



Kainos Community
**CHALLENGE
to CHANGE**

CITIZENSHIP MODULE

Rationale

In this final module of the programme participants should be made more aware of the need for them as senior residents of the Kainos Community to be active 'positive role-models'. At the same time this module is an opportunity to introduce stress, management, and the challenge of re-integration with society as an active theme including work on a relapse prevention plan. This has the aim of creating in the hearts and minds of the participants the goal of good citizenship - hence the title of the module.

The theme of citizenship for participants ~~however~~ has two viewpoints, *inside* of the Kainos Community/Prison and *outside* in the wider community. The developing sessions therefore have a two-pronged approach, which ~~the~~ tutors should keep in the back of their minds when delivering the module material. Consideration of scenarios both inside and outside of prison can help to develop thinking skills through challenging preconceived ideas and judgments made through a group work setting. The use of volunteer input is vital to developing the connection with the wider community. Involvement of ideas and judgments of other group members is also essential through these sessions with tutors recapping and reflecting upon the appropriate raised learning points.

At this final stage in the programme this course also has the intention of cementing learning achieved over the whole programme. This is facilitated by two sessions designed to enable participants to creatively review all the major aspects of the programme. Participants muse on the relationships, time and material covered from session ten onwards. The Moving on Ceremony comprising meal and presentation of work will be a 'rite of passage' held in the memory of those involved.

The session which introduces to group members the challenge of re-integration to society is designed as an introductory session offering basic information. Whilst Kainos staff can assist in helping Kainos members in such areas it is important to encourage participants to take responsibility for their own pre-release plans and liaise with the appropriate departments and outside agencies.

Aims of the module

- To give an understanding social obligation
- Learning what is viewed as anti-social behaviour
- To understand democracy

- To develop social consideration of others
- To develop stress, management strategies and techniques
- To develop a relapse prevention plan
- To cement learning on the Kainos Programme

Course requirements:

Tutors

The course tutors are the lead persons in terms of delivering the course content, the flow of the course and helping participants apply the teaching.

To aid tutor activities are colour coded:

TUTOR - Notes all in black

CHARTWORK, Participant, Exercises - Blue

SLIDES - green

HANDOUTS - Orange

Learning Points - Brown

Volunteers

A volunteer will give a short talk on citizenship in session six and volunteers will be invited to the Moving on Ceremony in session 16. You will need to arrange for these sessions well in advance. Particularly if you choose to use a prominent member of the community for the talk in session six and someone to present the certificates and give a short encouraging talk in session 16. You may also choose to use regular volunteers for these tasks. It will be desirable to have enough volunteers to facilitate each group in session six. All the volunteers will be invited to the closing celebration

Equipment

Course Manual
Flip Charts
Slide or OHP
Handouts
Marker pens
Pens

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Pre & Post - Session questionnaire

Prior to the first session commencing, participants are provided with a questionnaire (at the back of this module guide), which they are required to fill in. The second half of this questionnaire is then administered at the end of module, to assess the level of learning that has occurred.

- The Intervention consists of 16 sessions.
- Each session takes two hours to complete

Number of Participants:

There are up to 12 participants on the course.

After the participants have completed the intervention they will be asked to evaluate the workshop.

A report is completed for each of the participants commenting on their behaviour, participation and attitude on the course.

CITIZENSHIP MODULE

Session Plans

Session	Title	Outline of Content
One	Democracy	Understanding the democratic process Understanding democracy Awareness of alternative forms of government Democratic process in the Kainos Community Appreciating authority
Two	Social Welfare	Taking responsibility within the wider community Multicultural perspectives Social consideration of others
Three	Social Obligation	Understanding social obligation Where am I in society? Progressing in society Recognising progression in society
Four	Anti-social behaviour	Learning what is viewed as anti-social behaviour Individual issues Community Issues Addressing anti-social behaviour
Five	Moral Reasoning	Understanding moral reasoning Understanding right and wrong Moral reasoning in practice Choosing to do the right thing
Six	What it means to be a citizen	Volunteer talk and discussion What citizenship involves Why be a good citizen Involvement in society
Seven	Stress Management 1 A Realistic judgment	'Stressors' Stress and strain Appraising stress Studying case scenarios

Eight	Stress Management 2 Understanding Stress	Assessment Understanding stress (stress and strain) Demands vs. ability Internal and external stress
Nine	Stress Management 3 Practical Ways of Reducing Stress	Practical reduction of stress Realistic stress self appraisal Problem solving Stress management Relaxation Exercises
Ten	Re-integration into society	Awareness of issues of re-integration Developing an action plan Goal setting Resources Thinking about moving on
Eleven	Preparation for closing ceremony	Revision of programme Courses and Community Effective use of talents and abilities Group work assignments
Twelve	Relapse prevention 1 Identifying High Risk Situations	Having a relapse prevention plan Decisional balance Consequences of behaviour Recognising high risk situations
Thirteen	Relapse prevention 2 Rational Thinking skills	Rational thinking skills assessment Unhelpful thinking Event, feelings, actions Negative self talk
Fourteen	Relapse Prevention 3 Practical skills	Positive self talk Putting the plan together Time management
Fifteen	Building a positive future Programme debrief	Maintenance strategies Assessment of learning Feedback questionnaire Review of programme Review of individual courses Confirmation of benefits gained
Sixteen	Closing Celebration	Affirmation of achievement Recognition of personal value Empathy with general public (volunteers) Developing social skills

CITIZENSHIP MODULE

The Intervention consists of 16 sessions. The sessions are delivered over 3 weeks. Each session takes two hours to complete.

Number of Participants:

There are up to 12 participants on the course.

After the participants have completed the intervention they will be asked to evaluate the workshop. This is done with a questionnaire (see attached) with the aim of determining how successful the intervention has been in addressing their needs.

A report is completed for each of the participants commenting on their behaviour, participation and attitude on the course.

INTRODUCTION

At the introductory session participants will be given the chance to put forward their questions and expectations, the tutors make clear their objectives for participants and the Session.

Tutor:

What expectations do you have of the course?
What elements would be most beneficial to you?
What concerns do you have for your future?
What do you expect this course to do for you?

The answers to the above given by participants will then be written on a flipchart for them to see.

The Tutors will then explain why the intervention is called: Citizenship.

No hidden agendas.

We'll show you how.

But be prepared to put in the work yourself and make the effort.

Any other questions?

Dates and times of the course.

Certificate at the end of the course, but they will gain more than a certificate.



Kainos Community
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CITIZENSHIP

SESSION ONE

INTRODUCTION



Kainos Community
**CHALLENGE
to CHANGE**

Citizenship

SESSION ONE: Introduction to Citizenship

Democracy

SESSION AIM:

- Understanding a democratic process
- Understanding of democracy
- Awareness of alternative forms of government
- Democratic process in Kainos (HMP Verne)
- Appreciating authority

REHABILITATIVE NEEDS TARGETED

- Reducing responsivity issues of:
 - Egocentric thinking
 - Distrust of authority
- Anti authoritarian beliefs
- Awareness of personal responsibility in a community/country

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Introduction to the course
2. Different types of government
3. Democratic Process of Kainos community
4. A solid foundation for citizenship
5. My Learning Points

TUTOR: (Welcome and introduction to session. In this final module of the programme the theme of citizenship here has two viewpoints, inside of the Kainos Community/Prison and outside in the wider community. At the same time this course is an opportunity to introduce re-integration with society as an active theme - hence the title of the module);

TUTOR: List the elements of the course (module):

Democracy
Social Welfare
Social Obligation
Anti-social behaviour
Moral Reasoning
What it means to be a citizen
Stress Management 1 A Realistic appraisal
Stress Management 2 Understanding Stress
Stress Management 3 Practical Ways of Reducing Stress
Re-integration into society
Preparation for closing ceremony
Relapse prevention 1 Identifying High Risk Situations

HANDOUT: *Introduction to the course*

TUTOR: ask participants to spend 5 minutes thinking about the following three questions. Briefly discuss each one highlighting the main points in the group discussion:

SLIDE 1: **Three Questions:**
1/ What expectations do you have of the module?
2/ What concerns do you have for your future?
3/ What parts of the module would be most beneficial?

CHARTWORK:

Write answers from participants on Flipchart

TUTOR PROMPTS:

1/ To learn as much as possible. Insight & ideas to help me with my life. To gain a concept of society. To learn about democracy. To learn a better way of living. To learn right from wrong. To learn about morals. Our responsibility, society's responsibility to us. How we respond in the community. To take everything in 100%. Respect authorities.)

2/ Living, employment, pensions, welfare, labelling, family. Being able to change. Fitting into society without being stereotyped. Keeping away from bad company. Parole. Decision making.

3/ Social welfare. All the elements will have some benefit. Social obligation. Democracy. Our rights

Time: 20 minutes

Elapsed time: 20 minutes

TUTOR: This is the final module that you will attend as part of the main Kainos programme. As participants you will all be more senior residents, or citizens, within the community. It can be helpful to consider what we mean by the word 'Citizenship'.

ASK: What do we mean by 'Citizenship'?

Chartlist the answers supplied, then provide the introduction handout, with the definition on it. Compare and contrast

Citizenship:

'state of being or of having rights and duties of a citizen: conduct in relation to these duties.

Ask the group to consider what it means to be a 'good citizen' and what the value of this can be to society:

TUTOR PROMPT

To live by the rules

To support and help others

To add to that society through work
To create jobs or a value for others

LEARNING POINTS

- Being a good citizen helps to build a positive society
- Society needs rules to function

Time: 10 minutes

Elapsed time: 30 minutes

TUTOR: It is helpful also to consider who makes the rules in society. So let's take a look at the term 'governance'.

ASK: What does the term 'governance' or government mean to you?

TUTOR: Dictionary says, '*ruling or managing, control, system of governing, the body of persons authorised to administer the laws, or to govern a state. Tenure of office of one who governs. Territory*'.

CHARTLIST EXERCISE:

Give the men 5 minutes to write down as many alternative words for the word government as they can think of then feedback to flipchart.

TUTOR PROMPTS:

Rule, administration, management, control, regime etc.

CHARTLIST:

Tutor to check understanding of the term governance then to lead a brainstorm session around the term 'Governance'. Group responses to Chartlist.

Learning Point:

Those who govern create the rules

Time: 10 minutes

Time elapsed: 40 minutes

HANDOUT: *Different Types of Government.*

TUTOR: As some background information for you we have given you the following handout to consider other forms of governance that exist. The handout is designed as a humorous break in what can potentially be a heavy session depending upon current community issues and problems.

Encourage the group to consider which type of governance is employed within the prison, within Kainos and within UK society

TUTOR PROMPTS

Prison: Dictatorship? (Is what it might feel like! but is selective democracy)

Kainos: Pure democracy

Society: Bureaucracy

LEARNING POINT

- There are many different ways to govern

Time: 15 minutes

Elapsed time: 55 minutes

TUTOR: An important aspect of the Kainos community is the principal of the community members (or 'Peers') having an active role within the community and into decisions, which affect the community.

Within a prison setting it is not possible to give the community total control, as Kainos, prison staff and governors all have their input too.

CHARTLIST: What is the Kainos set up? Brainstorm.

PROMPT: Mentors/helpers, elected president, vice president, secretary, spur reps, members of the community, the manager, and prison staff. Handout 1, page 4 of booklet.

SLIDE 3: Democratic process of Kainos Community

TUTOR: Consider the diagram and consider if this represents the governance of the Kainos unit. Would you change it in any way? - Discuss, noting any learning points on flipchart.

HANDOUT: Democratic process of Kainos Community

It is important to remember that Mentors should be role-modelling to other community members. At the same time this does not make them 'better' than other community members however their conduct is obviously expected to be of a high standard. Mentors have a difficult role within the community. (Remind group of Mentor training, which has taken place).

Learning Point:

The Kainos community works within democratic processes, but the community does not have complete control

Time: 10 minutes

Elapsed time: 65 minutes

TUTOR: ASK: 'So when a problem arises within the community, what is the process by which that problem is resolved?'

Use this discussion to highlight appropriate ways of dealing with issues. (See following examples)

PROMPTS: Spur/Dorm Reps.
Community Meetings.
Community President.
Vice president.
Mentors/Helpers.
Going direct to Kainos Staff.
Going direct to Prison Staff.
Talk to any individuals concerned.

TUTOR: It is important to remember that you are all individuals within the community. Any individuals should be dealt with individually; it does not (in the first instance) need to go to a larger group. If you have a problem with an individual, talk to him. If this does not work take someone else as a witness to confirm that you have tried your best to resolve the problem before involving Mentors or even Kainos staff. If your bins are not collected one particular week you don't chase up the Prime Minister.

Learning Point:

Working within a democracy means to talk with individuals first if there is a problem, then go up each step of the ladder of governance only if needed

Time: 15 minutes

Elapsed time: 80 minutes

TUTOR: The wider community should work in the same way. For all this to work properly there needs to be certain things in place in a community.

SLIDE 4: Build a solid foundation

TUTOR: This slide is an example to demonstrate the various qualities needed to be shown in the community. Notice that citizenship is in the middle (Taken from 'Winslow Education').

HANDOUT: Build a solid foundation for Citizenship

TUTOR: Ask if there are any other things that the group could add?

LEARNING POINTS

- The skills learned in the Kkainos community will help with being a good citizen following release

Time: 15 minutes

Elapsed time: 95 minutes

TUTOR: As we saw earlier, those in positions of power, or authority, are the ones who make the rules that govern society.

ASK: What do we feel about those in positions of authority within the Kainos community?
Are they any more important than we are?
What do we expect from those in these positions of authority?

TUTOR: Tutor to allow free discussion of the above issues writing on flipchart any learning points and correcting any wrong perceptions of the democratic process within the community.

CHARTLIST:
What might other examples of authority be in the wider community?

TUTOR PROMPTS:
Parents, teachers, bosses, political leaders, the queen, priests etc.

CHARTLIST:

What is the ultimate authority for you?

TUTOR PROMPTS:

Law, Courts, magistrates, God/Allah, Number 1 Gov etc.

LEARNING POINT:

In order for democracy to exist there must be a trust or faith in the authorities.

Time: 15 minutes

Elapsed time: 110 minutes

At the conclusion of the discussion:

TUTOR: It is important to have an appreciation of authority, certainly when the authority is reasonable and fair - we will not always agree with authority however within a democracy it is important to understand the wider issues which can often come with extra responsibility.

HANDOUT: *My Learning Points*

Encourage the group to consider Targets for change in relation to their views of authority and government, arising from this session

Time: 10 minutes

Elapsed time: 120 minutes

Citizenship Course

Session 1 Handout 1 - Introduction



Aims of the course:

- To give an understanding of social responsibility
- Learning what is viewed as anti-social behaviour
- To understand democracy
- To develop social consideration of others
- To deal effectively with stress
- Relapse prevention
- To provide help in re-integration to society

The dictionary says, 'state of being or of having rights and duties of a citizen: conduct in relation to these duties.'



Citizenship works *inside* the Kainos Community/Prison and *outside* in the wider community. For some the *outside* viewpoint is a long way off, but we can all look at how we behave whilst *inside* the prison and reflect on both how we were before we came here and how we would like to be after release.

The course consists of the following sessions: Democracy, Social welfare, Anti social behaviour, Moral reasoning, stress management, re-integration into society and relapse prevention.



Citizenship

Session One – Handout 2

Different types of government

A description of the different types of government

FEUDALISM: You have two cows. Your lord takes some of the milk.

PURE SOCIALISM: You have two cows. The government takes them and puts them in a barn with everyone else's cows. You have to take care of all the cows. The government gives you as much milk as you need.

FASCISM: You have two cows. The government takes both, hires you to take care of them, and sells you the milk.

PURE COMMUNISM: You have two cows. Your neighbours help you take care of them, and you all share the milk.

DICTATORSHIP: You have two cows. The government takes both and shoots you.

PURE DEMOCRACY: You have two cows. Your neighbours decide who gets the milk.

BUREAUCRACY: You have two cows. At first the government regulates what you can feed them and when you can milk them. Then it pays you not to milk them. Then it requires you to fill out forms stating why you are not able to produce more.

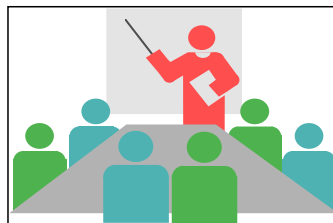
ANARCHY: You have two cows. Either you sell the milk at a fair price or your neighbours try to kill you and take the cows.

CAPITALISM: You have two cows. You sell one and buy a bull.

Citizenship

SESSION ONE - Handout 3

Democratic process of Kainos community



Prison
Governors

Kainos Prison
Staff

Kainos
Staff

Kainos
Community

Kainos
Mentors

CITIZENSHIP

Session 1 - Handout 4



This is the solid foundation of Citizenship. Can you think of any other needs there might be in a community?

