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# *Scenario Based Learning*

Theory and Practice of Scenario-Based  
Learning in correctional settings

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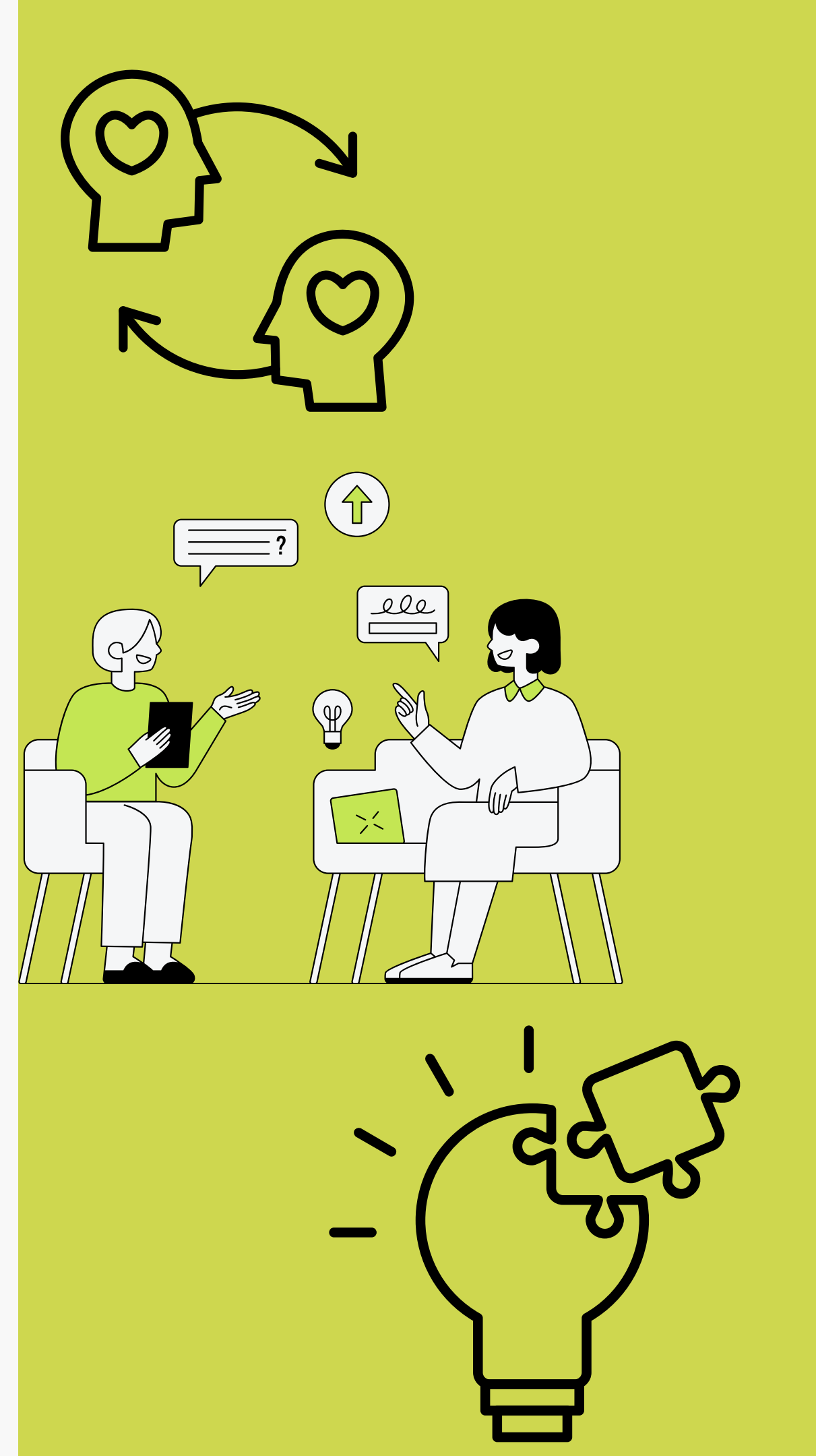
# *What is Scenario Based Learning?*

