review:**
 - *Participating in a review of case studies where students identify ethical dilemmas presented, encouraging critical discussion and analytical thinking.*
- **Group Exercise:**
 - *Engaging in role-playing exercises to practice the ethical decision-making process, simulating various scenarios in which they must make ethical decisions in interactions with youth.*
-  **Connections:**
 - **Learning Outcomes:** LO2 (Understanding ethical principles in youth work), HO4 (Analyzing ethical dilemmas and decision-making).
 - **Educational Content:**
 - *Materials covering ethical principles, case studies related to ethical issues in youth work, and strategies for ethical decision-making.*
 - **Assessment:**
 - *Learners will write a personal entry reflecting on the values that are important to them when working with youth, facilitating a deeper understanding of their own ethical principles.*
- **Activity 19: Real-World Ethical Challenges**
 -  **Description:** Examines ethical dilemmas encountered in real correctional settings and discusses strategies for resolving conflicts ethically.
 -  **Instructor's Actions:**
 - **Presenting Ethical Dilemmas:**
 - *Introduce examples of ethical dilemmas faced in correctional environments, illustrating the complexities and nuances involved in making ethical decisions.*
 - **Discussing Conflict Resolution Strategies:**

- Teach learners various strategies for resolving conflicts ethically, emphasizing the importance of integrity and accountability.

 **Learners' Actions:**

• **Video Analysis:**

- Learners will watch and analyze videos depicting real-life ethical challenges in corrections, facilitating discussions on the implications of these dilemmas.

• **Group Debate:**

- Engage in a group debate on the statement, "Is there always a clear right or wrong in ethical decisions?" This encourages critical thinking and exploration of different perspectives on ethics.

 **Connections:**

• **Learning Outcomes:** HO5 (Evaluating ethical dilemmas in real-world contexts)

• **Educational Content:**

- Case studies on ethical challenges in corrections, discussions on conflict resolution strategies, and relevant ethical frameworks.

• **Assessment:**

- Learners will present ethical solutions to challenging scenarios, demonstrating their understanding of ethical decision-making processes and strategies.

Activity 20: Personal Responsibility and Ethical Growth

 **Description:** This session focuses on the importance of personal integrity in correctional work and the development of an ethical code of conduct.

 **Instructor's Actions:**

• **Presenting the Role of Personal Integrity:**

- Discussing the importance of personal integrity in correctional work and how it influences ethical behavior and decision-making.

• **Developing an Ethical Code of Conduct:**

	<ul style="list-style-type: none"> ○ Guiding students through the process of creating a personal ethics charter, emphasizing the values and principles that should shape their professional conduct. <p> Learners' Actions:</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Participating in a workshop where learners create their own personal ethics charter, defining the values and principles that will guide their future professional actions. ● Peer Feedback: <ul style="list-style-type: none"> ○ Reviewing and discussing each other's ethical charters, offering constructive feedback and diverse perspectives on integrating ethics into professional practice. <p> Connections:</p> <ul style="list-style-type: none"> ● Learning Outcomes: HO6 (Developing and applying ethical principles) ● Educational Content: <ul style="list-style-type: none"> ○ Materials on personal integrity, examples of ethical codes of conduct, and strategies for ethical development. ● Assessment: <ul style="list-style-type: none"> ○ Quiz: A quiz assessing knowledge of fundamental legal rights and ethical principles. ○ Learners will write an essay reflecting on how they plan to apply ethical thinking in their future careers.
EDUCATIONAL CONTENT/ RESOURCES	<ul style="list-style-type: none"> ● Core Material: Educational content developed with RISE for interactivity, PPTs, Case Studies. ● Supplemental readings: <ul style="list-style-type: none"> ○ Giedd, J. N. (2004). <i>The Teen Brain: Insights from Neuroimaging</i>. <i>Journal of Adolescent Health</i>.