--

Citizenship

Session One - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-

CITIZENSHIP COURSE

Session 1 Slide 1

Answer These Three Questions

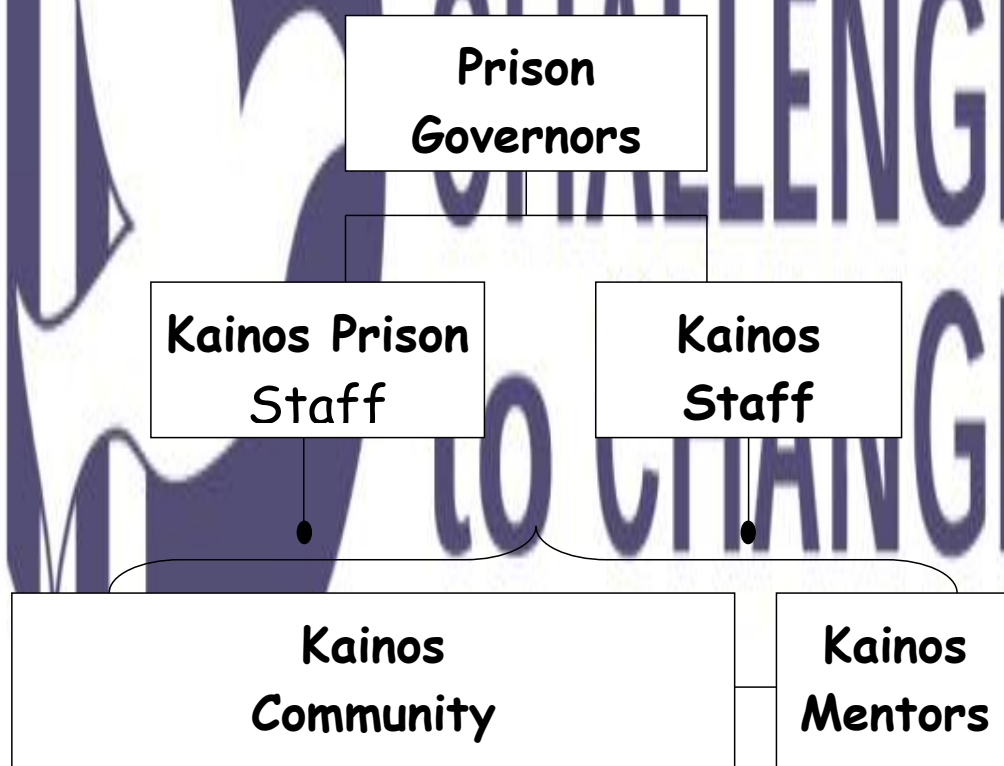
1/ What expectations do you have of the module?

2/ What concerns do you have for your future?

3/ What parts of the module would be most beneficial?

CITIZENSHIP

Democratic process of the Kainos Community





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**This is the solid foundation of
Citizenship. Can you think of any other
needs there might be in a community?**

CITIZENSHIP

SESSION TWO

Citizenship

SESSION TWO: Social Welfare Group Identification

SESSION AIM:

- Taking responsibility within the wider community
- Multicultural perspectives
- Social consideration of others

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Self imposed isolation and seclusion
 - Restricted social skills
- Anti social behaviour
- Prejudice

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Pre-prepared flipchart x 2 - Arguments and reasons for role-play
- Pre-prepared post role-play questions

HANDOUTS:

1. 'No man is an island' John Donne - Poem
2. Multiculturalism
3. Role Play Exercise
4. My Learning Points

GROUP MEMBER WELCOME

REVIEW TARGETS FOR CHANGE

Time: 15 minutes

Elapsed time: 15 minutes

EXPLAIN: In today's session we will consider why it is so helpful for us to work well within a stable society

TUTOR: Read the following quote from Christian Counselling by Gary Collins

'Throughout the centuries, a few hermits have sought to live solitary lives, far from the maddening crowd, but most of us can appreciate John Donne's oft-quoted statement that 'No man is an island, entire of itself'. Human beings may compete with one another and live in conflict, but we also need one another. It isn't good or healthy to exist in isolation.

Despite this conclusion, we who live in the Western world still tend to value independence and rugged individualism. We talk about cooperation and mutual support, but we admire the self-made man or woman and often assume that personal problems are best handled alone'.

SLIDE 1: No Man is an Island

HANDOUT: No Man is an Island

READ: This quote, 'no man is an island' is from John Donne an English 17th century ~~renaissance~~ poet.

Formatted: Superscript

TUTOR: ASK: What do you think he meant by this by this comment?

CHARTLIST:

Tutor to lead a discussion using this poem as a talking point regarding our 'Social welfare' towards each other. Write up more suggestions to flipchart eg:

TUTOR PROMPTS:

It's OK to ask for help.
You can't do everything on your own, eventually you'll need somebody.
Everybody needs somebody.
Everyone needs social and physical contact.
We need others to help us progress and grow.
We need others to be able to pro-create.
You don't have to stand alone.
You can't survive alone.
We all need to depend on others i.e. transport.
Being humble, being able to identify that we need help.
The elderly need help.
The sick need help.
In certain circumstances we need the police.
The need to have children.
When we have an addiction, we need help.
Times in our lives when we need a counsellor.

LEARNING POINTS

- We all benefit from being able to rely and gain help from others

Time: 15 minutes

Elapsed time: 30 minutes

TUTOR: These are some quotes about what happens when we can't rely on others; when we experience loneliness

SLIDE 2 Loneliness Quotes

TUTOR: Read the following excerpts from 'Loneliness can be a killer', Taken from The Daily Express July 2006:

'Loneliness is responsible for the premature death of thousands of elderly people every year, according to a new report.'

*The biggest killers may not be poor health care or diet but isolation and lack of human contact, researchers said.
Scientists questioned nearly 9,000 people over the age of 50 about their relationships and how often they felt isolated.
Overwhelmingly, those who had only distant ties with their family, and few friends, belonged to a group, which suffered from far lower life expectancy.*

Encourage the group to consider why loneliness might be such a killer:

TUTOR PROMPTS

Humans are designed to be social animals.
Loneliness increases stress
If we are lonely are needs are not likely to be met
It is harder to cope without support

Learning Point:

- Loneliness increases life stress

Time: 15 minutes

Elapsed time: 45 minutes

TUTOR: Ultimately social welfare affects all of us if this quote of John Donne's is true. We are responsible to one another, this includes respecting others from a different culture or group to our own.

HANDOUT: *Multiculturalism. Go through & discuss.*

TUTOR PROMPTS

Encourage the group to think about how we risk labelling people according to stereotypes:

CHARTLIST: Picking up on the subject of stereo-types, ask the group for suggestions of stereotyping and write up answers to the flipchart.

TUTOR PROMPTS:

From these previous groups:

Ex-cons are all violent offenders
Muslims= Terrorists
Irish= Thick
Hoodies= All on asbo's
Turks= Sell heroin
Women in short skirts= are on the game
Homosexuals= All got aids
Judges= pompous

Encourage the group to consider the risks to society if we allow such labels to remain unchallenged:

TUTOR PROMPTS

We make false assumptions as individuals
We base our behaviour on false assumptions
It increases conflicts between groups due to these false assumptions
Society as a whole risks being split into groups

LEARNING POINTS

- For use to make helpful decisions, we need to challenge personal labels
- For society to function, groups need to challenge labels and stereotypes

Time: 20 minutes

Elapsed time: 65 minutes

ROLE PLAY:

Social Welfare. Note: The role-play will include a role-reversal to challenge participants thinking and beliefs.

TUTOR: To consider how important it is to challenge stereotypes and labels in society to help it function, we will look a situation that really happened.

HANDOUT: Role Play Scenario: (only need two or three handouts for each group)

A community's local playground has been continually vandalised. It is covered in graffiti, litter and occasionally equipment is vandalised. A meeting has been called between two groups: local parents and the local youth who hang around the playground after dark. Remind each group that the future of the playground and safety of children is at stake.

GROUP ACTIVITY/ROLE PLAY EXERCISE:

DIVIDE THE MEN INTO TWO GROUPS: (Parents & Local Youth) giving each a copy of the scenario and a sheet of flipchart paper.

Each group is to prepare a solution to the problems as they see it with a full list of reasons or arguments why.

TUTOR NOTE: Participants in the two groups need to clearly write down both - this is important for the later role reversal.

Allow each group to discuss their strategies and confirm a case for their solutions. The tutor will adjudicate between the two if necessary.

Once this is done the tutor is to explain to the groups that they will now swap roles. Parents are to swap with youths and will argue the issues from the other perspective using the notes and arguments left by the other group.

Allow each group to review the previous group's arguments and reasoning and commence the role-play.

Allow the role-play to run and stop at an appropriate juncture. Bring the group back together to consider the following question:

How might a solution be arrived at between these two groups?

TUTOR PROMPTS

Each group showing the other they understand their viewpoint
Use of negotiation skills

Finding a compromise which both groups get some of what they want
Agreeing on clear rules and consequences

Learning Points:

We can help challenge stereotypes and assumptions by trying to see the situation from another person's viewpoint.

We can then use negotiation skills to reduce conflict between groups

Time: 40 minutes

Elapsed time: 105 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider their targets for change in relation to challenge their labels and stereotypes about other groups.

Time: 15 minutes

Elapsed time: 120 minutes

ROLE PLAY EXERCISE PROMPTS

TUTOR PROMPTS (if required) for the youth's arguments:

Statements:

We're bored, there's no youth clubs or anything.
What else is there to do?
Peer pressure.
We like doing it.
It's the only way people take notice of us.
We want more respect.
No love, no control at home.
We don't care. We're not going to be here when we grow up.
It's not costing us anything.
There's nowhere for us to go.
No organised group activities i.e. sport.
All you do is give us ASBO'S and don't listen.
Stop stereotyping.
What did you do at our age?
We need more trust and pocket money.
We're making a statement?
We were drunk and smoking weed.
The playground is only for little kids why should it bother us?
The old 'bill' are always on our case.
It all seemed like a good idea at the time.
We go there because all our friends go there.

Suggestions:

We need a youth club.	What about some training i.e.
We want a football team.	(Fixing cars, brick laying)
We need leadership.	Education on multiculturalism
What about some pop concerts?	What about a graffiti wall?
Could we have some competitions?	
What about some funfairs?	
More opportunities to voice our needs.	
Put more rubbish bins around.	
Fencing/gates around the playground might help.	

Security cameras in areas where the youth hang out/wardens.
Get those who graffiti areas and make a mess, clean up/re-paint.
More lighting in some areas might deter anti-social activities.
How about a recording studio for us to make our own music.
How about a skate boarding park.
What about a Youth Council so that we can voice our needs etc?
What about some organised trips?

TUTOR PROMPTS (if required) for the local parent's arguments:

Statements:

You're all gonna get ASBO'S not to enter the playground.
We're getting the blame for your actions.
We're the ones that will end up paying the fines.
The council is threatening to prosecute.
So far the damage comes to thousands.
We all suffer in the long run.
Where have we as parents gone wrong?
We live as community why can't you?
If this vandalism continues the playground will be closed down.
We have told the police to keep away and give us a chance to handle this.
Close the park down.

Suggestions:

What's the problem? Tell us as parents, we might be able to help.
Everybody should work to repair and salvage as much as we can.
We need to get some ideas to raise money for repairs.
Contact the council for funding.
We need to build a youth centre to keep the vandals busy.
It would be good if practical skills were taught at school.
Encourage hobbies.
Build a graffiti wall.
Skate Park.
Supervised activities.
Select a mentor from the older teenagers to work with the others.
Regular meetings with the youth to discuss why they tend to be disruptive.
Listen more.
Be more understanding.
Organise parties.

Put up signs to say that this is a community playground.
CCTV cameras & better lighting.
Start up a Neighbourhood Watch.
Regular night inspections.
Better fencing around the playground.
They need to be given an incentive.
Live with them for a day to be able to understand them more.
Join in their activities.
Make them understand the consequences of their action.
The troublemakers should be put on community service.
It would be a good idea to provide needle bins.
Contact the local council to see if we can get some lighting put up.
Get the youth to help clear up the mess; it might give them some pride.
Try and get the parents of the troublesome youth more involved.
Why are they doing it?
What do they need?
How can we help?
What will stop them doing it?
Arrange a meeting with the youth to find out what they would like.
Look at ways of getting a community centre.
Look at ways of getting an adventure playgroup built.

CITIZENSHIP



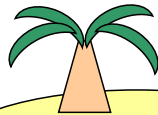
John Donne 1572 - 1631

Session 2 Handout 1

No Man Is An Island



His surviving statue in London.



'No man is an island, entire of itself every man is a piece of the continent, a part of the main.
If a clod be washed away by the sea, Europe is the less.
.....any man's death diminishes me,
because I am involved in mankind'

So, what is John Donne saying here? Basically,

that human beings do not thrive when isolated from others.

CITIZENSHIP



SESSION TWO - Handout 2

Multiculturalism



- Multiculturalism refers to the values, beliefs and behaviours shared by a group of people.
- Multiculturalism can refer to many different groups such as race, age, gender, sexual interest or social class
- Cultural diversity is a fact of life in our world today.
- We all belong to one particular cultural group or another.
- Different upbringings and beliefs can bring about misunderstandings between different people. It is important to recognise this.
- It is also important to recognise we can all have our own distorted views of different groups.
- If ever there is misunderstanding it is important to talk to the person it concerns and not be afraid because they are different to you.



CITIZENSHIP

SESSION TWO - Handout 3a

Scenario: Local Youth

A community's local playground has been continually vandalised. It is covered in graffiti, litter and occasionally equipment is vandalised. A meeting has been called between two groups; local parents and the local youth who hang around the playground after dark. The future of the playground and safety of the children is at stake.

You are a member of the local youth group. Looking from that perspective decide what could be done and what your views are. Write them on the flipchart paper.



CITIZENSHIP

SESSION TWO - Handout 3b

Scenario: Local Parents

A community's local playground has been continually vandalised. It is covered in graffiti, litter and occasionally equipment is vandalised. A meeting has been called between two groups; local parents and the local youth who hang around the playground after dark. The future of the playground and safety of the children is at stake.

You are some of the local parents. Looking from that perspective decide what could be done and what your views are. Write them on the flipchart paper.



Citizenship

Session Two - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-

No man is an island



Sooner or later we all need
somebody.

CITIZENSHIP

Loneliness Quotes



If I am such a legend,
then why am I so lonely?
Let me tell you, legends
are all very well if you've
got someone who loves you

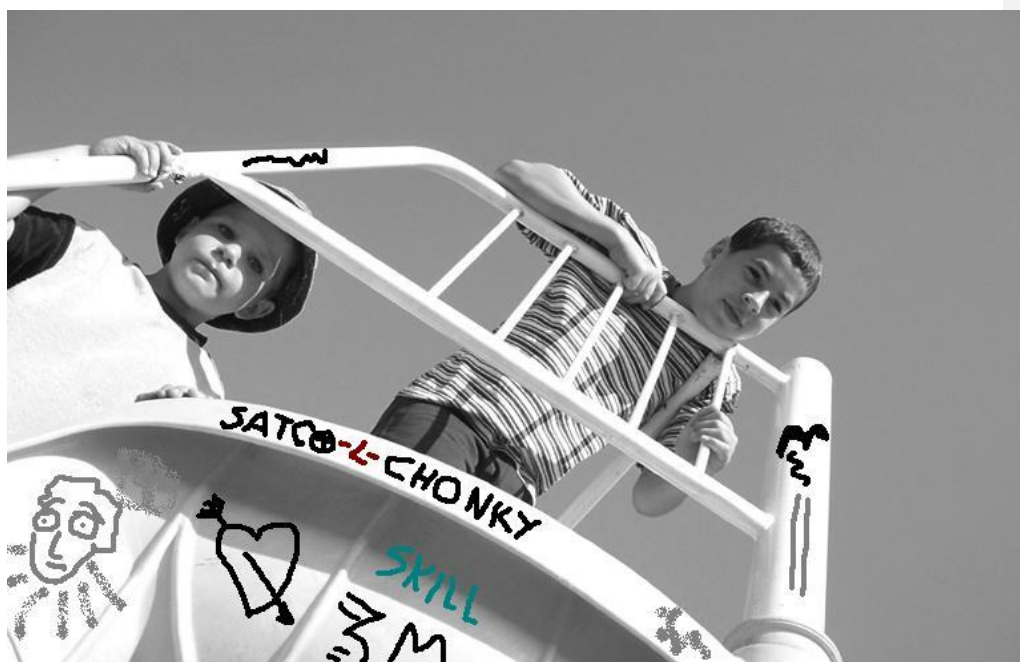
Judy Garland

Loneliness and the
feeling of being
unwanted is the most
terrible poverty



Mother Teresa

Play area hit by vandals again



Fire damage and graffiti upset parents
and children

Role Play De-brief



1) What made you join the original group?



2) How did you feel when you swapped groups?



3) Could you bring in any new arguments not considered by the previous group? If so, why?



4) Was it useful to change my perspective?



5) Was a solution attained?



CITIZENSHIP

SESSION THREE

Citizenship



Kainos Community
**CHALLENGE
to CHANGE**

SESSION THREE

Social Obligation

SESSION AIM:

- Understanding social obligation
- Where am I in society?
- Progressing in society
- Recognising my progression in society

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Attitudes and beliefs that condone criminal activity
 - Pervasive sense of own uniqueness
- Perspective taking
- Self efficacy

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Pre-prepared 'continuum of criminality in society' flipchart

HANDOUTS:

1. Continuum of criminality in society what is it?
2. Continuum of criminality in society
3. My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR:

In the last session we looked at social welfare; having concern for others in society. In this session we will look at 'social obligation'.

ASK: So what is social obligation?

CHARTLIST: Write responses to flipchart. To help with the understanding of this phrase divide the flipchart into two columns. Write the word 'social' in one and 'obligation' in the other, and then ask for suggestion for each word. You can then bring the two lists of words together eg. 'what you have to do in the community'

TUTOR PROMPTS:

Living by the rules.
Belonging to a group.
Paying taxes.
Volunteer work.
Religion. Respect.
Love your neighbour.
Keeping the community tidy.
Voting.
Community spirit.
Social clubs.

