

Developing civic education for juveniles in Romania and issues of moral reasoning

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This paper poses some questions about approaches to civic education and moral reasoning with juvenile offenders. It describes work undertaken by two British professionals with the Romanian Probation Service to develop a short term civic education programme and considers methodological and cross cultural challenges inherent in attempts to improve the ability of young people to resolve moral dilemmas and see their offending in a wider context.

The author and a colleague, David Atkinson, were contracted to work with the Ministry of Justice, Romania, to develop a national civic education programme (CEP) during 2015-2016. The Romanian expert team was led by Evelina Obersterescu. The programme was devised within a wider National Framework Document for Civic Training which had been prepared by an innovative partnership between the Romanian Ministry of Education and Scientific Research and the Ministry of Justice (2015). This Framework was largely based on a psychoeducational theoretical stance but the Civic Education Programme for minor offenders was a much shorter programme. It was implemented according to the provisions of Law 253/2013 on the execution of penalties, educational and other measures without deprivation of liberty ruled by the judicial bodies during the criminal trial:

“The minor to whom a measure is applied without deprivation of liberty is supported by a civic training stage carried out based on a civic training framework-program. The civic training programme should take place in a community institution which is approved by the probation counsellor case manager”. (Article 66 from Law 253/2013).

The aims were for the minor to:

- become aware of the consequences to which he/she is exposed in the case of committing an offence;
- become responsible for his/her own behaviour.

The CEP was aimed at male and female juvenile offenders who had not committed serious violent or sexual offences. It is relatively short, i.e. no longer than 4 months and no more than 8 hours per month, (or 2 hours per week) i.e. a maximum of 32 hours, but it could be shorter if ordered so by the court. There were three required components; legal and moral education and a community project. The UK experts worked with the Romanians both in Bucharest and in the UK through Skype and e mail. The programme was piloted over the winter of 2015, revised and then training events took place in April 2016 for trainers and staff. It was rolled out in the summer of 2016.

Programme-overall structure

A 13 week programme was devised which could be expanded to 16 weeks or shortened as necessary. It was designed as a group-work programme that could be used in one-to-one supervision if necessary (though we recommended using volunteers to assist with role play, discussion and support).

Some sessions could be combined.

Fig 1. Programme outline.

	Session Title	Learning Outcomes
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Session One	Programme Introduction	To understand what is expected of me (<i>the minor</i>) To develop a relationship with counsellors/ volunteers/ other group members To develop my self-confidence and self-worth
Session Two	My Rights and Responsibilities	To understand what is expected of me To develop a relationship with counsellors/ volunteers / other group members To develop my self-confidence and self-worth To better understand my offending behaviour and new obligations To learn about my rights and responsibilities
Session Three	Rules and Laws (1)	To understand the meaning of a moral dilemma To understand the concept of peer pressure To consider the balance between individual freedom of choice and the effects on others
Session Four	Rules and Laws (2)	To understand the need for rules in society. To understand the limits to individual freedom of choice
Session Five	The Courts and Me	To learn more about the Courts system To better understand the administration of justice
Session Six	National and international Laws – the bigger picture	To learn about national and international rules and laws To better understand the administration of justice To develop confidence in myself and my abilities
Session Seven	Problem Solving and Me	To develop my problem solving skills To reduce the risk of my re-offending
Session Eight	My Community Project	To identify a suitable community issue/project which I can undertake
Session Nine	Doing my Community Project	To learn about a particular community issue/project, and To demonstrate my learning through a written report
Session Ten	Doing my Community Project	To continue my learning about a particular community issue/project, and To develop my skills to reflect on this experience
Session Eleven	Doing my Community Project	To successfully complete my community project, and To develop my written presentation
Session Twelve	See what I have achieved	To present my achievements on the community project to the beneficiaries, counsellors, volunteers and other group members
Session Thirteen	What next?	To evaluate my achievements on this programme To think about my future and develop personal skills to reduce the risk of my re-offending

Each session was structured in the same way, over 2 hours with defined learning outcomes, a description of activities and homework. Reviews of the session were built in, as well as reinforcement of the learning at the next session. An example of a session description is attached at **Appendix 1**. Many examples were given including those suitable for female juveniles.