## **Active Learning**

- Participant takes an active part in the learning - they face a situation and have to make choices based on their subject knowledge and competencies to reach certain goals
- Trains competencies such as problem solving, critical thinking and emotional intelligence
- The situation is based on a realistic expectation of situations they would face in the role they are training for

## **Different types of scenario based learning**

- Individual vs in groups
- Specific, prepared scenario vs open, unprepared scenario
- Outcome focused vs skill focused



# Why use SBT?



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## Practice makes perfect

- 70:20:10 model - 70% of learning happens through experience
- Allows participants to practice scenarios they will face

## Low risk + High reward

- Safe space to make mistakes and receive feedback and prepare for difficult and stressful situations
- Practical learning gives a higher learning outcome

## Engaging

- Study found that 90% of participants found this to be an interesting and engaging form of learning - note this is in education (higher education medicine)

## Feedback and reflection

- Feedback from other party - though their reactions
- Can also include self reflections, feedback from a mentor after or coaching on what could be improved

# *Learning Process*



## **Theoretical Background**

Teaching of the fundamental goals of a task and how it should be carried out.

Outline both jailcraft and competencies.



## **Scenarios**

Scenarios are carried out to practice the theory which has been taught and to allow trainees to experience situations and make mistakes.



## **Reflection and feedback**

Trainees should be given the opportunity to self reflect or reflect in a group or with a mentor on their experiences. Mentor can also give targeted feedback.

# Components of a scenario

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## Scenario Design

- Pick a scenario which the participant might have to face in their role which requires the competencies or skills you want to practice
- Should be realistic, purposeful and focus on the trainee



## Learning objectives

- Sets out the goals of what the participant should learn or practice through the scenario
- Tasks, competencies, qualities to show