- Arnett, J. J. (2015). *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties*. Oxford University Press.
- Cook, A., et al. (2005). *Complex Trauma in Children and Adolescents*. *Psychiatric Annals*.
- Levine, P. A. (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past*. North Atlantic Books.
- Farrington, D. P. (2003). *Developmental and Life-Course Criminology: Key Theoretical and Empirical Issues*. *Criminology*.
- Sampson, R. J., & Laub, J. H. (1993). *Crime in the Making: Pathways and Turning Points Through Life*. Harvard University Press.
- Cullen, F. T., & Agnew, R. (2011). *Criminological Theory: Past to Present – Essential Readings*. Oxford University Press.
- Bartol, C. R., & Bartol, A. M. (2017). *Juvenile Delinquency and Antisocial Behavior: A Developmental Perspective*. Pearson.
- van der Kolk, B. A. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.
- Perry, B. D., & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog*. Basic Books.
- Cook, A., et al. (2005). *Complex Trauma in Children and Adolescents*. *Psychiatric Annals*.
- Levine, P. A. (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past*. North Atlantic Books.
- Andrews, D. A., & Bonta, J. (2010). *The Psychology of Criminal Conduct*. Routledge.
- Zehr, H. (2002). *The Little Book of Restorative Justice*. Good Books.

	<ul style="list-style-type: none"> ○ <i>Lipsey, M. W., & Cullen, F. T. (2007). The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews. Annual Review of Law and Social Science.</i> ○ <i>Bazemore, G., & Umbreit, M. (2001). A Comparison of Four Restorative Conferencing Models. Juvenile Justice Bulletin.</i> ○ <i>United Nations (1989). Convention on the Rights of the Child.</i> ○ <i>Feld, B. C. (1999). Bad Kids: Race and the Transformation of the Juvenile Court. Oxford University Press.</i> ○ <i>Restorative Justice Council (2015). Best Practice Guidance for Restorative Practice.</i> ○ <i>Goldson, B., & Muncie, J. (2006). Youth Crime and Justice. Sage Publications.</i> <ul style="list-style-type: none"> ● Online Videos
UTILIZATION OF ICT	<ul style="list-style-type: none"> ● LMS Integration: All materials and activities will be hosted on Moodle. ● Multimedia Digital Content: Videos, PDFs, and PPT. ● AI-Powered Scenarios: Adaptive learning paths based on case study responses. ● Virtual Classrooms and Video Conferencing: Zoom or Microsoft Teams for live sessions and Q&A.
INSTRUCTIONAL METHODS	<ul style="list-style-type: none"> ● Lectures and Presentations: Introducing fundamental concepts related to suicide risk factors and intervention techniques. ● Case Studies: Analyzing real-life examples to develop effective response plans. ● Role-Playing Simulations: Practicing the necessary skills for crisis intervention and conflict management. ● Scenario-Based Problem Solving: Applying knowledge in diverse and dynamic correctional contexts. ● Collaborative Learning: Interaction and collaboration among peers through group discussions and joint projects.

	<ul style="list-style-type: none"> • Self-Reflection and Journaling: Expressing and analyzing thoughts and emotions.
DELIVERY MODE	<ul style="list-style-type: none"> • <i>Online Modules:</i> Theory, discussions, and assessments on the LMS platform. • <i>Face-to-Face Workshops:</i> Crisis response practice, role-playing, and group discussions. (where and if applicable) • <i>Work-Based Learning:</i> Observation and participation in real correctional environments. (where and if applicable)
ASSESSMENT METHODS (formative and/or other assessments for each unit/module, if applicable)	<ul style="list-style-type: none"> • Formative Assessments: <ul style="list-style-type: none"> ◦ Quizzes to check theoretical understanding (e.g., cognitive development, psychological theories). ◦ Reflective Journals for critical thinking and self-assessment (e.g., personal reflections on emotional changes). ◦ Peer Feedback on discussions and role-playing (e.g., constructive feedback on social influence scenarios). • Summative Assessments: <ul style="list-style-type: none"> ◦ Group Presentations for applying theory to case studies (e.g., presenting intervention plans). ◦ Scenario-Based Evaluations for realistic simulations (e.g., assessing performance in role-playing). ◦ Final Reflective Essay for evaluating critical thinking and ethical considerations. • Criteria for Evaluation: <ul style="list-style-type: none"> ◦ Formative Assessments: Accuracy of quiz answers, depth of reflections, relevance of peer feedback. <p>Summative Assessments: Clarity of group presentations, application of theory in practice, realism of simulations, depth of critical reflections.</p>