Programme: Theoretical base and principles

It was important to manage expectations of staff and sentencers for this programme. The law had been drafted with a degree of ambition:

“The objective is that:

- ...the minor who participates in the civic training stage is supported in order to **internalize moral values, consolidate moral convictions and apply moral and legal norms in different contexts of social life.**

The Romanian Probation service had already been trained to run cognitive behavioural and other change programmes and one of the early challenges was to determine the features of something that was more of a brief intervention, using a strengths-based approach and motivational/pro-social interviewing. There was no time to include the major components of skills training, e.g. repeatedly modelling alternative modes of response, the opportunity to practise, and rewarding success. The theoretical section stressed these limitations, describing cognitive change programmes by way of contrast. It also summarised other relevant theories such as desistance and motivational interviewing. The most recent research on brain development in adolescents was included, which shows that they can be influenced into their early twenties, later than was previously thought. This programme could only be a taster; to enable the young people to have more information, see some situations from different view-points and undertake some community-based activity. It could seek to influence but was not intrinsically a behaviour change programme, despite the stated objective. Assessment for suitability was therefore a key section at the beginning of the programme manual. Offenders needing more substantial interventions to address entrenched criminal or addictive behaviour would not be suitable.

European principles for work with juveniles were promoted, i.e.

- Most juveniles grow out of crime
- Some delinquent behaviour is normal for teenagers
- The child's own strengths and that of his/her family and community should be used and built on where possible
- Children need more activity-based interventions than adults.
- Agencies need to work together to tackle juvenile delinquency
- Interventions should be appropriate to the seriousness of the offence and the needs and risks of the child
- Education and employment are keys to rehabilitation
- Motivational skills are needed by all staff and volunteers
- Diversity issues will also inform the plan with each juvenile

The issue of Roma defendants was a challenge due to low numbers and some resistance to developing anti-discriminatory practice. The programme was being developed at the end of the Decade of Roma Inclusion (Open Society News, 2015). Time however did not allow adequate exploration of these issues.

The length of the programme was another issue, particularly with three legally required components. Moreover, delays in the court process meant that some of the defendants were young adults by the date of sentence, sometimes with families and jobs. Therefore probation officers required flexibility to choose the emphasis of an individual intervention, perhaps spending more time on the community project element with older, more stable offenders (having satisfied themselves that there was a sufficient awareness of legal and moral issues).

A matrix was developed for the community project element that would accommodate a range of ability on the part of offenders, as well as the time they might have available. This could be a simple letter to, or interview with, an official or at the other end of the range the initiation of a community improvement activity, e.g. litter awareness campaign.