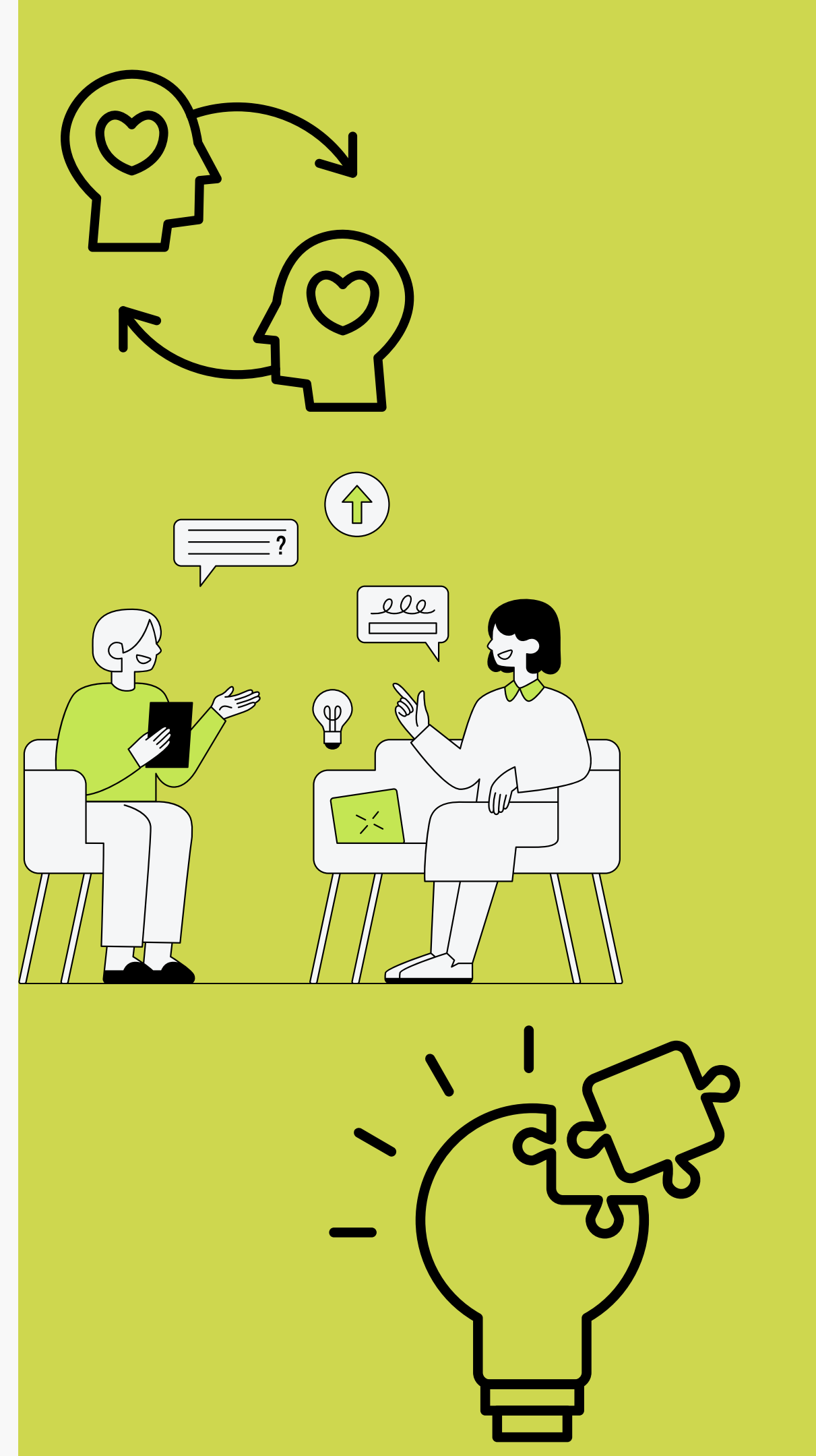


## Success checks

- Success checks are ways to measure if the trainee achieves the learning outcomes
- Can give Ideas of what should be said or how the trainee should behave
- Basis of feedback

# Scenario Example

- **Goal:** Voicing concerns and Creating actions
- **Scenario:** As an educator in a prison you notice one of the prisoner is acting unusual, he doesn't speak as much, seems agitated and had a verbal altercation with one of the prisoners.
- **Roles:**
  - Educator (focus): Is worried about the prisoners well-being and want to flag him to an officer
  - Prison officer: You are bored of dealing with the same issues every day and have started cutting corners in your job as you have low motivation. You are collecting the prisoners on your wing from education, when one of the teachers asks you to have a chat. You don't have much patience for non-uniformed staff - you think they're easily manipulated and don't understand the pressure officers are under. You try to avoid the conversation. But when they insist, you agree to chat. **If the participant is polite, firm, and persuasive, then agree to take some of the following action**