TUTOR NOTE:

Read attached list at end of the session for suggestions of the two words 'social' & 'obligation'.

Dictionary says 'having to do with society, living in a group, community, pertaining to welfare in such'

Learning Point:

- In order for societies to function, we all have certain social obligations

Time: 15 minutes

Elapsed time: 30 minutes

TUTOR: So now we will look at where engaging in crime fits within the functioning of society. But first we have to be aware that all behaviours, including criminal behaviour, lie on a line, or continuum.

TUTOR: Ask the group, What is a continuum? Take suggestions.

Dictionary says, 'that which is continuous, that which must be regarded as continuous and the same and which can be described only relatively'.

Give following example of a continuum- Movement- Things can be still, all the way up the moving at the speed of light. Something can be said to be moving fast only in relation to something else. Eg a hare moves fast in relation to a tortoise, but slow in relation to a jet plane. Something can also move backwards!

With criminality, the behaviour can move from responsible and prosocial, to antisocial, to criminal

SLIDE 1: 'Continuum of criminality in society'.

HANDOUT: *Continuum of criminality in society what is it?*

(Go through handout 1 and ask for suggestions on each section.)

TUTOR PROMPTS:

Responsible Behaviour - Considerate, responsible, respectful, compromising, empathetic, honest.

Irresponsible Behaviour - Being tipsy, Being late for work, belching, not paying bills, failing in duties at home.

Criminal - Antisocial behaviour (If there is an ASBO), littering, robbery, drunken driving, fraud, stealing, murder, rape, burglary, drugs, violence.

HANDOUT: *Continuum of criminality in society*

TUTOR: As a suggestion, get the men to write examples in their notebooks, dividing the page into three.

FLIPCHART: Divide into three sections and obtain feedback and write to the flipchart. Encourage the group to consider how they rate different types of criminal behaviour- Is one type always worse than another? (NO- Eg Whilst to a burglar a sex crime may seem worse than their burglary, to that person's victim, this burglary will feel much worse than reading about a sex crime in the paper)

TUTOR: It is important to define the role of the criminal in society and the consequences of the criminal's actions, which we previously considered in the victim awareness session. The continuum helps us to recognise our place in society and our contribution to it.

Learning Point:

- Our behaviours have a degree of cost and a degree of benefit to society
- All crimes are relative

Time: 40 minutes

Elapsed time: 70 minutes

TUTOR: Go through Handout 2 and explain, answering any questions that may arise to ensure full understanding of the next exercise.

TUTOR: Lead participants in the following exercise. Allow time for participants to feedback their reasoning during the exercise.

EXERCISE ON CONTINUUM OF CRIMINALITY IN SOCIETY.

Thinking about the previously prepared continuum SLIDE as a visual aid, ask the group to each individually consider the following three questions:-

SLIDE 1: 1/ Whereabouts on the continuum were you at the most anti-social point of your life? Why?
2/ Whereabouts on the continuum would you place yourself now? Why?
3/ Where would you like to be on the continuum in the future?

CHARTLIST: Have prepared a flipchart divided into three sections each with one of the steps of the continuum.
Hand out each participant three different colour post it notes, one of each of the above questions. (Example: Question 1 = Green, question 2 = Orange, question 3 = Yellow)

TUTOR: Allow each participant to write their initials on the 'post it note' and place on the appropriate section of the flipchart as each question is asked, illicit feedback from the participants during this process and encourage other group members to query the responses of each other as they observe each other during this exercise.

Tutor to draw appropriate conclusions at the end of the exercise, encouraging those who have made insightful or honest reflections or who are displaying appropriate responses. Issue 'My learning points' handouts.

Learning Point:

- We can add value to society as well as for ourselves by being a 'good citizen'
- We can choose to add value to ourselves and our society at any point in our lives

Time: 30 minutes

Elapsed time: 100 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider how they can add value to the Kainos community, and write this as their targets for change.

Time: 15 minutes

Elapsed time: 115 minutes

Tutor helps for the words, 'social' and 'obligation'

'Social'

Communal
Community
Common
Societal
Public
Shared
Group
Centre of Population
Vicinity
Area
District
Village
Neighbourhood
Region
Get Togethers
Party
Meeting

'Obligation'

Compulsion
Duty
Responsibility
Commitment
What you have to do
Requirement
Dependability
Constancy
Soundness
Loyalty
Consistency
Pledge
Vow
Promise
Guarantee
Declaration
Collective
Accountability
Require
Need
Involve

CITIZENSHIP

Session Three - Handout 1

Continuum of criminality in society

What is it?

Criminal Behaviour	Irresponsible Behaviour	Responsible Behaviour

Citizenship

SESSION THREE - Handout 2

Continuum of criminality in society

Notes:

- Everyone within a society is represented in the continuum.
- As people change they can move up and down the continuum.
- Different societies have different standards.

Descriptions

Criminal

- Main purpose and drive is concerned with self
- Criminal thoughts are persistent
- Others needs are secondary >
- No thought of consequences to society.

Irresponsible

- Lifestyle which is self-seeking
- Avoids full criminal lifestyle due to loss of liberty, except in circumstance where the individual can get away with his/ her actions
- Not concerned about society or others.
- Tends to fail in obligations to loved ones and society and is easily sidetracked by own selfish pursuits.

Responsible

- General lifestyle of responsibility fulfilling obligations to loved ones and society
- Criminal thoughts may occur but are quickly dispersed due to the obvious consequences to self and loved ones.

CITIZENSHIP

SESSION THREE - Handout 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



CITIZENSHIP

SESSION FOUR

Citizenship



SESSION FOUR: Anti-Social Behaviour

SESSION AIM:

- Learning what is viewed as anti-social behaviour
- The impact of anti-social behaviour
- Individual issues
- Community issues
- Addressing anti-social behaviour

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Impulsivity
 - Restricted Social Skills
 - Lack of empathy
- Social Learning
- Social awareness

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- 3 x pre-prepared flipcharts with 3 initial anti-social behaviour headings
(Exercise 1)

HANDOUTS:

1. Anti-social behaviour
2. What are ASBO's
3. RDS typology of anti-social behaviour.
4. My Learning Points

Citizenship

SESSION FOUR: Anti-Social Behaviour

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In this session we will consider when irresponsible behaviour becomes anti-social, and what impact this has on society.

GROUP EXERCISE 1:

Tutor to divide the group into three groups and give each a sheet of flipchart paper with one of the following headings on.

- 1) What is anti-social behaviour? (Examples)
- 2) Impact of anti-social behaviour on individuals.
- 3) Impact of anti-social behaviour on communities.

See sheets for previous suggestions to each question at end of session plan.

Note: giving each of the groups a different coloured pen means that when the posters are displayed they can see their own comments more clearly.

Swap these around to see if the other groups can add to the previous group's answers.

TUTOR: Allow at least ten minutes for each of the three groups to collate their information, which will be presented back to the larger group. Retain the completed flipchart papers on the group room wall for consideration in learning point's summary at the end of session.

TUTOR: Mention the following quote from a Kainos #20 participants:

'Anti-Social behaviour is a behaviour that shows no respect for anyone'.

CHARTWORK: Ask the group for examples of anti-social behaviour and feedback to the flipchart.:

HANDOUT: *Forms that Anti Social Behaviour can take*

TUTOR: Go through handout and compare to the examples given by the group on the flipchart. How many did they manage to get? Bring out the point that it doesn't paint a very pretty picture does it! So how are we going to address this?

Learning Points:

- Anti-social behaviour is any behaviour which has a cost to another

Time: 20 minutes

Elapsed time: 35 minutes

TUTOR: Read the following quote from a Home Office Web Page:

'All these are issues which concern everyone in the community. They cannot be written off as generational issues - they impact on the quality of life of young and old alike. And they require a response which puts partnership into action'.

CHARTWORK: Write the heading 'Addressing Anti-Social Behaviour' and allow discussions to develop. Ask one group member to act as facilitator writing down solutions raised by the group. Encourage the group to consider the solutions for antisocial behaviour in children and adults

TUTOR PROMPTS:

Children

Give the kids something to do.

Better education.

More activities.

Treat kids more like adults and individual.

Parents should have more control over their kids.
More boundaries for kids.
Community involvement/community meetings.
More help for families from the government.
Make kids more aware of the consequences of their actions. Kids to be taught more respect for others.
More money put into youth clubs.
National service/army.
A halfway house.
After school activities.
Parent classes.
Free travel for under 25's.
Bring back National Service.
Teachers should have more freedom to discipline.

Adults

More work, work experience.
Victim empathy courses.
Day trips.
Sports activities.
Church groups.
Curfews.
Close the pubs.
Mental health support/counselling
Higher benefits

Learning Points:

Anti-social behaviour can be reduced in many ways

Time: 15 minutes

Elapsed time: 50 minutes

SLIDE 1: What are ASBO's & ABC's

HANDOUT: What are ASBO's & ABC's

TUTOR: ASBO's and ABC's are both recent developments designed to put a stop to anti-social behaviour. But they work in very different ways, and these differences will inform the judgement of

professionals on which of them may be the best option in any particular case.

The most obvious difference is that breaking an ASBO is a criminal offence ; the ABC is an informal procedure, though not without legal significance. Both types of intervention are aimed at stopping the problem behaviour, rather than punishing the offender. Home Office research published in 2002 found that the orders had delivered real improvement in the quality of life to communities around the country.

ASBO's INTERNET INFORMATION: Read where tutor feels appropriate. Mention the ASBO Table (*see handout*). (*men are usually interested in the figures for their area*).

Also add to this the following quote from NFHIB (Neighbours From Hell In Britain site,

"ASBO's can give young people up to 5 years in prison or YOI or a big fine if broken. ASBO's last for a minimum of 2 years, no maximum period."

The following quotes come from www.crimereduction.gov.uk Crime Reduction Toolkits: Examples:-

SLIDE 2: DEALING WITH ANTI-SOCIAL BEHAVIOUR - 1

TUTOR: Show following slides (2-3) and read through following details:

(Police Strategy)

Hampshire Constabulary has introduced a Force Strategy to counter aspects of anti-social behaviour called 'Enforcing the Peace' (ETP) patrols. These 'highly visible' patrols were undertaken 3-4 times per week by 4-5 officers (both shift & community beat) sent out in vans to identified problem locations. A tasking group determined the priorities for patrol. For example, at one location in Gosport there had been problems with late night damage to shop windows. Following consultation with local shopkeepers, additional high profile patrols were arranged to coincide with offending patterns. Subsequently a number of youths were arrested for criminal damage, ending the incidents of damage and the need additional patrols. This is an example

of a short term 'quick win' initiative, established on an ad hoc basis, temporarily running until the problem had been resolved'.

ASK: The group to consider the benefits and costs of this type of policing:

TUTOR PROMPTS

Benefits

Picks up ant-social behaviour early
May stop people moving into crime
Makes society feel safer

Costs

Police time wasted on trivial crime
May make youth feel more hostile to police

LEARNING POINTS

- There are costs and benefits when trying to address ASB

Time: 20 minutes

Elapsed time: 70 minutes

SLIDE 3: DEALING WITH ANTI-SOCIAL BEHAVIOUR - 2

(ASBO on a Young Boy)

West Mercia Police successfully applied for an ASBO in September 1999 against a 13-year old youth that was harassing & intimidating neighbours by spitting, verbal abuse & a variety of sub-criminal behaviour. A total of 70 complaints had been received about this boy. The ASBO prohibits the boy from causing harassment & distress to residents on the local estate.

(ASBO on a Married Couple)

Derbyshire Police successfully applied for an ASBO against a married couple who were causing excessive noise in their own home, then threatening & verbally abusing neighbours. The Order prohibits excessive noise between certain times of the day & threatening & abusive behaviour to neighbours.

TUTOR LEAD GROUP DISCUSSION:

- Do group members feel current regulations are enough?
- What are the costs and benefits of ASBOs?

- What alterations might work?

TUTOR PROMPTS

Benefits

People feel safer
People feel listened to
Behaviour will now lead to arrest

Costs

Hard to police
Any behaviour could now become criminal
Can be used as a 'badge of honour'

HANDOUT: *RDS typology of anti-social behaviour.*

Learning Point:

There are costs and benefits to the use of ASBOs

Time: 20 minutes

Elapsed time: 90 minutes

GROUP DISCUSSION

TUTOR: Encourage the group to consider what they feel anti-social behaviour within the Kainos Community might be, and how they would like such behaviours to be managed. (It can help to allow them to consider what they would want to happen if the behaviour came from themselves, as offenders tend to be overly punitive towards others!)

Learning points:

Learning to identify and manage anti-social behaviour in a positive manner can be practiced within the community.

Time: 15 minutes

Elapsed time: 105 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider the targets for change they would like to make in relation to ASB within the Kainos community.

Time: 15 minutes

Elapsed time: 120 minutes

TUTOR HELPS FOR EXERCISE 1:

Question 1. What is anti-social behaviour? (All crime is anti-social)

A Rascal	Queue Jumping
Abuse	Racial Crime
Abusive Behaviour	Riding Motor Bikes
Aggression	without helmets
All crime	Shooting Guns
Arson Attacks	Smoking in Public
Bad Manners/Being rude	Spitting
Being a nuisance	Swearing
Being late for things	Teenagers on the loose
Being Naked on the Streets	Terrorism
Binge Drinking	Threats & Intimidation
Breaking the law	Trashing
Bullying	Trespassing
Car dumping	Urinating in public
Carrying Weapons	Vandalism
Criminal Damage	Violence
Damage to property	Prostitution
Dangerous Driving	Problem Children
Disrespect	Playing on train tracks
Dogging (open air wife swapping orgies)	Prejudice
Drug Taking/Dealing on the streets	Killing
Drunkenness	Flashing
Fighting	Loitering
Lack of consideration for others	Knock up ginger
Loud Music	Intrusion
Harrasment	Happy slapping
Fly Tipping	Impulsive Behaviour
Gang Culture	Mugging
Graffiti	Joy Riding
Not listening to others	
Nuisance noise eg.barking dog, shouting late at night etc.	

TUTOR HELPS FOR EXERCISE 1:

Question 2 What is anti-social behaviour?

Question 2 What is the impact of anti-social behaviour on individuals?

Agoraphobia (Fear going out)	Psychological Problems
Anger/Always being mad at the world	Prison
Anxiety	Sadness
Bad example to kids	Resentment
Become victims of violence	Sleep Deprivation
Become victims of abuse	Stereo-typing on certain individuals
Broken Dreams	Stress
Broken Families	Suicide
Broken Relationships	What people think of you
Conflict	No future
Corruption	'No go' areas (no buses etc)
Costs/financial	Nightmares
Create victims	Mental Torture
Criminal Record	Misery
Damage to property	Loss of Trust
Depression	Loss of Respect
Despair	Loss of confidence
Disgust	Losing Friends
Divorce	Loneliness
Enemies	
Extra Strain on Emergency Services	
Family Break-ups	
Financial Loss	
Guilt	
Health Problems	
Hopelessness	
Isolation	
Insecurity	
Intimidation	
Living in fear (especially OAP's)	
On the wrong road to more problems	

TUTOR HELPS FOR EXERCISE 1:

Question 3 What is anti-social behaviour?

Question 3 What is the impact of anti-social behaviour on communities?

Affects on house prices in certain areas

Bad Example for Future Generations

Bad vibes in the community

Breakdown of Community Bond

Building barriers between the police

and the community i.e. 'them and us'

Cause Victims

Children being introduced to drugs.

Closure to community areas

Drug dealing

Drug use - dirty needles etc left in parks

Extra Policing/More pressure on emergency services

Family Problems

Financial Costs to the Community

Frightening the elderly

Fuller Prisons

Gang Culture

Give the area a bad name

Higher Taxes (to pay for damage)

Higher insurance premiums

Hostility

Insecurity

Intimidation

Lack of Trust

Local Businesses Suffer.

Litter

More Crime

Moral Decline

Morale Suffers

No go areas (i.e. buses etc)

No investment in work

areas/communities

Noise Pollution

Overloading the prisons

People being afraid to enter certain areas

Schooling Problems

Scruffy environment

Split friends up - ASBO's not to mix with each other

The need for more security

Unemployment

Unhappy children

Unhappy Neighbours

Unhappy parents

STD's

Vandalism

CITIZENSHIP

Session Four Handout 1

Anti-Social Behaviour

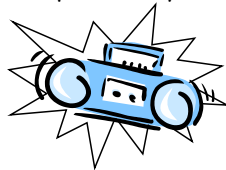
Anti-social behaviour can be defined as: 'A behaviour which causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator'.

Among the forms it can take are:

- graffiti
- excessive noise, particularly late at night
- fouling the street with litter
- drunken behaviour in the streets, and the mess it creates
- dealing drugs, with all the problems to which it gives rise.

Examples of anti-social behaviour that can be tackled by ASBO's:-

- Harassment of residents or passers-by
- Verbal abuse
- Criminal damage
- Vandalism
- Noise nuisance
- Writing graffiti
- Engaging in threatening behaviour in large groups
- Racial abuse
- Smoking or drinking alcohol while under age
- Substance misuse
- Joyriding
- Begging
- Prostitution
- Kerb-crawling
- Throwing missiles
- Assault
- Vehicle crime.