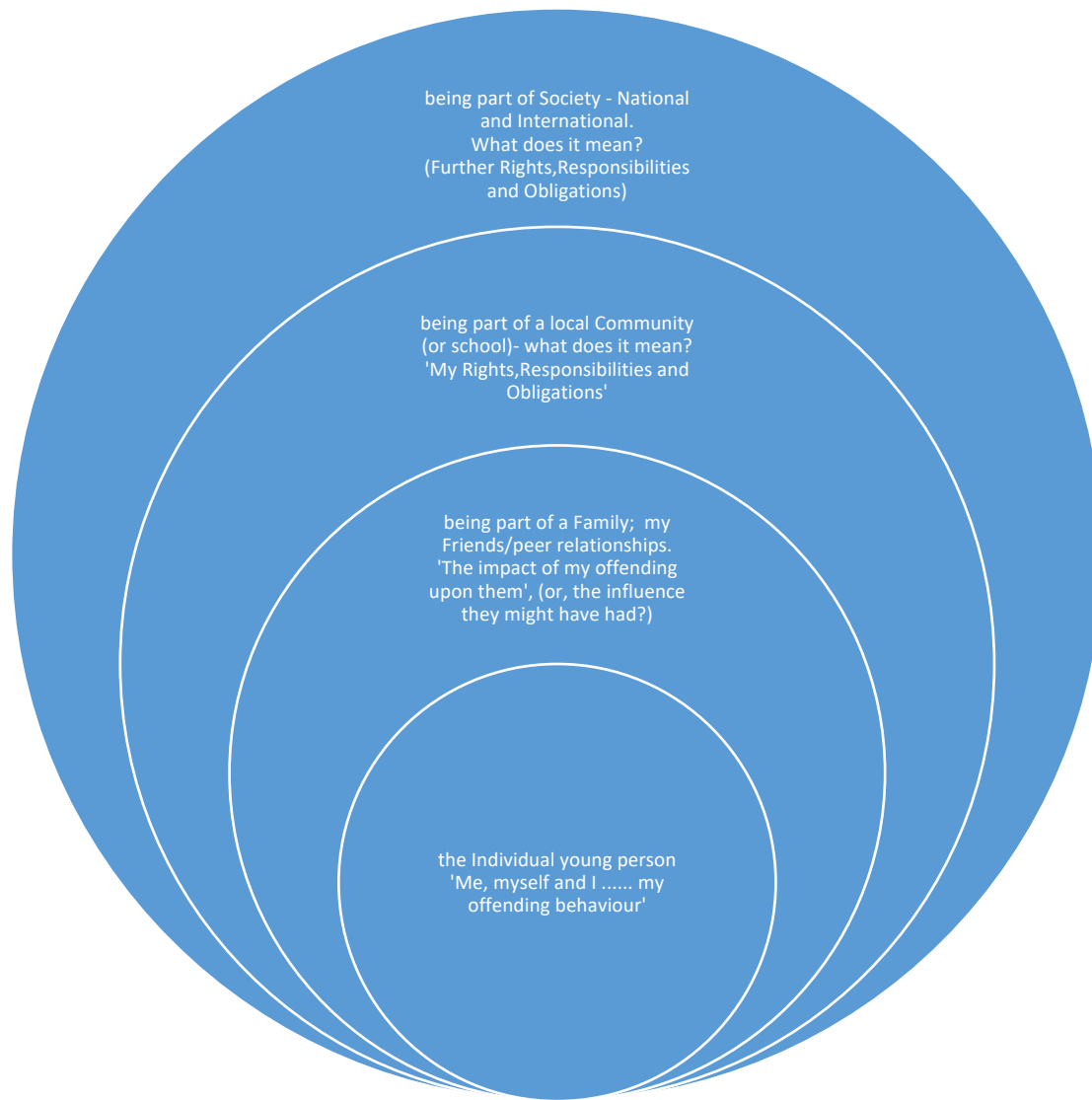
Where possible the CEP was designed to be developed as a group work programme, although recognising that with geography (for example the diverse and sparsely populated regions of the Danube Delta and mountains), timing of commencements and numbers of orders, this would not always be possible. The use of volunteers was suggested in rural areas to reinforce the programme, assist the officer with role plays and support the juvenile with their community project. An additional training manual for the training of volunteers was developed to assist the Probation Service in this regard.

Efforts were made to avoid what might be described as the average person's memory of civic education, which can feature boredom and disengagement. And teenagers are not usually characterised by a willingness to listen to adults. So we used a wide range of interactive tools, including the Poor Little Snail cards (ref.) which enable discussion about emotions and are available at the workshop to view.

Programme: Legal component

The first component, legal education, focused the first couple of sessions on the offender's own offence and implications for family and friends. It was imperative to engage with the minors where they were at and work out from there. We developed what became known as the Blue Circles model (which owes much to the Colin Roberts triangle, 1995) which moves from the individual's situation, through family, friends and community out to the wider society (and finally international context).

Fig 1. Blue Circles diagram



The third session involved the minor researching the victim's legal position. This formed a transition into the moral reasoning component below. A role play in the court itself (preferably) came later, to raise awareness of the different roles of the prosecutor, judge and defence. This section ended with consideration of universal human rights and how they were applied in Romanian law. We wanted the minors to see that the law was not just there to react to their misdemeanours but also to protect their rights. All sessions involved interaction and practical applications.

Programme: Moral reasoning and decisions

We drew on a number of sources including Kohlberg (1971) and Goldstein (1998) for moral reasoning and dilemmas. This section built on scenarios which required the minors to think through some tricky but familiar situations where, for example, their loyalty to family or friends might motivate them to break the law or collude with its breaking. We adapted scenarios with the Romanian experts and were satisfied that they fitted within the country's cultural context. Further scenarios were also given as homework. On reflection these sessions might have been more effective with a greater emphasis on the *initial* reaction to a situation, based on emotion, intuition and moral view, which is quickly followed by rationalisation. This would extend the original approach, looking more closely at how best to engage young people in thinking about the way in which they initially react to situations, becoming more aware of their "triggers" and assumptions.