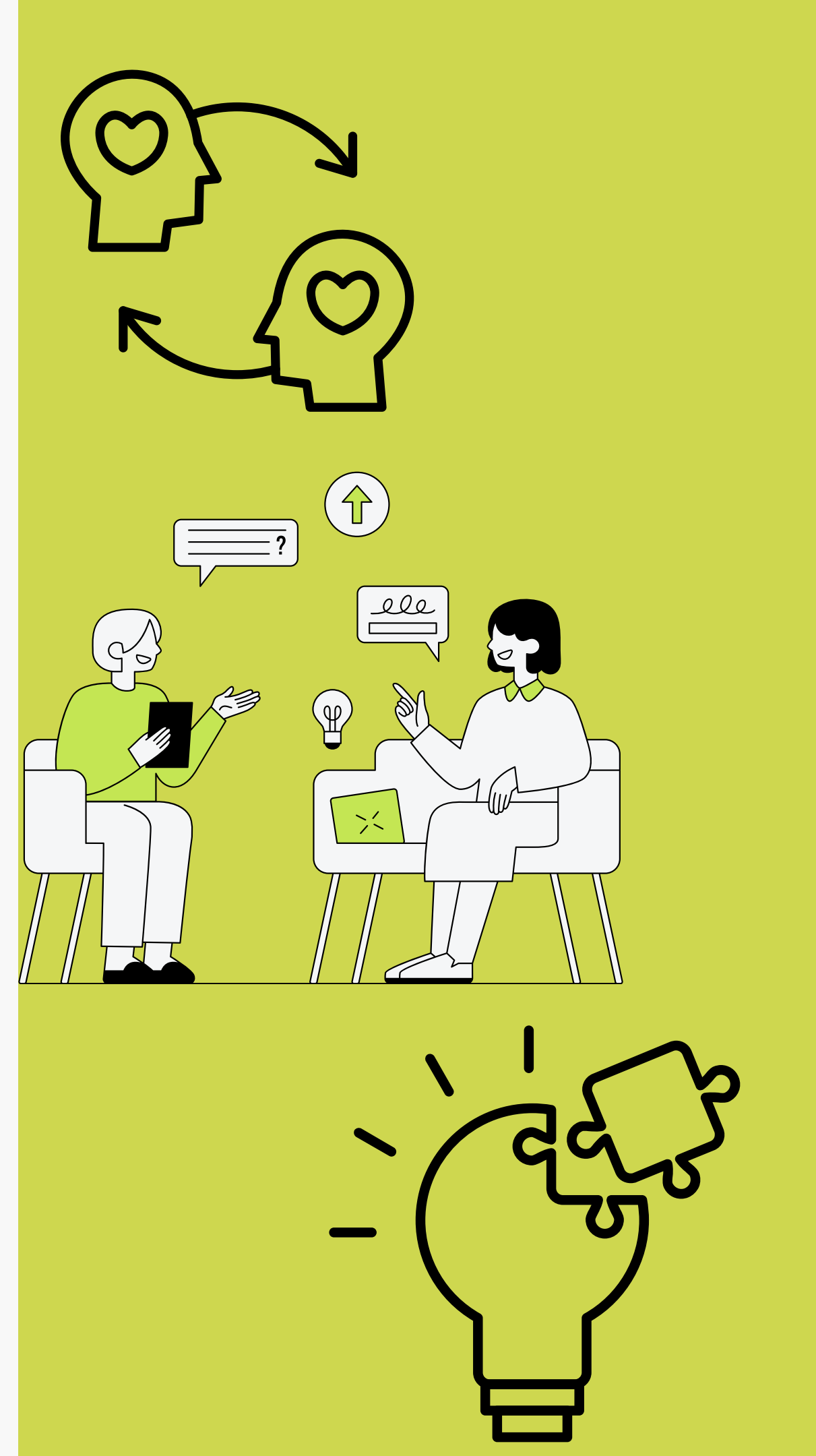
# Scenario Example

## Learning outcomes

- Successfully communicate concerns to and create action from prison officers
- Be assertive, firm, and polite