CITIZENSHIP

SESSION FOUR - Handout 2

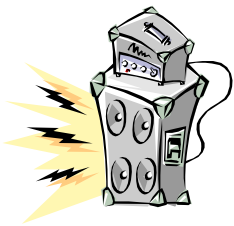
WHAT ARE ASBO's?

Anti-**S**ocial **B**ehaviour **O**rders



WHAT ARE ABC's?

Acceptable **B**ehaviour **C**ontracts



Both are fairly recent developments, designed to put a stop to anti-social behaviour by the individuals on whom they are imposed. But they work in very different ways.

Breaking an ASBO's will result in arrest.

ABC's are voluntary agreements made between people involved in anti-social behaviour and the local police.



CITIZENSHIP

Session Four - Handout 3

Research, development statistics Directorate typology of anti-social behaviour

Misuse of public space	Disregard for community/personal well-being	Acts directed at people	Environment damage
Drug/substance misuse & dealing	Noise	Intimidation/harassment	Criminal damage/vandalism
Taking drugs	Noisy neighbours	Groups or individuals making threats	Graffiti
Sniffing volatile substances	Noisy cars/motorbikes	Verbal abuse	Damage to bus shelters
Discarding needles/drug paraphernalia	Loud music	Bullying	Damage to phone kiosks
Crack houses	Alarms (persistent ringing/malfunction)	Following people	Damage to street furniture
Presence of dealers or users	Noise from pubs/clubs	Pestering people	Damage to buildings
Street drinking	Noise from business/industry	Voyeurism	Damage to trees, plants /hedges
Begging	Rowdy behaviour	Sending nasty/offensive letters	Litter/rubbish
Prostitution	Shouting & swearing	Obscene/nuisance phone calls	Dropping litter
Soliciting	Fighting	Menacing gestures	Dumping rubbish
Cards in phone boxes	Drunken behaviour	Can be on the grounds of:	Fly-tipping
Discarded condoms	Hooliganism/loutish behaviour	Race	Fly-posting
Kerb crawling	Nuisance behaviour	Sexual orientation	
Loitering	Urinating in public	Gender	
Pestering residents	Setting fires (not directed at specific persons or property)	Religion	
Sexual acts	Inappropriate use of fireworks	Disability	
Inappropriate sexual conduct	Throwing missiles	Age	
Indecent exposure	Climbing on buildings		
Abandoned cars	Impeding access to communal areas		
Vehicle-related nuisance & inappropriate vehicle use	Games in restricted/inappropriate areas		
Inconvenient/illegal parking	Misuse of air guns		
Car repairs on the street/in gardens	Letting down tyres		
Setting vehicles alight	Hoax calls		
Joyriding	False calls to 999 services		
Racing cars	Animal-related problems		
Off-road motorcycling	Uncontrolled animals		
Cycling/skateboarding in pedestrian areas/ footpaths			

Citizenship

SESSION FOUR - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

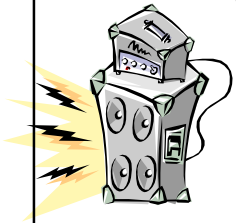
The targets for change I need to set for myself as a result of this session are:-

WHAT ARE ASBO's?

Anti-**S**ocial **B**ehaviour **O**rders



WHAT ARE ABC's?



Acceptable **B**ehaviour **C**ontracts

Both are fairly recent developments, designed to put a stop to anti-social behaviour. But they work in very different ways.

Breaking ASBO's can lead to arrest.

ABC's are voluntary agreements made between people involved in anti-social behaviour and the local police.



Session Four slide 1

DEALING WITH ANTI SOCIAL BEHAVIOUR (Police Strategy)

Hampshire Constabulary
has introduced a Force Strategy:

Enforcing the peace patrols



run until problem resolved

Organizations & Community
Working Together

In Merseyside a 'Townsafe' team



challenges anti-social behaviour



Kainos Community
**CHALLENGE
to CHANGE**

DEALING WITH ANTI SOCIAL BEHAVIOUR

ASBO on a 13 year old Boy

70 complaints for harassing
& intimidating neighbours.



ASBO on a teenager

Complaints on a boy included
threatening members of the
public and on occasion lone
female workers

ASBO on a Married Couple

Derbyshire Police An ASBO
against a noisy married couple
threatening & verbally abusing
neighbours.



ASBO for dog mess offender

A Mr Luxton of Sheerness was
the first in Swale to receive
an ASBO for dog mess.

Session Four, Slide 3

CITIZENSHIP



CITIZENSHIP

SESSION FIVE

Citizenship



SESSION FIVE - Moral Reasoning

SESSION AIM:

- Understanding Moral Reasoning
- Understanding right and wrong
- Moral reasoning in practise
- Choosing to do the right thing.

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Blank paper for each participant in group exercise

REHABILITATIVE NEEDS TARGETED

- Reducing responsivity issues of:
 - Distorted view of right and wrong
 - Distrust of authority
- Exploring real case scenario of good moral choice

HANDOUTS:

- Rights and Wrongs
- What are Moral Values
- Cabbie hands back stolen gems
- My Learning Points

GROUP MEMBER WELCOME

REVIEW OF TARGETS FOR CHANGE

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: (Welcome and introduction to session): Read course aims for this session.

In this session we will be considering moral reasoning.

CHARTWORK: What are morals?

Previous Suggestions: Unwritten Rules, values, beliefs, ethics, culture, what you learn, pre-programming, the right thing, the way you think you should be, what the law says, religion, conscience, politeness, faithfulness, guidelines for life, honesty, respect, trustworthiness, taking care of others, being true to your word.

BRAINSTORM: Write up answers to flipchart

LEARNING POINT: Morals are what people believe to be right and wrong.

Time: 10 minutes

Elapsed time: 25 minutes

HANDOUT: *Rights and Wrongs*

Participants complete 'Rights & Wrongs' by ticking the boxes and give a few minutes for them to fill it in.

CHARTWORK: Feedback to prepared table on flipchart. I.e.:

'RIGHTS and WRONGS'

1				1			
2				2			
3				3			
4				4			
5				5			

6				6			
7				7			
8				8			
9				9			
10				10			
	YES	NO	???		YES	NO	???

Explanation of how to use the table:

- Obtain the feedback by asking for a show of hands in answer to each question.
- There are three possible answers, yes, no, and??? for unsure.
- Count how many hands are raised for each question and write the corresponding number in the appropriate column.

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TUTOR: ASK: What can we tell from looking at the chart?

Previous suggestions: We all have different opinions, some of the things we all agreed on, some of the things we think are illegal and some aren't.

TUTOR NOTE:

Generally the chart will show that on all the abuse issues (question 15 - 18) the opinion is usually unanimous. With most of the other issues there are varying opinions. Ultimately in our society, the law is the guide of what is right and wrong. For all its quirks it is important for the ex-offender to avoid falling on the wrong side of our societies boundaries.

LEARNING POINTS

- We all have slightly different views about what is right and wrong
- Some behaviours are illegal, whether we view them as right or not.
- Some behaviours are legal, whether we view them as right or not

Time: 20 minutes

Elapsed time: 45 minutes

CHARTWORK:

Ask, 'From where do we learn our rights and wrongs?'

Divide men into small groups and allow a few minutes for discussion.
List the response to the flipchart for summaries at end of session.

TUTOR PROMPTS:

Religion, society, school, parents, work, media, ourselves, friends, family, life's experiences & learning by our mistakes, government, law, rules, where we're brought up.

TUTOR: Looking at the answers placed upon the flipchart, would any of you consider that in the past you were given bad advice regarding your morals?

LEARNING POINTS

- We learn our morals from those around us
- We are more likely to listen to important people in our lives
- As we grow older, we are more likely to listen to those who share our morals

Time: 15 minutes

Elapsed time: 60 minutes

HANDOUT: *'What are Moral Values?'*

TUTOR READ:

Or (preferably) allow good reader to read to group:

'What are Moral Values?'

Moral values are the standards of good and evil, which govern an individual's behaviour and choices. An individual's morals may come from society and government, religion or self. Society's moral values can change. An example of the impact of changing laws and moral values may be seen in the case of marriage verses "living together".

In past generations, it was rare to see couples who lived together without getting married. In recent years, couples that set up household without marriage are nearly as plentiful as traditional married couples. But, not only are such couples more plentiful, they are also more accepted by other individuals in our society. In earlier society, the laws and morals simply came from the Roman system of law, which was largely based on the Ten Commandments.

Moral values also derive from within one's own self. This is clearly seen in the behaviour of older infants and young toddlers. If a child has been forbidden to touch or take a certain object early on, they know enough to slowly look over their shoulder to see if they are being observed before touching the said object. There is no need for this behaviour to be taught; it is instinctive. Once, however, any form of discipline is applied to modify the child's behaviour, the child now gains the ability within him/herself to know his right behaviour from wrong behaviour.

Now, the child can make correct choices based on their own knowledge. The choices that are made by an individual from childhood to adulthood are between forbidden and acceptable, kind or cruel, generous or selfish. A person may, under any given set of circumstances, decide to do what is forbidden. If this individual possesses moral values, going against them usually produces guilt.

Religion is another source of moral values. Most religions have built - in lists of do's and don'ts, a set of codes by which its adherents should live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioural code. It is interesting to note that these codes may widely vary....

TUTOR: Allow reactions and discussion on handout.

TUTOR PROMPTS

Encourage the group to consider why people may choose to go against the rules or moral values they have picked up from people around them:

Rebellion
Anger

Needs not being met
Revenge

Also encourage them to consider how people then manage the guilt:

Denial
Minimisation
Justifications
Ignoring
Drug use

Finally encourage them to consider the costs of ignoring moral values

Loneliness
Social isolation
Conflict
Criminal sanctions

LEARNING POINTS

- Moral values are usually shared within groups
- Breaking those moral values causes internal and external conflict
- Short term needs may be met, but with longer term costs to the self and to others within that society

Time: 20 minutes
Elapsed time: 80 minutes

TUTOR: To conclude move into the scenario exercise.
Issue each group member a blank piece of paper. Ask each member to write down their reactions to the described scenario. Tell them to keep their reaction to themselves and respond to the information given.

SLIDE 1: Petrol Station scenario
Your car needs petrol and you pull up into a petrol station. Whilst filling up your car you notice that someone has left their wallet on top

of the petrol pump. There are no other customers around and the forecourt attendant is busy moving stock.

TUTOR: Pose Moral question - do you take the wallet?
(See list at end of Session Five examples given in previous course)

Ask participants not to answer but to write down their own personal response. Once complete ask if any group members are prepared to feedback their answers and why they responded in such a way. Tutor to encourage those with different answers to others to explain their decision and what led to their chosen option.

CHARTWORK: Write these up to the flipchart and discuss.

During the discussions introduce the following considerations:-

- Are the group aware that taking a wallet in such a way is illegal - 'Theft by finding'.
- Did anyone consider that most, if not all garages have cameras on their forecourts?
- If the wallet was traced to you what could the consequences be to you, your family or the victim?
- Would it make any difference if the wallet were found in an empty forest?
- What if the victim was a lorry driver who needed their driving licence?
- Are you genuinely considering who the victim might be and potential consequences?

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TUTOR: In all these moral decisions it is worth considering 'What is the consequence to ourselves if we choose to do the wrong thing. Especially if there are some benefits; even though they are short-term?'

Allow some time for discussion of the consequences of immoral decision making.

LEARNING POINTS

- Breaking moral codes usually feeds immediate gratification, but results in long term costs
- Listening to and working within our moral values can keep us safe

Time: 20 minutes

Elapsed time: 100 minutes

HANDOUT: *Read 'Cabbie hands back stolen gems'.*

TUTOR: Read the internet article on 'Honesty Pays Big For Cabbie' from 7Online.com 12/01/2005 as a follow on from handout 3.

...The driver, Haider Sediqi was handed a reward from the jeweller in the form of a cheque for \$10,000 and a diamond bracelet - the honest cabbie was just as impressed with the note that came with it however, saying, 'It's changed my life'. He is putting the money into a bank account to pay for his children's schooling. He is giving the bracelet to his wife who assured him he did the right thing in returning the diamonds.

LEARNING POINTS:

Examples of individuals choosing to make the right choice in our society are more common than perhaps we would like to believe.

Time: 5 minutes

Elapsed time: 105 minutes

Conclude with learning points from this session. Encourage participants to really consider what choices they are going to decide to make in the future, and encourage them to write these down as targets for change.

HANDOUT: *Learning Points*

Time: 15 minutes

Elapsed time: 120 minutes

TUTOR HELPS EXERCISE 1:

Some Feedback to 'Do I take the wallet?'

- If I had no money, I might take the money out, but hand in any valuables to the forecourt attendant. X2
- I have been in this situation and would feel better handing it in, and better for getting it back.
- I would check the wallet for any details.
- I wouldn't give it to the attendant as they have been known to swipe cards.
- Back in the old days, I would have taken it, but now my morals are too high to be doing something as petty as stealing.
- I would look in the wallet for any personal details like a telephone number or address. I would try and contact the owner, if I couldn't get hold of them I would take it to the police station. X 5
- I would hand it in. x5
- I would look through the wallet to see if there were any sentimental items in it. If it was just money, I'd keep it and give it to my kids.
- I'd keep it. X2
- I would tell the attendant I had found the wallet, but would take it to the police.
- If I saw the owner, I would give it back to them.
- Give it to the attendant and ask for a receipt.
- Leave it where it was, its someone else's problem.

Citizenship

SESSION FIVE - Handout 1

RIGHTS AND WRONGS

Below is a list of actions with a box after each.

Please ✓ if you think the action is permissible or ✗ if you think the action is not permissible.

1) Telling a lie	☐	9) Stealing food	☐
2) Cheating in a exam	☐	* <u>10</u> Stealing money	☐
3) Being late for work	☐	* <u>11</u> Stealing property	☐
4) Driving one mile an hour over the speed limit	☐	* <u>12</u> Adultery	☐
5) Not handing in lost property	☐	* <u>13</u> Cheating on a partner	☐
6) Not handing in a lost £1 coin	☐	* <u>14</u> Going into prison	☐
7) Not handing in £1000 cash that you find	☐	* <u>15</u> Verbal Abuse	☐
8) Not handing in £1000 cash that you find which is in an addressed envelope	☐	* <u>16</u> Physical Abuse	☐
		* <u>17</u> Sexual Abuse	☐
		* <u>18</u> Abuse	☐
		* <u>19</u> White Lies	☐
		* <u>20</u> Smoking Nicotine	☐

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CITIZENSHIP

Session Five Handout 2

'What are Moral Values?'

Moral values are the standards of good and evil, which govern an individual's behaviour and choices. An individual's morals may come from society and government, religion or self. But the laws and morals of the society can change. An example of this can be seen in the case of marriage verses "living together".

In past generations, it was rare to see couples who lived together without getting married. In recent years, couples that set up household without marriage are nearly as plentiful as traditional married couples. But, not only are such couples more plentiful, they are also more accepted by other individuals in our society. In earlier society, the laws and morals simply came from the Roman system of law, which was largely based on the Ten Commandments.

Moral values also derive from within one's own self. This is clearly demonstrated in the behaviour of older infants and young toddlers. If a child has been forbidden to touch or take a certain object early on, they know enough to slowly look over their shoulder to see if they are being observed before touching the said object. There is no need for this behaviour to be taught; it is instinctive. Once, however, any form of discipline is applied to change the child's behaviour, the child now gains the ability within him/herself to know right behaviour from wrong behaviour.

Now, the child can make correct choices based on their own knowledge. The choices that are made by an individual from childhood to adulthood are between forbidden and acceptable, kind or cruel, generous or selfish. A person may, under any given set of circumstances, decide to do what is forbidden. If this individual possesses moral values, going against them usually produces guilt.

Religion is another source of moral values. Most religions have built - in lists of do's and don'ts, a set of codes by which its adherents should live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioural code. It is interesting to note that these codes may widely vary....

Citizenship

SESSION FIVE - Handout 3



Cabbie hands back \$350,000 in gems

From: Agence France-Presse
From correspondents in Los Angeles

November 19, 2005

A LOS Angeles taxi driver distinguished himself by his honesty after finding a pouch filled with diamonds worth \$US350,000 in the back of his cab, police said overnight.

At first, Afghan immigrant Haider Sediqi, 40, paid little attention when he found the small brown pouch in the back of his car after dropping off a fare at Los Angeles airport on Wednesday.

But later in the day, Sediqi's jaw dropped when he opened the pouch to discover a series of clear plastic boxes filled with a fortune in cut diamonds, carefully mounted in Styrofoam.

The honest cabbie, a father of two who immigrated to the United States in the 1990s, immediately called police and handed over the king's ransom in precious stones.

The haul was returned to its relieved and grateful owner, New York jewellery trader Eric Austein, airport police said.

Other people's jewels are "not what you earned," Sediqi said. "Someone else earned that."

Citizenship

SESSION FIVE - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



Kainos Community
CHALLENGE
to CHANGE

SCENARIO

Your car needs petrol and you pull up into a petrol station. Whilst filling up your car you notice that someone has left their wallet on top of the petrol pump. There are no other customers around and the forecourt attendant is busy moving stock.



Session Five Slide 1

CITIZENSHIP



CITIZENSHIP

SESSION SIX

WHAT CITIZENSHIP MEANS TO ME

Citizenship



Kainos Community
**CHALLENGE
to CHANGE**

SESSION Six: 'What Citizenship means to me'

Talk given by volunteer followed by discussion and poster feedback.