Programme: Community Project

A problem solving session was inserted before the community project, at the request of the Romanian experts. The formal objective for this community project component was their:

"involvement in suggesting and carrying out/simulating simple projects that aim to solve a community problem, the minor who participates in the civic training course faces concrete life problems, with the ethical and/or legal dimension through analysing the situation".

Throughout the first two parts of the programme, reference was made to the community project so that the offender could start to think about what they might do. The Romanian probation officers undertook local liaison to explore the potential for projects with local public and voluntary organisations. This bore fruit, even in isolated areas such as the Danube Delta where, during the pilot, one minor had a very successful placement with the local school janitor and took great pride in the results. This section of the manual contained significant material on the agreement between the agency and the minor regarding practical work, issues of safety and confidentiality and also examples of letters and projects that could be developed. The final session featured the minor's presentation of their community work to others in the group, family and/or to a couple of officers/volunteers. This session could also be combined with the issuing of a certificate of completion of the CEP as a whole, to which families were invited. It was important to celebrate effort and success wherever possible. The programme has now been running for two years and feedback from the staff is positive, though no formal evaluation has yet been undertaken.

Moral decisions-some further thoughts

After this joint work was completed, the partners in the UK and in Romania had further reflections and exchange of views about the component of moral reasoning. As a backdrop, at that time there were two significant events in the UK and USA, namely Brexit and the US Presidential election. These have led to a broader debate about populism and the nature of decisions made by those whose best interests might not necessarily be best served by those decisions. Initially the author considered two writers, Lakoff (2004) and Haidt (2013), who explore in more detail the impulses and decision-making of, broadly speaking, the political left and the right. These works also offered a perspective on the work in Romania and our doubts about the extent to which our short programme was capable of impact. These also prompted a reconsideration of the criticisms of Kohlberg, not just from a feminist perspective but more broadly from a cultural and moral values viewpoint. At the risk of stating the obvious, it is important to tease out how best to devise an effective programme within a cross-cultural partnership.

Probation officers often come from a liberal background and outlook, but as Haidt shows, that moral view is sometimes difficult to summarise, being about general equality, world citizenship and

universal rights. Other concepts such as loyalty, authority, sanctity and fairness are, he argues are more central to a conservative moral outlook and easier to communicate. We need to listen to and understand concepts that form part of the person's life and moral view, i.e. if loyalty is paramount we must build on that, not set it in opposition to the law. If fairness means "I work hard and I know right from wrong therefore I don't want to share with someone who is not like that", then we must accommodate that view point. Gangs give offenders a group identity that is often missing for kids who don't have a happy home life, but the dynamics are the same. Loyalty to the group and rough justice, and even instrumental violence become the dominant beliefs. Jeanette Winterson in a reference to her abusive adoptive mother says: "She was a monster, but she was *my* monster" (2012).

The desistance research shows us that it is only when another loyalty, identity or source of satisfaction takes over (such as a new relationship and children) that the offender can move away more easily from their illegal belief system. We are open to social persuasion, particularly by our friends and those we respect, and the CEP was designed to strengthen discussion of these moral dilemmas in groups for that reason.

Weaver (2016) takes the idea of reciprocal action, and the exploration of the individual's relational reflexivity within social relations and structures, to a new level within the desistance literature. Social reciprocity is key to realising the individual's concerns, goals and aspirations. She shows us that each individual has a unique set of relationships where the outcome is certainly not inevitable:

"Social relations do not cause, nor are they conditional on, behavioural change. They can only exert influence where the individual is open to that influence because of their individual and relational concerns or priorities and their desire to maintain the relationship" (2013).

So the balance between these forces and influences, both internal and external, is critical. Goldstein (1988), in his description of teaching pro-social competencies and psychological skills training, talks about the triggers to aggression, both internal and external and this seems a useful concept to apply to moral education, particularly the internal triggers that govern the initial response. The lay person often thinks that *if the kid had a good talking to* and was shown the consequences of their actions then that would work. And popular politics reinforce this view. But moral reasoning usually *follows* the initial intuitive response. Additionally field experience shows us that just talking, particularly between those at different levels of analytical ability, can be counter-productive and key messages are either not heard or get lost. This is especially true of teenagers. Even with a short programme like the CEP, it is important to build on the life view of the offender, as in the first few sessions of the CEP. Possibly a session on identifying initial reactions to short films, scenarios or descriptions of situations would make the moral dilemmas sessions more fruitful. Just role playing is not enough, if the person cannot identify their own response and then enter into the views of others. They may simply think that that the alternative attitude is unreasonable.