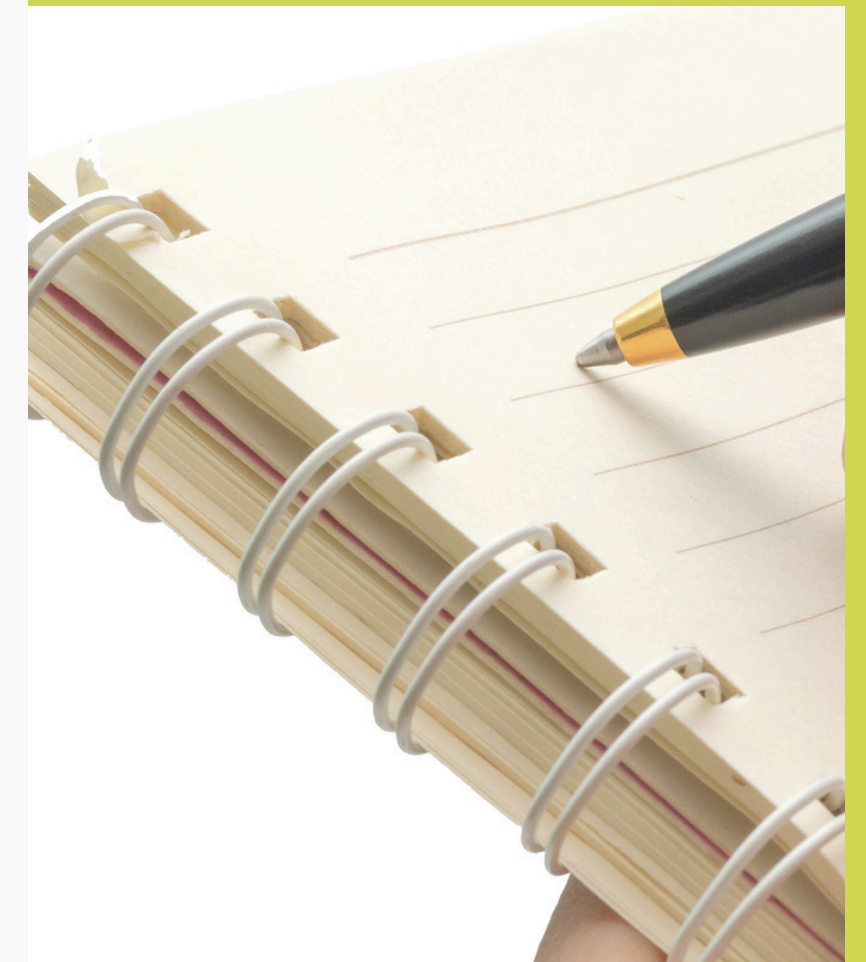
## Success checks

- Clearly communicate concerns
- Be polite and patient
- Create an understanding of your actions and what you would ask
  - “I will do xzy, but for abc I don’t have the same access to X that you do”
- Acknowledge their perspective
  - “I’m sorry, I realise you’re already very busy and this is an addition to your workload”
- Remain firm about your concerns