SESSION AIM:

- Creating a vital link with the wider (outside) community
- Understanding citizenship via the knowledge and experience of a citizen at large
- Owning and exploring principles of citizenship

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Isolation from non-criminal element of society
 - Ignoring responsibilities in life
- Being a real citizen
- Connecting with the wider community

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Pre-prepared flipchart for presentation of group findings

OUTLINE OF SESSION

A volunteer will give a talk on citizenship and the group will be divided into two or three smaller groups for discussion before feeding back to the whole group, on their feelings about the talk, using a poster which they will have developed together. The volunteer could be a regular attending volunteer or a specially chosen member of the community, such as a councillor or MP who will have a good understanding of the principles of citizenship

Pre prepared letters thanking volunteer(s) and outline of the talk is given at the end of the session. As a volunteer is used in this session it is important that arrangements are made well in advance of this session!

Group member welcome

Review of targets for change

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: Break whole group into their smaller groups ready for this session before it begins

TUTOR: We have looked much at what it means to be a citizen inside and outside of prison on the programme and in this course. In this session we have great pleasure in welcoming (Name of volunteer or volunteers) who have agreed to give a short talk about what it means to them to be a citizen on the outside and to join with you on the subject. You will then have an opportunity to ask any questions and discuss the points raised in the talk.

After the break you will then be able to visualise on a poster each of your small groups findings from the talk and discussion and then to feedback to the rest of the group.

TUTOR: Welcome Volunteer(s) to the group and briefly introduce them. One of which will give the talk.

VOLUNTEER: Will give pre-prepared talk on Citizenship (see talk outline)

Time: 30 minutes

Elapsed time: 45 minutes

LEARNING POINTS

- We all have our own views on what it means to be a citizen

GROUP WORK:

Discuss talk. Ideally a volunteer will be sitting with each group facilitating discussion. Prepare poster and feedback.

VOLUNTEER PROMPTS

Encourage the group to consider:

What did the talk make them think about being a citizen?

How might that be represented visually? (Part of a tree, a circle, a house etc)

Who might be the important leaves/bricks in that poster (Government, family etc)

Where might each group member be in that picture?

TUTOR: Break whole group into their smaller groups for discussion

GROUP WORK:

Present posters and feedback to whole group.

TUTOR: Allow questions and answers to explore each group's findings further and applaud each group. Summarise each group's presentation and affirm their work. Thank the volunteers and participants.

Learning Point:

- The views of others can help build our own morals and values in a ways that helps us too to become more helpful citizens in society
- Seeing ourselves as an important part of society can give us a feeling of worth, value and connection with people around us

Time: 60 minutes

Elapsed time: 105 minutes

HANDOUT: LEARNING POINTS

Encourage the group to add to any targets for change as a helpful Kainos citizen as a result of this talk

Time: 15 minutes

Elapsed time: 120 minutes

Sample letter to volunteer speaker



The Kainos Community Manager
HMP This Prison
This address
Postcode 123 ABC

Ms A. Volunteer
456 Any Street
Some Town
Somewhere
789 XYX

Dear Mr. Volunteer

Thank you so much for agreeing to give the the talk, 'What it means for me to be a Citizen'. This will be so valuable to the participants on our programme to hear what citizenship means to you.

This has been arranged for the (date, time and place). Please be sure to bring your security ID. You will need nothing else other than your notes.

To assist you in your talk I enclose an outline including the main features we would like you to cover. You will of course have an opportunity to personalise your talk and this will be very valuable indeed. However I would remind you that you need to be aware of security issues, so if you want to share about being a school governor* please don't give any details of the school or location etc. I have also enclosed our volunteers guidelines to help you with this.

All this aside, I am sure you will find this an enriching and rewarding experience and we look forward to seeing you and hearing what you have brought us.

Yours Sincerely

Kainos Programme Manager

Enc:
Volunteer guidelines
Outline of talk

* or any other civic duty the volunteer may be engaged in

Sample letter to volunteer group facilitator



The Kainos Community Manager
HMP This Prison
This address
Postcode 123 ABC

Ms B. A. Volunteer
456 Any Street
Some Town
Somewhere
789 XYX

Dear Ms. Volunteer

Thank you so much for agreeing to come in and be involved in the group discussions around the subject 'What it means to be a citizen'.

As discussed on the phone I am sure you will be warmly greeted by the participants and they will be delighted to involve you in the discussion and poster work.

This has been arranged for the (date, time and place). Please be sure to bring your security ID. You will need nothing else .

I would remind you that you need to be aware of security issues, such as nothing in, nothing out and not to give out any addresses etc. so I have enclosed our volunteers guidelines as a reminder.

All this aside, I am sure you will find this an enriching and rewarding experience and we look forward to seeing you.

Yours Sincerely

Kainos Programme Manager

Enc:
Volunteer guidelines



OUTLINE OF VOLUNTEERS TALK:

**'WHAT IT MEANS TO ME
TO BE A CITIZEN'**

**Kainos Community
HMP This Prison**



Kainos Community
**CHALLENGE
to CHANGE**

Outline of talk:

'What it means to be a citizen'

(CITIZENSHIP Session Six)

Thank you once again for being willing to give this talk. Here follows some guidelines for the talk, but of course the talk needs to be tailored to your particular walk in life. You have 20 minutes to give the talk. Then you will be able to share in a discussion on the items referred to in the talk and on the general subject of citizenship.

Your talk on 'Citizenship' could be arranged under three general headings:

<u>What Citizenship involves:</u>	<u>Why be a good citizen:</u>	<u>I am involved in... and why</u>
Government and democracy	Attitudes and values	Neighbourhood Watch
Rights and responsibilities,	Life skills	Volunteer work
Equality and diversity	Issues -	Charity work
Politics	▪ Global warming	Volunteer work
(Please show no bias!)	▪ Human rights	Civic duties
Society	▪ Religious freedom	Territorial Army
Business	▪ The environment	Etc.
Family, friends	Respect	
Faith Groups	Behaviour	
Freedom	Life skills	

It is doubtful that you will be able to address every subject. That does not matter, these are only suggestions and guidelines, but just a few areas covered will be enough to generate quite a lot of discussion and thinking about real citizenship on the outside. After discussion the participants will prepare and present a poster resulting from their conclusions.

Thank you again for your time and interest.

The Kainos Team

Citizenship

Session Six - Handout 1

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



CITIZENSHIP

SESSION SEVEN

UNDERSTANDING STRESS

RATIONALE for stress elements of course.

Life throws up a constant succession of problems, which have to be overcome if we are not to be overwhelmed by them.

The object of these sessions is to help participants improve the living skills, which are important in coping with stress and therefore be able to lead crime free lives. These sessions use practical group exercises, which provide participants with the opportunity to deal with a range of issues that everyone needs to tackle in order to take control of their lives.

Citizenship



SESSION SEVEN - Understanding Stress

AIMS OF THE SESSION:

- To complete self assessment on stress
- To understand the origin and nature of stress
- To realize how stress affects our personal life

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens
- Blank Paper for each participant in group exercise

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Letting life get out of control
 - Failing to recognise internal stressors
- To understand the impact of internal stress

HANDOUTS:

- Ken the conscientious
- My internal Stressors
- Prudence and Giddy
- My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In session eight and nine on the Induction course we started looking at how to manage stress. The next three sessions aims to build upon this, and help you manage stress more effectively. Even when we are trying to add value to society and people around us, difficulties can still arise. If we cannot manage our own reactions, then our ability to continue to be a valued member of society can suffer.

EXERCISE: Ask participants to take their pulse (show where to do this - on their wrist just beneath their thumb). Get them to record their results. With a colleague checking with a watch for exactly one minute. Should be around 70 beats a minute. They write this down in their notebooks.

Now ask the men to just get up walk around talk to among themselves for a bit.

After a few minutes ask them to sit down again and check their pulse again in exactly the same way as before.

There will be a small reduction in pulses a minute, showing that the mere action of getting up and relaxing, talking for a few minutes has reduced their stress.

LEARNING POINTS

We can affect our bodily reactions immediately, by learning how to relax and reduce the effects of stress

Time: 10 minutes

Elapsed time: 25 minutes

TUTOR: In these sessions we shall be looking at the whole issues of stress in much more detail and putting into place some more effective and valuable measures for reducing stress in our lives.

The Ability to cope with demand

CHARTWORK:

Divide into groups and ask participants to write on flip chart paper examples of three types of demand.

- 1/ Easy - no problem
- 2/ Difficult but solvable - can cope
- 3/ Impossible to handle - too much

TUTOR PROMPTS:

- 1/ Easy - squeaking door hinge
- 2/ Difficult - Do a course
- 3/ Impossible - Bereavement, redundancy, abuse etc.

TUTOR: Re-assemble whole group and discuss. What's involved in each of the different types of stress situation in the way of time, money effort energy emotional strain and so on.

TUTOR DISCUSSION: Ask would each of us be able to cope with these problems the same to the same degree - why not? Bring out that we are all different and there are times when we would need to be prepared to change according to the circumstances presented by the situation.

LEARNING POINTS

- We all have different reactions to the same external stress situation
- We all have the ability to learn ways of managing even really difficult situations

Time: 15 minutes

Elapsed time: 40 minutes

Where stress comes from:

TUTOR: Review: In previous sessions on the programme we have identified external stressors.

CHARTWORK:

Review of EXTERNAL stressors. We could add to this - the environment and other people in general. Take all answers and feed to Flipchart.

TUTOR PROMPT:

Deadlines at work, family problems, health problems, early bang up, etc. etc.

TUTOR: We think of stress coming from situations outside of us but I would like you to read in your groups this scenario of Ken, before we discuss it.

HANDOUT 1: *'Ken' the Conscientious Garage Mechanic*

TUTOR: Ask participants to read a paragraph each of the handout.

TUTOR: State that this is an example of 'INTERNAL' stress. This may come from a person's upbringing or what they have been led to believe about life or themselves. For example, if a person was always put down at school they may want to out perform others to prove a point.

ASK : Can you think of any other types of internal stress?

TUTOR: Stressors from within oneself are usually the result of expectations and beliefs which have come from parents and 'significant others' such as siblings etc. An example of internal stressor might be ambition for

example. Now ask what other kinds of INTERNAL stressors are there?

CHARTWORK:

List of internal stressors:

TUTOR PROMPT:

People pleasing, jealousy, resentment, people who spend too much on treats and get themselves into debt, 'door mats' intolerant, 'black and white (concrete) thinkers' etc. Take all answers. Too high an ambition, jealousy, constant anger, hatred, bearing a grudge, excessive conscientiousness, excessive expectations, unrealistic expectations wanting to keep up with the joneses, unreachable goals, 'I must', I ought to be like...' I ought to have' etc.

TUTOR: Ask participants to complete handout any possible internal stressors they may have. Encourage them to consider how other people might see them in this area.

HANDOUT 2: *My internal stressors*

TUTOR: we can now see that stress is a real problem from the comprehensive list of external and internal stressors, which can and does cause strain.

Learning Point:

Stress can come from the inside of a person.

Time: 30 minutes

Elapsed time: 70 minutes

TUTOR: We have seen how stress can be generated from within a person. We shall be looking at a few more examples of how stress may be very a personal thing depending on ourselves and not necessarily others or circumstances around us.

HANDOUT 3: *Prudence and Giddy*

ASK: Who would be most likely to suffer stress - Giddy or Prudence? Why?
Allow discussion.

TUTOR PROMPT:

On the face of it, it looks like Giddy might be in for more stress than Prudence. However Giddy might be less phased than Prudence for example if her well maintained car broke down, even though she had more than enough breakdown cover etc. how much stress did Prudence experience in making all these preparations? Ask, what do participants feel about this?

Encourage participants to see that stress has a lot to do with how people are internally, i.e. Laid back or running on a 'short fuse'

Laid-back people are less likely to get 'stressed'.

A person who handles stress well can be thought of as having the capability to handle stress. That is:
1/ preparation - up to date map, insurance ability to speak German etc.
2/ the inner attitude to life (we are not told about the attitude Prudence may have had)

LEARNING POINT

- Stress comes from how we see a situation, not the situation itself

Time: 15 minutes

Elapsed time: 85 minutes

TUTOR: Refer back to Induction session 9 where we completed a stress test and discovered that different types of people handle stress in different ways. Remember the 'Cool Cucumber' and the Hot 'Potato'

CHARTLIST OF INTERNAL STRENGTHS TO REDUCE STRESS

TUTOR: Now pose to the participants the question, what internal resources might be found in Giddy and Prudence. Indeed in each one of us as well?

TUTOR PROMPT:

Ability to cope when things go wrong,
good health,
intelligence,
personal philosophy,
confidence,
religious faith,
sense of adventure,
forethought. etc.

LEARNING POINTS

- We can build up strengths in ourselves which can then allow us to better tolerate ANY stressor that comes our way

Time: 15 minutes

Elapsed time: 100 minutes

TUTOR: So far we have seen that stress isn't as simple a matter as it would seem. Stress can be totally internal as in the 'KEN' scenario and then we have seen that our internal resources such as confidence, personal philosophy can totally different as in Giddy and Prudence.

HANDOUT 4 (Booklet Handout 4): My Learning Points

Encourage the group to consider targets for change they can practice now to help them reduce the stress they may experience in their lives

Time: 15 minutes

Elapsed time: 120 minutes

CITIZENSHIP

Session Seven Handout 1

'Ken' the Conscientious Garage Mechanic



Ken, who is a garage mechanic, lives with his partner Zoe and their two children, aged 7 and 10. He is very well liked at work, always being on time, polite to customers and conscientious in his work. He is proud of his job, but keeping up such a high standard takes a lot out of him.

At home he likes their house immaculate, he is proud of the way his children are turned out and would hate them to go to school looking scruffy. Zoe tries to maintain the home to his standards but they are not the same and Ken often cleans it himself.

Zoe would like them to go out more with the children at the weekend, but has almost given up trying, as Ken; a keen do-it yourselfer is always working on some project or other round the house. Again he is very particular about what he does and everything must be done just perfect. Zoe has suggested they get jobs done by builders firms but Ken says, "They never make such a good job. If you do it yourself you know the jobs done properly". Ken would only trust his brother to do things but he is also busy with his own house!

Since the children were born, Zoe feels that her relationship with Ken has suffered, as he is always tired, stressed and fretting about something that needs doing. He is always telling the children off for getting dirty or misbehaving. She wishes he would relax and be a bit more 'laid back' about life and thinks that they would all enjoy life more if his standards were not so high.

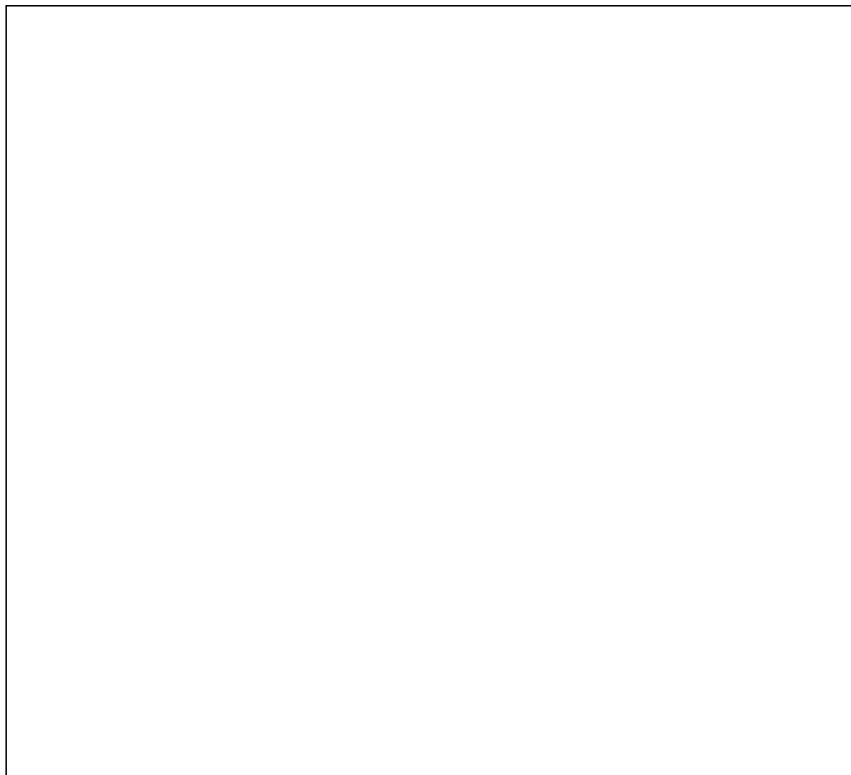
Ken is an example of somebody who is 'stressed' largely because of the demands he makes on himself. His stressed state is the product of his very high standards for everything he does. Other people would probably accept a lower standard of performance from him.

CITIZENSHIP

Session Seven Handout 2

What internal stressors do I have?

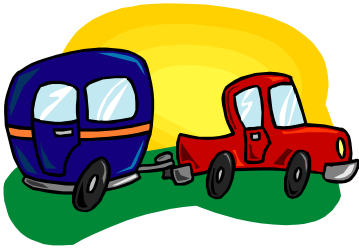
Internal stressors can be bearing a grudge, jealousy, resentment, Perfectionism, I should have..., I should be like... etc. etc. write your own internal stressors here. What 'eats you'? What internal pressures do you work under, perhaps without realizing it?