Also the cultural context is important when considering the triggers and drivers. The author's experience of working in Turkey and Jordan (McFarlane and Canton, 2015), suggests that in those countries, loyalty to one's family, village, tribe or religion over-rides other considerations and certainly at times a more general applications of the law. So the desire to avenge the honour of the family may lead someone to feel that their actions are justified, if not lawful. In Romania family is also important. We may have underestimated this element. Probation programmes are largely generated in North America, Canada and Western Europe where the independent individual and his/her decisions are more central to work with offenders than the family, group and community within which they live. Increasingly in the UK probation has become detached from the offender's

home life. Undue emphasis on the responsibility of the offender can overpower our attempts to understand the social context.

Further discussion took place at the author's workshop at the Third World Probation Congress in Japan in 2017, and particularly with Don Evans, on the degree of individual agency, set against cultural/social influences. Donati and Archer (2015) describe 'the relation' itself as an emergent property, with internal causal effects upon its participants and external ones on others. This is particularly relevant to working in groups with young people whose brains still have plasticity. Their work also sheds light on the positive impact of the community project component of the CEP (reported by Romanian staff), providing an example of the minor achieving *common goods* as opposed to *common evils*.

To take this (individual agency) a step further we are now debating challenges from Nick Chater (2018):

"We are not driven by hidden motives, bound by unconscious forces or hopelessly imprisoned by our past. Each new thought and action is a chance to reshape ourselves.....New actions, skills and thoughts require building a rich deep mental tradition...Each of us is a unique tradition from which our new thoughts and actions are created". (Observer 1.4.18).

And Zmirgrod (2018) has added an interesting recent study on nationalistic views and Brexit, finding links between cognitive flexibility and more liberal attitudes and, together with acceptance of uncertainty, predictions of less nationalistic attitudes.

"..signifying that individual differences in cognitive flexibility may contribute toward ideological thinking styles that shape both nationalistic attitudes and personal sense of nationalistic identity. These findings further suggest that emotionally neutral "cold" cognitive information processing—and not just "hot" emotional cognition—may play a key role in ideological behavior and identity."(PNAS, April 2018)

So we are still looking at a combination of internal and external attributes and influences on individual choice. Prieur (2018) provides a very helpful overview of the contributions of criminologists and sociologists to the balance between agency and structure (meaning socioeconomic and social context). She draws on Bourdieu's work (1977) to extend our understanding of the importance of social recognition, the symbolic capital, whereby the justification for one's existence is to be found in the judgement of others. Those without access to normal social status and approval can find ways of achieving this through illegal activities, and the more authority challenges those the more status is acquired. This makes sense of the hardening of identity under attack or censure, whether it is a juvenile in a drug gang in Bucharest, or (in some ways) a Trump supporter in the marginalised communities of the Rust Belt.

In relation to the CEP therefore it seems right to respect the ability of each juvenile to take steps to change their lives, and also to reinforce the community project, which enables social approval and feedback through a legal route, but also to build in more elements at the beginning of the programme to understand the social identities of the juveniles and how far these impinge on the moral reasoning component. Perhaps the Blue Circle diagram could be used to this end.

It would be interesting to consider how the workshop members consider their own development of moral reasoning and decision making; for instance to what extent they are aware of their own internal triggers and initial emotional responses to situations and their origin?, the impact of social recognition?, how far they have been able to exercise personal choice?, and finally how best to

communicate with a young person whose context for moral judgements may be very different from their own, particularly with a brief intervention such as the CEP.

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Poor Little Snail Trait cards.

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Appendix 1. Example of a session from the Civic Education Programme (draft)

CEP draft Session 3.

Aims	To raise victim awareness. To raise awareness of the impact of the offence. To recognise the need to balance individual freedom of choice with the needs of others through rules.
Theoretical assumptions	Moral Reasoning, Motivational Interviewing, Brief Interventions and Pro-Social Modelling
Methods	Structured facilitated discussion. Role play. Possible film clip stimulus. Trait cards. Group work involving access to the Internet. Homework
Resources	Room (not working office), if a group then larger room needed. Flip-chart, pens, sand tray, Access to internet. Poor Little Snail Trait Cards. Projector if using a film clip. If a volunteer has not been involved previously consider recruiting someone from the home area (s) to support the minor. Handouts with information about the Romanian law on the subject under discussion (property law in this example).