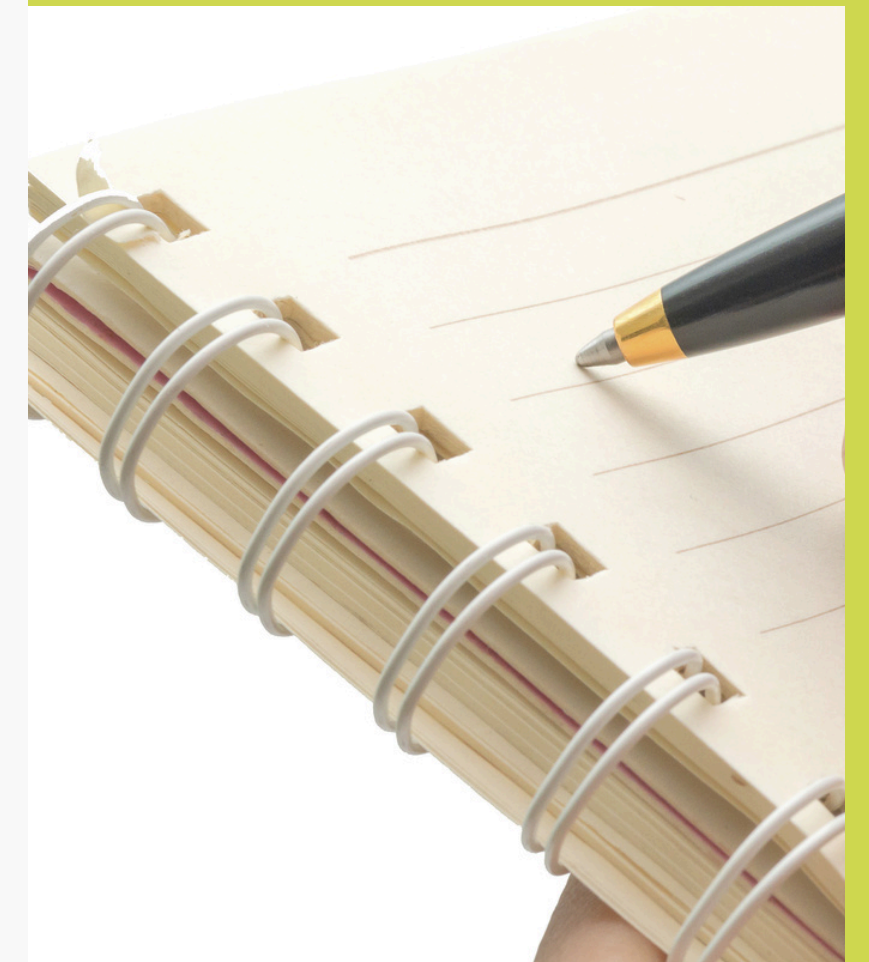
# Types of scenarios

- **Decision-making scenarios:** These types of scenarios present your learners with a situation and ask them to make a decision or solve a problem based on the information you have provided.
- **Interactive scenarios:** Interactive scenarios allow your learners to interact with the scenario itself. Learners typically do this by clicking on different elements to see how their decisions affect the outcome.
- Branching scenarios: Branching scenarios provide your learners with multiple paths they can take depending on their choices. This means that each scenario has a variety of potential outcomes.
- Story-based scenarios: Story-based scenarios use narrative to engage your learners and create a more immersive experience. This helps them to connect emotionally with their training content.
- Simulation scenarios: Simulations allow learners to practise skills and tasks in a simulated environment. This typically happens through immersive technology or a computer programme.
- Game-based scenarios: Game-based scenarios use gamification elements, such as Experience Points, Rewards, and Leaderboards, to engage learners and make the learning experience more enjoyable.



# Links

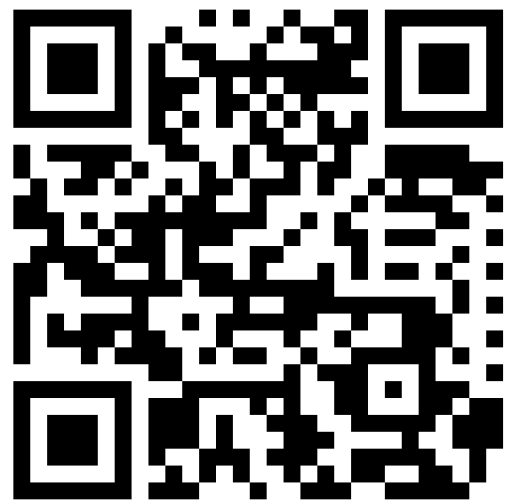
- **Unlocked Graduates example / Test scenario based learning:**  
<https://unlockedgrads.org.uk/forms/prison-scenario-test/>
- **Why we should use scenario based learning in correctional institutions:** <https://www.corrections1.com/corrections-training/articles/why-you-should-focus-on-scenario-based-training-ZDuLf7mUey3A5o5P/>
- **Scenario based learning for beginners:**  
<https://www.growthengineering.co.uk/a-beginners-guide-to-scenario-based-learning/>



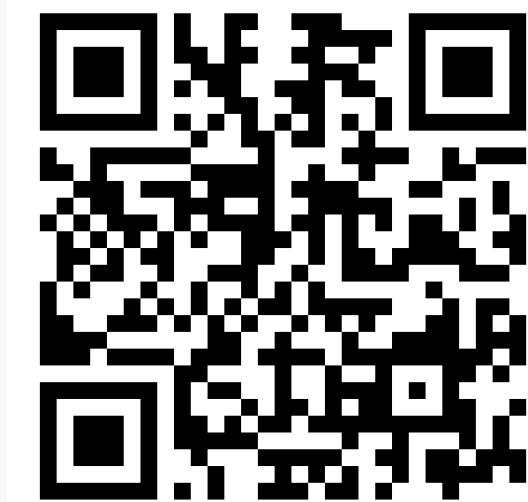
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# Feedback - Tell us how we did today!

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