CITIZENSHIP

Session Seven Handout 3

Prudence and Giddy



Prudence has decided to take her car and modern caravan on holiday to Germany. The car is not new but has been regularly serviced and is going well. She has camped a lot in the UK and Europe a number of times before so has all the equipment needed for such a trip. Prudence can speak nearly fluent German and has an up to date caravan touring guide and map. She has enough Euros to start with and traveller's cheques to cover the rest of the stay. She has experience of how much things cost so won't be caught out.

Prudence has also adequate holiday, car breakdown and medical insurance cover for all eventualities and even a small first aid kit! In the caravan she had insect bite remedies a few headache pills and sun cream.



Giddy had also decided to go on holiday to Germany in his old car, which was a bit of a banger but usually got him from A - B. He has a map of Germany and an old AA route planner he got from a mate at college.

Giddy has saved up some money for the trip, though he doesn't really know if it will be enough and he hopes to change it on the ferry for Euros. This is his first time abroad and so he has a new Passport though he has no insurance or cover of any kind. Though he does not know any German at all he assumes that most Germans will speak enough English to get him by. He doesn't know where he is going after he arrives in Germany but thinks he may be able to pitch his tent in fields if there are no holiday sites available.

CITIZENSHIP

SESSION Seven - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



CITIZENSHIP

SESSION EIGHT

STRESS AND STRAIN

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SESSION EIGHT - STRESS AND STRAIN

AIMS OF THE SESSION:

- To complete self assessment on stress
- To understand the relationship of stress and strain
- To consider case scenarios illustrating stress and strain
- To realize how stress affects our personal life

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens
- Blank Paper for each participant in group exercise

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Allowing build up of strain
 - Being unrealistic about challenges and opportunities
- Being able to appraise potential stressors

COURSE NEEDS ETC HERE:

- Stress Appraisal (judgement)
- Realism
- Flight/Fight
- Effects of Stress
- Identifying Stress
- My Learning Points

GROUP MEMBER WELCOME

REVIEW OF TARGETS FOR CHANGE

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we looked at where stress comes from and began to see how it can affect us. Now we can turn our attention to looking at stress itself more deeply by looking at STRAIN, a result of stress.

GROUP WORK:

Divide into small groups and ask each group to identify what they notice when they are feeling stressed.

TUTOR PROMPT:

Feeling sick, having headache, butterflies, when I am under pressure, not in control, too much to do, being put upon etc.

TUTOR: Reassemble groups and list on pre-prepared flip chart all the answers but list them in two columns - As they are called out, things that cause stress (stressors) on the left and the inner feelings and effects we call 'stress' on the right (*but is really the result of stress*): Example:

CHART: Cause of stress Effects of stress

Leave blank	Leave blank
<i>Work pressure</i> <i>Life problems</i> <i>Bullied</i> <i>Debt</i> <i>Exams!</i> <i>Etc.</i>	<i>Headache</i> <i>Butterflies</i> <i>Feel sick</i> <i>Shaky</i> <i>Cold sweat</i> <i>Etc.</i>

TUTOR: Now fill in the blank pre prepared boxes on the flip chart

'STRESSORS' (Things that cause stress)	'STRAIN' (Things we feel and experience as stress)
<i>Work pressure</i> <i>Life problems</i> <i>Bullied</i> <i>Debt</i> <i>Exams!</i> <i>Etc.</i>	<i>Headache</i> <i>Butterflies</i> <i>Feel sick</i> <i>Shaky</i> <i>Cold sweat</i> <i>Etc.</i>

TUTOR: Explain that things that cause stress are known as **STRESSORS** and what we call the effects of stress is **STRAIN**. People vary in their ability to cope with stressors. Some can't cope with even small things, others manage very difficult situations well.

LEARNING POINTS

- * Stressors lead to strain
- * Stress arises because of the meaning of the situation for the person

Time: 15 minutes

Elapsed time: 30 minutes

TUTOR: Strain arises when we feel that demand exceeds our ability to cope. That feeling may or may not be justified. To check if this is true we can do a personal test to see if indeed the demand does exceed our ability or the other way round!

HANDOUT 1: *Personal Stress Test* (How we see demand compared to our ability)

TUTOR: Strain is experienced when the situation is either too much or too little. Boredom brings it own problems with frustration and disinterest, which then leads to STRAIN as we feel unfulfilled and un-

stimulated. Any difference between ability and demand will cause strain. We are constantly judging situations to avoid either extreme.

Handout 2: EXERCISE:

Each participant to write down or at least note one personal situation where:

1/ Ability outstripped demand (bored)

2/ A stimulating situation where demand and capability were equally matched.

3/ Demand outstripped ability (overwhelmed)

Discuss briefly each case where participants are willing for this.

DISCUSSION

Facilitate a discussion on the similarities and differences between the situations which elicit boredom, excitement and feeling overwhelmed

Learning point:

How we rate a situation affects how we react to it

Both boredom and feeling overwhelmed can lead to strain

Time: 20 minutes

Elapsed time: 50 minutes

TUTOR: 'We have just seen that sometimes we can misjudge a situation and a wrong view of our ability will lead to strain, either by too much or too little. So we need to be realistic when thinking about situations'. Give the handout 'realism' and allow the participants to read them or get a good reader(s) to read each scenario for the poor readers and allow discussion. Ask participants to share any instances of where they misjudged a situation.

HANDOUT: Realism

Consider the following people, Tim and Ron

TUTOR: Answers for Tim, Ron etc:

The five people described are making wrong assumptions about the demands on them or the resources they have to cope with these.

Tim is probably underestimating his ability and overestimating the difficulty of the GCSE course. This leads him to avoid the strain he imagines studying would cause.

Ron is suffering strain as he is assuming that he must do his job perfectly if he is to keep it, whereas other employees seem more relaxed. He is probably overestimating the demands of his employer.

We shall be looking at this kind of Stress and strain test later on in the course.

TUTOR: Ask - how might we be more able to judge things realistically?

TUTOR PROMPT:

Asking others,
remembering past experiences,
thinking carefully,
weighing things up etc. TUTOR: Lead discussion on the cases drawing out the causes of stress can include being unrealistic about tasks and situations.

Learning point:

Judging potentially stressful situations realistically can help reduce strain

Time: 15 minutes

Elapsed time: 65 minutes

Consequences of prolonged strain

TUTOR: In previous sessions we have looked at the fight or flight response, which is a useful bodily reaction to dealing with IMMEDIATE stress. However, if our bodies experience this reaction over a long period of time, it can have a major impact on our physical health.

CHARTLIST

Encourage the group to consider what might happen to our mental and physical wellbeing if we allow strain to stay with us over a long period of time:

TUTOR PROMPTS

Anxiety
Depression
Burnout
Tiredness
Weight loss
More illness
Anger

Compare their answers to the handout

HANDOUT 5: Effects of long-term stress and strain

LEARNING POINTS

- Long term strain can have a big negative impact on our health

Time: 15 minutes

Elapsed time: 80 minutes

TUTOR: I am giving out now a handout for you to identify for yourselves anything you may have spotted in your own lives that indicate stress.

HANDOUT 6: *Identifying stress in myself*

TUTOR: Go round and help participants complete the questions. If any say that they don't suffer from any of these, that's all right, but encourage them to watch for these in the future.

LEARNING POINTS

- It is possible to identify early warning signs for strain, and deal with them before they become too much of a problem
- Managing stress is very important part of life, especially on release, as stressful situations can sometimes lead to crime, or returning to crime.

Time: 15 minutes

Elapsed time: 100 minutes

TUTOR: Point out that if you are experiencing any of these symptoms it MAY be that you are suffering from stress and strain. It is possible however that some things might not be stress or strain at all but simply an illness. If you are concerned about any of these things you should see the Health Care department in prison or outside, your GP.

HANDOUT: *My Learning Points*

Encourage the group to consider targets for change which will help them better identify and manage strain in their lives

Time: 15 minutes

Elapsed time: 115 minutes

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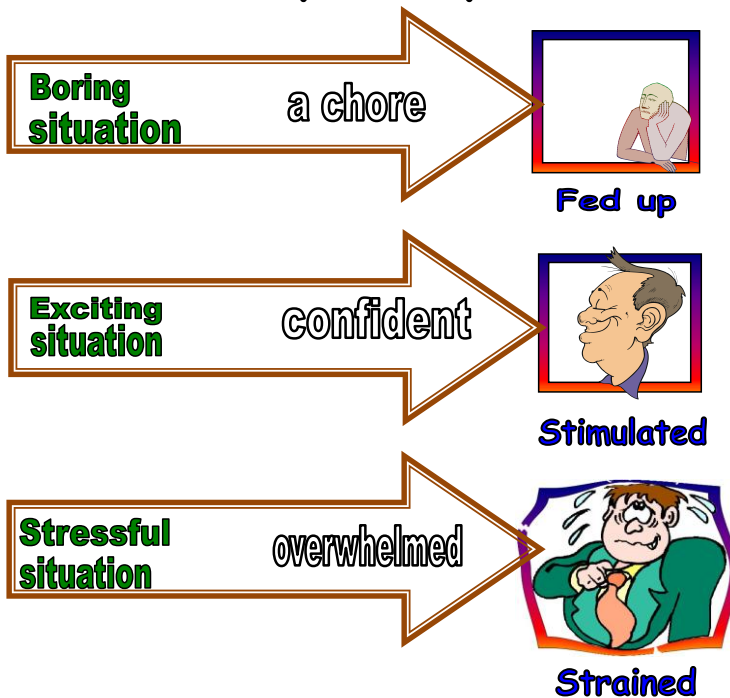
Session Eight Handout 1

Making a judgement (appraisal) on my personal stress

**How the
demand looks.**

**How you see
your ability**

Result



If we are bored where our skills or abilities are not used at all, this can be stressful in itself, which can lead to strain.

It is ideal to work where our abilities are used to the full, and new learning, and/or experience takes place.

On the other end of the scale a situation can demand too much of us because we feel out of depth, or out of time. This is stress which leads to strain as well.

Our task to keep confident is to keep our activities in balance.

CITIZENSHIP

Session Eight Handout 2

Judging my own stress and strain

Write down or at least note one personal situation where:

1/ Ability outstripped demand (bored).

2/ Demand and ability where equally matched (excited).

3/ Demand outstripped ability (overwhelmed).

CITIZENSHIP

Session Eight Handout 3

Realism

Consider the following people.



Tim

Tim had a difficult time at school and left without taking any *GCSEs* although his teachers all told him he was quite capable. He has never been a very confident person but has a more confident friend who wants to go to the local college to study for a *GCSE* in English. He has asked Tim to go with him. This is tempting, as he has always regretted not having any qualifications. However, he thinks he probably won't go as he may not be able to cope with the course, and wouldn't want to let his mate down.

Ron

Ron has been out of work for two years, and has found this a very distressing time. However, he has now got a job and started it last week. So far his work has been very well thought of, but he is tending to stay behind when everyone has gone home to do a bit more, and he has been taking some work home at the weekend. Nobody else does this, but he feels he cannot risk being out of work again, and that he may lose the job if he makes the slightest mistake.



Tim is probably underestimating his ability and overestimating the difficulty of the *GCSE* course. This leads him to avoid the strain he imagines studying would cause.

Ron is suffering strain as he is assuming that he must do his job perfectly if he is to keep it, whereas other employees seem more relaxed. He is probably overestimating the demands of his employer.

Citizenship

Session Eight - Handout 4

Identifying my own Stress

Am I stressed out?

Signs of stress and strain

Any long term effects you may be suffering?

NOTE:

If you are experiencing any of these it may be that you are suffering from strain. In the following session we shall be looking at ways to reduce, manage and control stress and reduce strain.

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Session Eight - Handout 5

My Learning Points

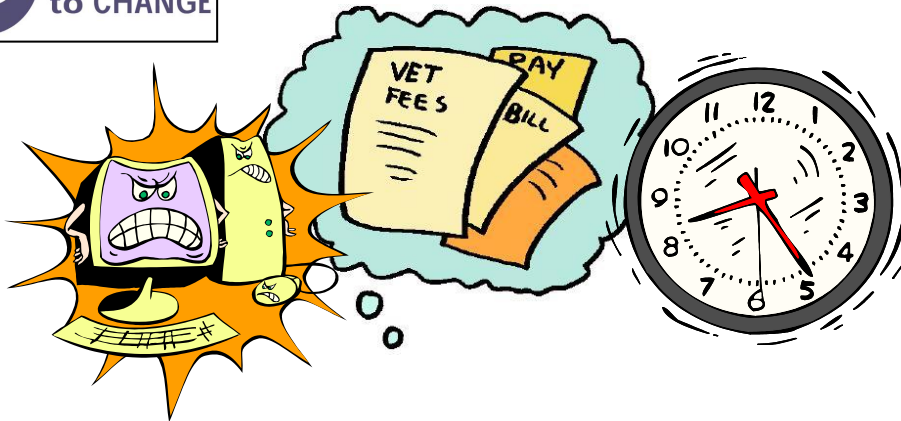
The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



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Stressors lead to



ULCERS

STRAIN

Stress arises because of the meaning of the situation for the person

Session Eight Slide 1

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Stress Appraisal

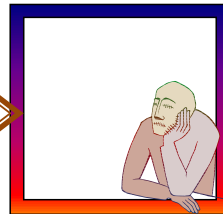
**How the
demand looks.**

**How you see
your ability**

Result

**Boring
situation**

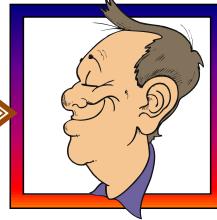
a chore



Fed up (strain)

**Exciting
situation**

confident



Stimulated

**Stressful
situation**

overwhelmed



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Strained

Session Eight Slide 2

CITIZENSHIP



CITIZENSHIP

SESSION NINE

MANAGING STRESS

Citizenship



SESSION NINE - Managing Stress

AIMS OF THE SESSION:

- To revise earlier work on controlling stress
- To appraise internal resources
- To appraise external resources and support
- Dealing with problems
- Relaxation exercises

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens
- Blank Paper for each participant in group exercise

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Tendency to resolve problems without help
 - Falling back on dysfunctional defence mechanisms
- Being able to solve problems and deal with the causes of stress and strain
- Putting into place effective calming exercises when under duress

HANDOUTS:

- Coping with Stress
- Four problem solving steps
- Urgent/important?
- Relaxation Techniques
- Visualisation Techniques
- My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: Welcome to the session. We have seen so far that why it important to identify stress and that stress leads to strain. We have also seen some of the long-term effects stress can have.

We now turn our attention to ways that we can manage stress

TUTOR: Break participants into small groups and ask how do you deal with stressful situations? After this bring back together and list ideas on flipchart

CHARTWORK:

List on flip chart ideas to deal with stressful situations:

TUTOR PROMPTS:

Talk to a friend, rest, walk away, say "No", have counselling etc.

TUTOR: Review from the induction Course the session (nine) on controlling your stress

TUTOR PROMPTS:

From the CONTROL your Stress Slide/Handout

- * Balance
- * A Positive Attitude
- * Sleep/rest
- * Exercise
- * Maintain a good diet
- * Avoid 'pick-me-ups'
- * Avoid 'put -me downs'
- * Control

- * Anger Management
- * Worry - anxiety etc.
- * Pass-time/hobby

TUTOR: Congratulate participants on remembering the main points. I have a handout which gives you some pointers on managing stress and strain

HANDOUT 1: Some personal ways of coping with strain

TUTOR: Discuss each item on the handout, and gain the groups feeling about the likelihood that these additional techniques will help prevent stress from becoming strain:

Look after yourself

Know yourself and what you want

Develop clear stress management skills

Manage feelings

Manage work

Learning Point:

Managing strain involves many of the skills we have already looked at to manage ourselves within society!

Time: 15 minutes

Elapsed time: 30 minutes

Problem solving

TUTOR: If you apply all these tips to dealing with stressful situations, which could lead to strain then some progress has been made. There are a number of stress reducing tools that can help when life gets tough, but before we go to these lets look at some real practical steps to solving a problem

TUTOR: the best way to deal with strain is by tackling the problem. We can't deal with every problem or any specific problem but we can look at some problem solving principles here in an exercise.

HANDOUT 2: Four Problem solving steps

Step 1 Ask, What is the problem? (define it)

TUTOR: Before you can solve a problem you need to understand what it is

Step 2 Weigh up all possible solutions

TUTOR: Think of all possible solutions to your problem. Maybe talking to someone will help. Get advice etc.

Step 3 Put best solution into practice

TUTOR: Ask, how will I go about this. What help is there? What resources do I have?

Step 4 Review problem/solution (is it working? Try something else?)

TUTOR: Decide how you will check if the solution works. What can you do if it isn't?

TUTOR: Let the participants read the handout for a minute or two then divide into pairs and ask them to think of a problem they are currently dealing with and apply these four steps to come up with a possible solution. If they are reticent to share a problem, it doesn't have to be personal. It could be arranging a V.O. for example or something wrong with a canteen order. Failing all else ask them to think of a problem such as what to do after they leave the Kainos Programme.

Take it turns to 'solve' each other's problem. Think of as many different ways under each heading by 'brainstorming'. Go round the pairs giving help where needed.

TUTOR: When the exercise is complete reassemble the group and ask for volunteers to share their 'problem' and what they filled in for each of the four points

TUTOR: There is just one more thing to consider when problem solving. How urgent is it? Does it have to be solved at all?

Learning Point:

Using a problem solving method can help relieve stressful situations

Time: 30 minutes

Elapsed time: 60 minutes

SLIDE 1: Urgent/Important Matrix

HANDOUT 3: Urgent/Important Matrix

TUTOR: Ensure participants understand 'delegate' (explained in H/O)

TUTOR: Go through the squares in the box to provide answers to the problem facing you. You will see from this that there are clearly some problems and potentially stressful situations that needn't be 'solved' at all. You have assess each situation on it's own merits and make a decision.