Introductory notes. The idea behind this session is to expand the view and awareness from sessions 1 and 2 which focus on minors’ sense of themselves and their situation. Session 3 examines the impact of the minor’s offence on his or her victim, closest family and friends and their local immediate community groups (school/college/friendship/neighbours).

The session then starts to work with the minor to recognise the need for rules to help individuals and groups to live together without too much conflict, and that individual freedom is not unfettered.

Process:

Activity 1. (20 minutes).

Review of session 2, any questions or queries?

Review of homework-to enable the minor to understand the legal position of the victim (even if an indirect victim such as a commercial organisation)

Ask the minor (s) to present their homework. Check that the minor understands the victim’s position in relation to the offence. If the minor was unable to look up the victim’s rights, then do this together in the office/group.

[written material with the relevant laws on property offences, assault, driving related offences and the victims’ rights have been developed as handouts to accompany this session.]

Activity 2 (30 minutes)

What about the victim? This activity is aimed at increasing awareness of the emotional impact on the victim of the offence. Even if the victim is a commercial organisation there will be reaction, and may be prices will increase or other measures taken.

Using the Poor Snail box set, ask the offender to choose three cards which depict best how they think their victim might feel. Discuss whether the minor would feel differently if the victim turned out to be his/her friend's mother or father? Or if the victim had just been told that they had a serious disease? Sometimes there will be information from the police about the impact on the victim, or the minor may know the victim and be able to identify the impact. In order to get the minor to think about the impact on others, if they are not good conversationalists get them to draw, role play or use the cards to bring out the reactions. Expand the discussion to cover the impact on the victim's family.

If the minor's family members are present, ask them to choose cards to indicate their feelings after the offence and arrest. If not, get the offender to choose three cards that they think might best express their family's feelings.

Conclusion. The leader should say that each offender and each victim will have their own individual story and circumstances, both before the offence and after. Ask the minor to write down or draw three possible effects of their crime on others (allow 10 minutes for this).

Break. 10 minutes

Activity 3. (30 minutes)

Joyriding (Role play and discussion of problem situation).

If the programme is being conducted one to one, then the scenario could be filmed in advance or role played by the counsellor and minor (and volunteer). Or (least preferred) a handout can be given describing the situation and then the discussion of the moral dilemmas can follow.

This example is relating to a property offence. Alternative scenarios are available to extend this session or for conducting further sessions under this module. Add as Appendix 3a.

Role play should be used if possible, both to play through the original scenario and then to play through alternative ways of dealing with it. Depending on the size of the group, this could be done in the whole group or in groups of three with two playing the main characters and the third observing. Then swap roles. If there is only one minor the probation counsellor could involve a volunteer or another officer in the first role play. It is possible to role play just with the officer and the minor, though the learning will be more limited.

Joyriding scenario-role play.

One person should play Radu, a second person should play Mario and other members will observe. See below for the briefs.

Radu is in town with his friend Mario. They see a shiny, newish car outside an office building and the keys appear to be inside the car in the ignition. Mario says “why don’t we take this for a drive?” Radu is unsure but Mario gets in and says “Come on Radu, what are you waiting for? We’ll put it back afterwards”

Discussion and further role play.

The counsellor should ask the group to discuss Radu’s position. **Below are some questions for the probation counsellor to put to the group.** Appendix 3c gives some tips for skilled questioning. Remember to give plenty of time for thinking and exchange of ideas. For each question ask the group (or individual) for options that Radu might use, for example persuading, arguing, non-involvement, unsure? The counsellor can prompt but should ensure that they don’t give the answers, but stimulate the minor(s) to think about the questions. Stress that there are many different ways of dealing with this situation and many different angles. The group can be asked to role play some of the ideas, with other members acting the parts of Mario and Radu and observing. Try to ensure everyone has a turn at the role plays. Avoid a judgemental approach to the responses, rather encourage other views on legal responses.

Questions for the leader to ask the group/individual to consider. These can be taken in sequence but sometimes the group will bring up one of these issues anyway (for example insurance) and so that question regarding insurance would be appropriate at that time.