TUTOR: Allow Participants to discuss.

Learning Point:

Prioritising problems can help to reduce stress

Time: 15 minutes

Elapsed time: 75 minutes

Endurance

TUTOR: This leads on to the occasional situation when no matter what, a problem cannot be solved. The stressor will not go away.

TUTOR: Ask group to list a few such types of problems

CHARTWORK:

List of un-resolvable problems:

TUTOR PROMPTS:

Long prison sentence, permanent illness in self or relative,

TUTOR: Here, there is no solution to the problem. However we will need endurance. In a situation where we need endurance what could we do to help ourselves?

CHARTWORK:

List answers.

TUTOR: When prompting, encourage answers from the participant's as much as possible. Also use sensitivity here. Point out that a problem might appear permanent and unsolvable until you look more, such as unemployment. Avoid clichés as this will often only serve to irritate. Solutions, which come from the participants themselves, will be much better than solutions offered by the tutor, who possibly may know nothing of the privations suffered by people with unsolvable problems.

TUTOR PROMPTS: (example of sick relative)

Ask others for help with sick relative or your own sickness. Do research (there just might be something out there). Those with religious faith might pray or use their faith to sustain them. Think of other things you could do with the limitations you have. For example a blind person would use BRAILLE or a paraplegic would use any kind of aid to live as normal life as possible. Often just talking to someone will help. This is a most important line of support, which we looked at earlier. Explore all the supports we discussed earlier.

LEARNING POINTS

- Sometimes just learning to accept the things we cannot change (serenity prayer) can help to reduce strain

Time: 15 minutes

Elapsed time: 90 minutes

Relaxation techniques

TUTOR: The following handouts are traditionally accepted ways of dealing with stress by various exercises. We will do a few exercises in the group. We can discuss the rest and you can complete these when you are

alone and quiet

TUTOR NOTE:

The first of these exercises are very simple indeed and they are more involved as they go along. However there may be participants who will be uncomfortable with relaxation exercises in this context and you should allow these to just sit quietly while others who do want a try can do so.

TUTOR: Complete the first two exercises only and discuss exercise 3 and 4

HANDOUT 4: *Stress Reducing Exercises*

Exercise 1 - Quick relaxation for work break etc.

Exercise 2 - Longer relaxation technique

Exercise 3 - Full relaxation techniques (discuss these to ensure clear understanding)

Exercise 4 - Helpful relaxation for sleep. (For discussion only!)

TUTOR NOTE:

The following exercises are optional and if time permits. Participants can practice these when they are quiet and alone.

HANDOUT 5: *Visualisation Techniques*

Learning Point:

We can use relaxation techniques to control stress

Time: 20 minutes

Elapsed time: 110 minutes

TUTOR: Over the last few sessions we have looked in more detail at the stress management tools we began to explore in session nine of the induction course. Also we have looked at practical ways to help defeat stress and strain in our lives.

HANDOUT 6: *My Learning Points:*

Encourage the group to consider what practical skills they will practice for their targets for change arising from this session

Time: 10 minutes

Elapsed time: 120 minutes

Citizenship Stress Management

SESSION NINE - Handout 1

Some Personal ways of coping with stress and strain

Look after yourself:

- Eat a sensible diet, maintain optimum weight
- Don't smoke. Drink alcohol moderately, if at all
- Have sufficient rest, Slow down, time to unwind
- Exercise regularly,
- Talk things over with a friend, use a support network



Know yourself and what you want:

- Recognise your own signs of stress
- Establish realistic life goals and work towards them
- Be flexible
- Give attention to spiritual development
- Move towards becoming the person you want to be
- Don't dwell on negatives, challenge your negative thinking
- Take things less personally
- Seek change and variety,

Develop your stress managing skills:

- Make decisions
- Express feelings (see below)
- Manage conflict
- Do not put off acting on problems
- Plan your time
- Develop a positive attitude to yourself Reward your successes

Manage feelings

- Acknowledge your feelings honestly to yourself
- View feelings as signals about how things are going
- Express your emotions
- Find ways of 'letting go'
- Allow yourself to work through feelings
- Don't let others convince you that your feelings are wrong
- Share your feelings with others
- Use negative feelings in a positive way
- Listen to your feelings, but use your head as well
- Express positive feelings.



Manage work:

(Work here is taken to mean paid or unpaid work, inside or outside the home.)

- Develop non-work activities (entertainments, hobbies etc)
- Vary your work routine
- Take breaks when you can
- Use holiday allocations
- Set limits to work, draw boundaries (eg, not working at weekends)
- Plan to change your job' if you are unhappy with it
- Set priorities
- Manage time effectively
- Establish a manageable work rate and stick to it
- Don't promise what you can't deliver
- Delegate (hand over, pass on to)
- Say no!

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SESSION NINE - Handout 2

Four Problem solving steps

Step 1 Ask, What is the problem? (define it)

Step 2 Weigh up all possible solutions

Step 3 Put best solution into practice

Step 4 Review problem/solution (is it working? Try something else?)

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Session Nine - Handout 3

MATRIX - RELAXATION



Ask yourself, What are the demands on my time?
Categorise them into the table above
Reduce your stress and strain!

* *'Delegate'* = hand over, pass it on, let someone else do it.

Go through the squares in the box to provide answers to the problem facing you.
You will see from this that there are clearly some problems and potentially
stressful situations that needn't be 'solved' at all.

You have assess each situation on it's own merits and make a decision.

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SESSION NINE - Handout 4

RELAXATION

Exercise One

For very quick relaxation
eg, at work, on the bus, etc.

Sit comfortably, check quickly for particular areas of tension and let them relax. Then become aware of just your breathing, concentrate on your breathing. Take a deep breath. Then carry on breathing. Immediately you will begin to feel more relaxed.

Exercise two

Short Relaxation

This form of relaxation can be adapted to allow practice, if short periods of time are available, either at work or at home. What is needed first is some privacy. Sit comfortably with your feet on the floor and your head supported.

Relax as in the first exercise then close your eyes, start relaxing your body and let your mind wander around the environment listening to sounds. Try not to think about the sounds, just be aware of them as something outside you. Turn your attention to your body and again take a deep, but natural, breath. Then breathe out and feel yourself letting go.

Be aware of the chair you are sitting on and the floor. Develop this feeling for a few moments. Then move your attention quickly around your body, starting with your hands. Stretch your fingers, then relax. Moving through the different parts of your arm, first the elbows then the shoulders, tensioning them and relaxing as you go. Do the same with your feet, then your knees and upper legs. Tension them and then relax.

Now think of your breathing; focus on your breath as it moves in and out. After a few moments, count the breaths backwards from ten to one or more, whatever you have time for.

Stop counting and take a long, deep breath. Lie or sit quietly for a few moments, then stretch yourself slowly to end the relaxation practice.

Exercise 3 – To be completed when you are quiet and alone

Full relaxation

Relaxation of arms

Make yourself comfortable and relax as much as possible.... Now clench your right fist, build up the tension, and feel your knuckles going white. Keep the rest of your body, apart from your fist and arm, as relaxed as possible.... Now stretch out your fingers, keep them stretched. Now relax your hand, feel the tension going out of your hand as it relaxes.... Now while your right hand is relaxing, clench your left fist. Clench it tighter and tighter. Feel, the knuckles going white. Now stretch the fingers of your left hand and hold the tension. Now relax your left hand.... Feel the relaxation spreading through your hand. Now bend your right elbow and tense the upper part of your arm, feel the tension and hold it. Now let your arm relax and fall back. Focus on the relaxation in your arm.... Now do the same with your left arm. Bend your elbow and tense the upper part of your left arm, notice the tension and hold it.... Now let the arm relax and fall back into place. Appreciate the relaxation in your arm. . This time push both arms straight out in front of you. Push them right out so that they are tense all the way along. Feel the tension, hold it...and relax your arms. Let your arms fall back comfortably and lie there. Feel how relaxed they have become and try to let them relax even further let go of your arms and let them relax. Learn to recognise the difference between a tense and relaxed hand and arm. Let your arms just lie there relaxing....

Relaxation of legs

Stay comfortable with your arms relaxed. Lift your right leg up. The weight of gravity will cause the tension to build up. Hold your right leg in position feel the tension building up. Now let go. Feel your leg and hips becoming relaxed as your foot rests on the ground. Notice the difference between your tense and relaxed leg.... Now do the same with your left leg - lift it up. Hold it - let the tension build up. Now let it go and feel both legs relaxing.... Let your whole body relax. Let your legs, calves and hips feel heavier and heavier as they relax.

Relaxation of stomach and lower back

Now pull your stomach in, contract your stomach muscles. You will find you cannot breathe easily.... Hold it. You may find your chest and shoulders tighten as well. Now let go. Breathe normally again. Feel the relaxation spreading through your stomach, lower back and chest.

Relaxation of back and shoulders

Stay comfortable and relaxed. Now push your back up as though you are trying to raise your shoulders as high as possible. Let the tension build up. Feel and recognise the tension, hold it.... Now let go. Wriggle your shoulders about. Feel the relaxation spreading through your shoulders and back. Just enjoy relaxing.

Relaxation of neck

Stay comfortable and relaxed. Push your head back as far as you can. Feel the tension in your neck and keep it there. Keep pushing your head back. Notice the tension in your neck. And now let your neck go.... Let it relax and fall back. Appreciate the relaxation in it.... This time push your head forward so your chin digs into your chest. Press your chin into your chest and feel the tension in your neck. Hold that tension. And relax. Let your headrest back comfortably and enjoy the relaxed feelings in your body.

Relaxation of face

Stay comfortable and relaxed. Now press your tongue against the roof of your mouth. Hold the tension and let it go.... This time clench your teeth... Feel the tension in your jaw muscles...hold the tension. And now let your jaw relax. Close your eyes tight shut, really press them shut.... hold the tension. And now stop screwing your eyes up and let them relax.... Feel the relaxation building up in your face... Now concentrate on your forehead, frown, and make furrows in your brow. Hold that tension and now let it go. This time stretch your brow; make it pull your eyes wide open. Hold on to the tension and let go. Appreciate how relaxed your face is and try to let it relax even more.... Feel the relaxation spread through your face. Notice the change between your tense face and your relaxed face.

Whole body relaxation

Now let your whole body feel more and more relaxed. You have relaxed each part of it.... Now just check through each part of your body, making it more and more relaxed. Check your hands. Feel them getting heavier and heavier. Let the heaviness spread up your arms and into your shoulders. Now the heaviness and

relaxation is spreading down your back into your hips and thighs calves and legs and feet. Now relax your face. Your whole body is feeling more and more relaxed.

Breathing

As you lie there, notice that your breathing has become slower. Take in a deep breath. Hold the breath, now very slowly let it out... As you let it out, you will feel your body relax. Now do it again, take another deep breath, hold it, and slowly let it out, relaxing as you do that, lie there for a moment or two, breathing in and relaxing as you slowly breathe out. You can always become more relaxed by taking a deep breath and slowly letting it out, and then by breathing slowly and deeply.

Realise that you can control the tension in your body; that you can relax it when you want to. Realise you can do this at any time you need to. . If a part of your body feels tense; you can relax it when you want to. Stay in that position, relaxing.... Just enjoy being totally relaxed.

Exercise 4

For getting to sleep

Note: The tutor will discuss this in class for later use

Switch off the light and get into bed. Allow your hands to relax into the most comfortable position. Start by listening to external sounds and then concentrate on the meeting point between your body and the bed. Move your attention around your body as in your relaxation practice. Do this two or three times until you feel sleepy or relaxed.

Citizenship

SESSION NINE - Handout 5 Visualisation Techniques

The Beach

Close your eyes and visualise a lovely day, the sun is bright and it is warm and nice. You're walking along a country lane. The grass is soft and short under your feet. You can feel its soft springiness. The lane leads gently down towards a quiet wood. As you walk down the path, you feel your whole being becoming more and more relaxed. You feel a deep sense of calm and peace within you Plants around give off pleasant scents you like. Birds are singing in the distant trees.

The lane enters the wood. Sunlight beams through the leaves, creating patterns that delight your eyes and throwing different colours on the path before you. The ferns are green and lush, creating shimmering shapes with their leaves. The leaves under your feet are soft and you feel you have a place in the wood.

This now opens out onto grass, and then a sandy beach. As you walk closer to the beach, the soft noises of the waves are carried towards you on the gentle warm breeze. The sand is soft and warm beneath your feet as you walk down the beach. You sit down on the sand, taking in the whole scene, the expanse of deep blue sea, the wide sky with fluffy clouds. You feel warm and safe.

You lie on the sand and relax in the sunshine. You could go to sleep if you choose. Your life is in perspective you have a sense of control. Your breathing is deep and regular your skin is warm your body is healing in the warmth and light. Your feeling of well-being is growing. Just lie there for a few minutes and experience the feelings.

(Allow 30 seconds then continue:)

Now it is time to come back to the present. Slowly allow yourself to come back to reality and to the group... If you like, you can retrace your steps.... Across the grass,... through the wood, and back along the lane.

The Room

Close your eyes and visualise that you are at home and that you open a door into one of the rooms. Any door will do. Instead of the usual room, you see in front of you a long staircase going down. You see a door at the bottom.

You decide to go down the stairs to the door and begin slowly going down. Imagine what the stairs are like. There might be windows you can see out of, perhaps at a country scene. The walls might be plain or they might have nice pictures or hangings. You look around as you go down the stairs, at the things in the corridor at the colours and textures. Perhaps you stop to look more closely at some detail. You are in no hurry and are beginning to feel relaxed and peaceful.

Now you have reached the bottom and the door is facing you. What is the door like? What colour is it? Is it big or small? Imagine the door. Now the door has a lock with a key in it. You turn the key. It turns easily. You are curious as you gently push the door, which swings open in front of you.

As you walk through the door, you find yourself in the most beautiful room you can imagine. There is a comfortable chair which you sit on to look at the room. This is your place where you can always go to feel peaceful and safe, away from all the cares of the world.

You look round your room. Perhaps it has windows with a view, perhaps it has things on the wall which interest you. Think of the floor. There may be a carpet or rugs or it might be polished wood. This room can be made any way you want it. The ceiling might be plain or decorated. Look at the colours. They can be whatever you want. What is in the room? It might be empty, or full of furniture, or ornaments, or books, or things to do. Spend a little time looking round your room and seeing what is in it. Remember you can change anything you like. This is your room. It can be just as you wish.

(Allow one minute and then continue:)

Now it is time to leave your room. You get up from your chair and go out of the door, locking it behind you and taking the key with you. You begin to go up the stairs looking round you as you do so. Soon you reach your own place again, and then come back to normal and the group. Remember your room is always there. Nobody has access to it but you. It is a place you can go to, to feel peaceful and relaxed.

Some other possible visualisations

This section gives brief details of some other visualisations, which could be used.

Cardboard box

Imagine a huge cardboard box and a big stressor in your life. Put the stressor in the box and close up the box. Now imagine picking up the box and carrying it around with you. How would this feel? Is it be heavy? Would it get stuck in doorways? Would you get tired? What would it be like?

Now, get rid of it. Put it on the floor and jump on it. Imaging leaping in the air, coming down hard on the box, crushing it. Jump up and down on it, grind your feet on it, make it disintegrate. Now take the pieces and tear them into bits, into tiny scraps, tear it to pieces.

Now get a dustpan and brush and a paper bag. Brush the pieces of box into the pan and tip them into the bag, get rid of them altogether. Tie up the bag and put it outside for the dustman to take away.

Citizenship

SESSION NINE - Handout 9

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-

Important / Urgent Matrix

		URGENCY		
		High		Low
IMPORTANCE		1 Urgent and important Do it now	2 Important not urgent Decide when to do it	
		4 Urgent not important Delegate it	3 Not important not urgent Dump it	
		Low		

**WHAT ARE THE DEMANDS
ON YOUR TIME?
CATEGORISE THEM INTO
THE TABLE ABOVE
REDUCE STRAIN!**



CITIZENSHIP

SESSION TEN

RE-INTEGRATION INTO SOCIETY

Citizenship

SESSION TEN - Reintegration into Society

SESSION AIM:

- Awareness of issues of reintegration
- Developing an action plan
- Goal Setting
- Resources

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Fearing return to society
 - Insufficient or no planning skills
- To set realistic goals for the return to society
- Awareness of resources and helps inside and outside prison

HANDOUTS:

1. Action Plan outline 1
2. Action Plan outline 2
3. Pointer sheets
 - Housing Pointers
 - Substance misuse pointers
 - Self Worth
 - Employment
 - Education
 - Environment Pointers
 - Family Issues
 - Budgeting and Finance Pointers
 - Foreign Nationals Support
4. Comfort Zones
5. My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR:

This session is designed primarily to bring peace to any anxieties that you may have before returning to society. It is to help you to prepare and consider preparations for your future release.

You are all individuals and will each have different needs, issues, family and social problems upon release. Some of you will need accommodation, whilst others of you will need work. The truth is that many offenders do ultimately remain out of prison and re-integrate into society ok. Let us consider some of the wider issues.

HANDOUT: *ACTION PLAN OUTLINE 1. Go through.*

What issues will be a problem for you upon release'. Give the men a few moments to go through this handout and circle any areas that may be a problem to them.