- What should Radu do when Mario suggests stealing the car?
- Do you think Radu thought about it being stealing or did he see it perhaps as “borrowing”?
- What do you think about the owner leaving the keys in the car?
- Supposing Mario says that he has done this before and it’s never been a problem?
- What if Mario says that the owner will have insurance that will cover any damage?
- Suppose Radu knows that his uncle works in the office building?
- What if Radu’s uncle had just been talking about having bought a new car?
- Supposing Radu’s older cousin had had a bad car crash earlier in the year?
- What if Mario has a girlfriend/fiancée/wife who is pregnant? Would this change the situation? What if Radu has a girlfriend/fiancée/wife who is pregnant?
- What if Radu decides not to go, but Mario drives the car away and Radu is worried about him crashing it. Should he tell someone? Who?

This activity should give the probation counsellor valuable information about how the minor sees these moral issues and how able he/she is to consider different view-points. This will be important for the next sessions in terms of the level of complexity of activities and discussion that the minor is able to engage in. This discussion does not need to reach a

conclusion; the aim is to get the minor(s) to consider different moral questions about the situation and to analyse it from different angles.

Further role play during this session can be useful for modelling ways in which Radu could resist Mario's suggestion. The more experience the minors have in trying out different approaches the better. But this is dependent on the size of the group. If the session is a one to one session it can still be helpful for the counsellor to play Mario, and ask the minor to play Radu and try out different approaches to the suggested theft of the car.

Fists. This is an optional activity in pairs that can explore the concept of persuasion. If the CEP is being undertaken one-to-one then the counsellor or volunteer can play one of the roles. This is a very significant exercise for minors, given that friends become more important as sources of influence during adolescence and family less so. Many adolescent offences are committed by more than one person. The minor needs to recognise the power of peer group pressure.

Directions. One person closes his/her fists tightly and the other person tries to persuade him/her to open them. After a reasonable time the partners exchange roles. The instruction is "only open your fist if you feel you have really been persuaded by your partner". No form of violence is allowed, although threats may be used. Other physical stances can be used like clenching teeth, holding your own feet, coiling body. (Brandes and Phillips, 1977).

At the end of this activity the leader should say:

"You can see that even a joy-riding offence can be complicated when you think about the stories and circumstances of the people involved, both offenders and victims. If we have no rules at all in society and each individual behaves exactly as they want, then living together can become very chaotic. That's why we are now going to look at the need for some rules".

Activity 4. (15 minutes)

Discussion about rules. This exercise is not necessarily about the particular minor's index offence that led to the court case (though of course it may be the same). It is intended to get the minor to see that laws are necessary in relation to common adolescent offences. Specific work on their individual offence is done in other activities.

At the end of the joy-riding discussion, the leader should ask the group to devise **two rules** about car ownership, or **laws** if they are able. The aim is to get the minors to understand more about the concept of ownership and the impact on the owner if their car (or possession) is stolen. Allow 5 minutes for this, either individual work or in pairs, and write the feedback on the flip chart.

The leader should then summarise the basic Romanian law provision on car theft [e.g. it is a crime, as is riding along. Driving without a licence or insurance is also a crime. You can go to prison for this. You can be ordered to pay compensation.] Try to build on the information that has been generated by the discussion and the young people themselves. For example, "Maria, you mentioned that there should be a law preventing someone from just driving off in someone else's car. Well that is what the law about car theft is all about...."

The leader should also give this information to the minors to keep in their folder and say:

“Today we have looked at individuals and their stories, as well as restricting their freedoms with some rules. The bigger a group in society gets, the more you need to write these rules down and some of them become laws. So it’s a balance between individual freedom and society’s rules and laws.” Your homework will be thinking a bit more at this need for rules through an exercise”.

Homework. 5 minutes’ briefing.

Imagine there were no rules at school/college/work when you go back there next week. (If the minor is unemployed get them to use their most recent education or work setting). What are some of the things that might happen? Think of 5 rules that might be useful to help everyone work together? [Issue as Handout 3x.]

Evaluation 5 minutes

The evaluation form and or/a word, a question, an idea, a drawing.

Learning outcomes

Engagement with moral dilemmas

Understanding something about peer pressure

Considering the balance between individual freedom of choice and the effects on others.

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