DISCUSSION

Encourage the group to voice their concerns for each area, and what they have already done during their time within Kainos to overcome some of these issues

LEARNING POINTS

- It is normal to have problem areas to consider regarding release
- Some of these issues are already being addressed whilst they are in Kainos
- Some need more thought to help reduce the problem following release

Time: 15 minutes

Elapsed time: 30 minutes

HANDOUT: ACTION PLAN OUTLINE 2

Now we are aware of the general problems, list the ones for you on the following action plan outline to help to point you in the right direction. You can use handouts 3:1-8 'The Pointer Sheets Pack' to find more information, then, fill in the section 'I need to contact the following people' on this handout.

HANDOUTS: 1 - 8 Pointer sheet pack and go through.

Encourage the group to identify which items on the pointer sheets would be most helpful for them.

TUTOR: Explain that this information is updated on our website: www.kainoscommunity.com so that you can review this information after release, even if it is a few years away and contact details change etc. Also new agencies may be available.

LEARNING POINT

- There are many ways to reduce these problems
- It is helpful to build appropriate contacts prior to release

Time: 20 minutes

Elapsed time: 50 minutes

SLIDE 1: From 'motivation-tools.com'
Dependency Zone to Success Zone by Bob Webb

TUTOR: Explanation of how to use Dependency Zone to Success Zone. The diagram shows basically three 'zones'. Dreaming zone, an 'opportunity/risk zone' and the 'success zone'. This represents the journey and choices required to gain success or achievement.

Encourage the group to consider what each zone might mean

TUTOR PROMPTS:

ONE Dreaming zone. Here, you are comfortable because you have enough to get by perhaps but at the same time you dream of new

things achievements and goals you would like to pursue. You have identified that you are not satisfied here and you are thinking of what it would be like to have your goal.

The fear - failure barrier. What would it do me if I fail? What would others think? What would I lose? All these thoughts can prevail to prevent you progressing over this barrier.

TWO Opportunity/Risk zone. You see the man grabbing the tiger by the tail. This is what it feels like taking a risk. It could all go wrong and the 'tiger' could turn and bite you! At the same time you are excited about the possibilities ahead of you. Your desire to excel is turned on. The tiger represents all the challenges but they are under your control. You have the tiger by the tail.

THREE Success zone. Here you have achieved your dream/goal. You have made the choices, 1 - to act on your dream. 2/ to overcome the fear - failure barrier. 3/ to grab the tiger by the tail and thereby reach your goal. You have your reward.

LEARNING POINTS

- Success takes time and continued effort
- Working towards success can be exciting

Time: 15 minutes

Elapsed time: 65 minutes

CHARTWORK: What are some of the challenges you might face?

TUTOR PROMPTS:

Friends, family, being stereo-typed, housing, employment, drugs, happiness, fear of re-conviction, life licence, police, finance, documents e.g. passport, bank account, coming face to face with our victim, probation, moving back to a cell, moving to a new prison, adjusting to a new social environment, adapting to a new regime.

TUTOR: Ask. When we are stepping out and doing something new, what are the feelings we might face? Discuss the following possibilities.

Some examples of feelings be i.e:

- Excitement
- Fear
- Sadness
- Apprehension
- Grief
- Tension
- Stress
- Anxiety

Some examples of physical symptoms might be:

- Nausea
- Sweating
- Unable to think clearly

Some examples of responses might be:

- Withdrawal from the community
- Reject others
- Refuse assistance

DISCUSS:

Allow time for participants to discuss and get feedback.

LEARNING POINTS

- Challenges are a natural part of moving forward
- Challenges can be frightening, but also rewarding

Time: 15 minutes

Elapsed time: 80 minutes

TUTOR: We have to expect to undergo a period of grieving when leaving the community and it is important to consider how we can deal with that.

CHARTWORK: Coping mechanisms:

Go round the room and ask for individual suggestions on how they cope in times of stress and anxiety. Feedback to the flipchart

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TUTOR PROMPTS:

Take it day by day. Move away from the area. Make new friends. Keep an eye on your goals. Talk to someone. Don't be afraid to ask for help.

TUTOR: You can suggest a few such as the following after the above exercise:

- Talking to staff
- Talking to the counsellor or friend
- Working with IAG on goals
- Agree with friends to stay in touch
- Talk to your family
- Work with chaplaincy team to set up support
- Remember everything you've achieved

TUTOR: Discuss and summarise.

It may seem premature to discuss these feelings now and we will re-visit this area when you have a date for transfer however it is important that you start to consider how you will feel and the best course of action for you to manage those feelings.

LEARNING POINTS

- You can plan how to manage the feelings of loss when leaving the programme
- You can start this process now

Time: 15 minutes

Elapsed time: 95 minutes

Moving on

SLIDE 5: Moving on

TUTOR: Highlight that in the next few sessions we will start considering how to implement effective relapse prevention plans, but even after the programme is completed, they can continue to be in contact with the Kainos team

Time: 5 minutes

Elapsed time: 100 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider the targets for change they can practice in relation to moving on from the programme

Time: 15 minutes

Elapsed time: 115 minutes

Citizenship

SESSION TEN - Handout 1

HANDOUT: Action Plan Outcome 1

Circle Issues which are a problem for you:

Issue	Pointers
Accommodation	- Prison housing Officer/ Resettlement - Housing Association - Hostels - Rehabilitation Units - Family/ friends - Probation
Substance Misuse (Including Alcohol)	- CARATS - Voluntary support groups - Rehabilitation - Street Projects - Counselling - Substances education
Self Worth	- Counselling - Faith groups - Support groups - Health Care Support - Leading a productive lifestyle - Nacro
Employment	- Careers Advisors - Job Centre programs - Action Plans - Training/ courses - Budgeting Skills
Education	- Careers Advisors - Local colleges - Communication Skills
Environment	- Counselling - Local voluntary groups - Local Faith groups - Is moving an option? - Employment - new cycle
Family	- Counselling - Local voluntary groups - Communication Skills - Leading a productive life
Budgeting	- Budget Training - Mentoring - Voluntary advise groups - Local voluntary groups
Other Issues	Write up own plans.

Citizenship

SESSION TEN - Handout 2

Action Plan Outline 2

Now you have identified issues consider which pointers are of help to you. Be open to all possibilities. Kainos has produced 'pointer sheets' which will hopefully act as a starting place for you in building an effective release plan. Take the pointer sheets which apply to you.

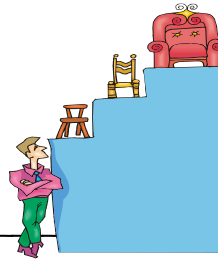
MY ACTION PLAN - GOAL SETTING

I need to pursue the following pointers:-

1. _____

2. _____

3. _____



I need to contact the following people:-

Citizenship

SESSION TEN - Handout 3.1

Housing Pointers



- Talk to Housing Officer/ Resettlement who will have specialised knowledge. What type of housing problem do you have? Where do you want to live? They can discuss issues such as housing benefit entitlement.
- Find out who your Local Housing Association (LHA) is.
- Depending upon your release condition, you will need to talk to prison authorities/ probation about your plans.
- Are you open to supported housing/ hostel accommodation? Here are the names and contacts of some national providers.

Salvation Army - Hostels/ Projects Nationwide. See Chaplaincy or Phone 0207 619 6100

Stoneham Housing - Hostel Projects Nationwide. See Kainos/ Resettlement or Phone 0207 5490000

Langley House Trust - Hostels/ Projects Nationwide. See Kainos Resettlement or Phone 01993 774075

Shelter - provides advice and information on housing. Tel: 0808 800 4444

Housing Corporation - have details on LHA's. Tel: 0845 230 7000

English Churches H.A. (National Housing Centres). Tel: 0845 070 7071

- Your Local Probation will have information on local projects to your area in which you wish to reside.
- Upon release The Citizens Advice Bureau or even the internet may be of help to you.

Citizenship

SESSION TEN - Handout 3.2

Substance Misuse Pointers



We have divided this into two sections. Obviously in prison your first contact is CARATS. Kainos can help with providing individuals with a referral. CARATS will have more specific and local information.

SECTION 1 - GOAL IS ABSTINENCE

- Alcoholics Anonymous - support and meetings nationwide.
Tel: 0845 769 7555
- Narcotics Anonymous - support and meetings nationwide.
Tel: 0845 373 3366
- Rehabilitation Centres - No. of nationwide projects
- See www.patient.co.uk for a broad list of centres. CARATS will have info.

SECTION 2 - HEALTH INFORMATION AND SUPPORT

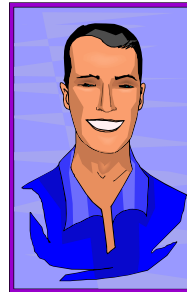
- Talk to Health Care Centre for local projects or Health Care Trust resources.
- Talk with CARATS for street agencies or advice.

Citizenship

SESSION TEN - Handout 3.3

Self Worth

- Counselling - National Organisations
 - British Association for Counselling and Psychotherapy
 - Tel: 0870 443 5252
 - or www.bacp.co.uk
 - Association of Christian Counsellors
 - Tel: 0845 124 9469
 - or www.acc-uk.org
- Faith Groups
 - See Chaplaincy for specific faith groups.
 - A specific caring for ex-offenders group is run by Alpha. Tel: 0845 644 7544
- Health Care
 - Talk to HCC if you feel vulnerable.
 - Be open and honest about any concerns.
- www.patient.co.uk lists various individual support groups/networks.
- Nacro - supporting ex-offenders. See Resettlement
 - or Phone 0207 582 6500



Citizenship

SESSION TEN - Handout 3.4

Employment Pointer

- Careers Advice - Prison has access to careers advisors who can offer various support or information.
- Jobseekers Direct - national phone line
Tel: 0845 606 0234
- Training Support - Learn direct offers various ongoing training and courses. Tel: 0800 100 900
- Nacro - offers advice and support if you are having problems getting a job. Tel: 0207 582 6500
- Local Probation will sometimes have lists of companies willing to employ ex-offenders.



Citizenship

SESSION TEN - Handout 3.5

Education Pointers

- Careers Advice - Prison has access to careers advisors who can offer various support or information.
- Training Support - Learn direct offers various ongoing training and courses. Tel: 0800 100 900
- If you are serious about improving your education make sure you talk with the education department within the prison. Use your time in prison effectively.
- Local colleges offer many evening and part-time courses that you may wish to consider.
- The Open University offers higher-level education opportunities, which you may be able to undertake in prison.
Tel: 01908 653231

Citizenship

SESSION TEN - Handout 3.6

Environment Pointers

If you are having problems where you live, then consider the following pointers:-

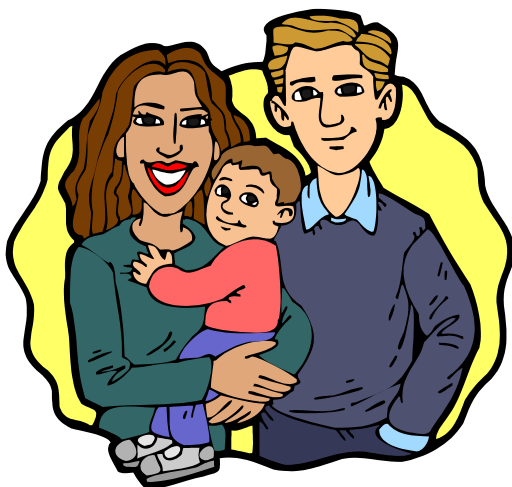
- Local Housing Association (LHA's) - if problems emanate from LHA tenants you may wish to contact the LHA.
 - Local Council - can help you with noisy neighbours etc.
 - Local Police - don't be afraid to contact them if you are having genuine problems.
 - Residents associations.
 - Local Faith groups.
-
- Is moving an option for you? Remember this does cost money.
 - Employment may give you the resources to make a move and a fresh start.
 - Remember your family and sanity are more important than fear or intimidation from disruptive neighbours.

Citizenship

SESSION TEN - Handout 3.7

Family Issues - Pointers

- Relate - runs specific courses and counselling for ex-offenders and their families.
 - Tel: 0800 093 5711
 - or www.relate.org.uk
- Broken Families?
 - Try Families need Fathers on 0870 760 7496.
 - Parenting Help?
 - Try - Fathers Direct on 0845 634 1328
 - Care for the Family on 029 2081 0800



Citizenship

SESSION TEN - Handout 3.8

Budgeting and Finance Pointers



- The consumer credit counselling service offers free independent, impartial and realistic advice on budgeting and finance skills.
 - Tel: 0800 138 1111
 - www.ccs.co.uk - good advice online

- Christians Against Poverty - Free advice,
 - A worker can visit you to support you.
 - Tel: 0274 760 720
 - or www.capuk.org

(Don't let debt creep up on you - there is plenty of help and advice available)

Citizenship

SESSION TEN - Handout 4

Comfort zones

What are the challenges you face when you leave the community?

How do you think you will feel emotionally?

How may you feel physically?

What reaction to these feelings might you have?

Citizenship

SESSION TEN - Handout 5

My Learning Points

The learning points for me from this session are: -

My targets for change as a result of this session are:-



Kainos Community
**CHALLENGE
to CHANGE**

Dependency Zone Success Zone



Bob Webb
motivation-tools.com

Session Ten

CITIZENSHIP



Kainos Community
**CHALLENGE
to CHANGE**



MOVING ON?

No need feel like this. Keep in touch.
Contact, write, phone. Check out your
Kainos Website:

www.kainoscommunity.org/members

Session Ten

CITIZENSHIP



Kainos Community
**CHALLENGE
to CHANGE**

CITIZENSHIP

SESSION ELEVEN

PREPARATION FOR MOVING ON CEREMONY



Kainos Community
**CHALLENGE
to CHANGE**

Citizenship

SESSION ELEVEN: Preparation for Moving on Ceremony

SESSION AIMS:

- To affirm learning and experience over the Kainos Community programme
- To present creatively revised material at the closing service
- To increase confidence to present material
- To prepare them for an important event that forms a 'rite of passage' in their lives confirming their determination to remain crime free

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- All materials, booklets, handouts and personal note books participants have gathered over the course of the programme

REHABILITATIVE NEEDS TARGETED

- To reduce responsivity issues of:
 - Isolation from others
 - Poor team skills
- To realise talents and abilities can be used for good
- Awareness of others interest in themselves
- Planning for a future event

HANDOUTS:

- *The best course and why.*
- *The Social Development evenings and the volunteers*
- *On living in the community*
- *'What had the most impact on the programme'.*
- *The Good Neighbour Weekend.*
- *How is this going to change my future?*
- *My Learning Points*

TUTOR NOTES:

This session is almost all given over to the participant's own imagination and creativity in producing a 5 minute presentation on various activities undertaken during the Kainos Community Programme. Participants, in their groups will choose one of the following assignments for presentation to those gathered at the Moving on Ceremony (depending on the prison and regime this could include family as well as prison, Kainos staff and possibly a visiting dignitary. See Notes on Session 16). This session and the Moving on Ceremony will cement the learning gained on the programme. The tutor's role here is create in the participants minds a memorable experience that will generate pride and a feeling of accomplishment.

* If the course is run on daily sessions allowing for other functions, such as wing/spur cleaning, community meetings etc. the Moving on Ceremony should be about a week and a few days away. Participants will need all their materials with them for reference.

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: 'Over the last few months we have covered so much ground in the Kainos programme. In a weeks time we will be celebrating the Moving on Ceremony. Here is an opportunity to demonstrate in creative ways your journey through Kainos. During the ceremony you will as groups have a five minute slot to present an aspect of the programme. I will give each group an aspect of the programme they can present.

CHARTWORK:

Brainstorm what work and activities have taken place on the programme.

TUTOR PROMPTS:

List of all courses and activities:

- Courses
- Social development evenings and volunteers,
- Living in a community, cleaning duties
- Quiz, bingo, etc.

TUTOR: Explain that now we will be able to creatively present these elements at the Moving on Ceremony through assignments, which I will give you.

TUTOR NOTE: It may be prudent to have pre-chosen the assignments for each small group in your class. There are six assignments listed and some prisons with large programmes will use all six. Programmes with less groups can pick and choose between the assignments

HANDOUTs:

- 1-1 The best module and why.*
- 1-2 The Social Development evenings and the volunteers*
- 1-3 On living in the community*
- 1-4 'What had the most impact on the programme'.*
- 1-5 The Good Neighbour Weekend.*
- 1-6 How is this going to change my future?*

TUTOR: Allow the groups to consider the assignment they have been given. Tell them they now have 20 minutes to discuss their assignment in their small groups.

TUTOR: Go round groups and assist and guide, if needed in their thoughts towards preparing items for the Moving on Ceremony presentation.

Suggested break time.'

TUTOR: Inform the groups that for the rest of the session they may begin to put together a presentation. Supply sheet of Flip Chart paper and

coloured felt tip pens to each group. Inform the groups that they may practise and prepare their presentations in the coming days during their own time.

TUTOR NOTES: If time allows give opportunity to groups to do a 'dummy presentation' to whole group assembled here. There is also the possibility of creative use of drama, poetry, music etc. But bear in mind the time available on this session and the closing ceremony itself!

Learning Points:

- There have been many elements covered in the programme
- As well as loss, moving on can be an exciting time

Time: 100 minutes

Elapsed time: 115 minutes

CITIZENSHIP

Session Eleven

Handout 1

Preparation for Moving on Ceremony

Assignment One.

Your assignment is to give a poster presentation on...

You can refer to and use if you want, all of your handouts, and learning points for that course. Perhaps there was a reading or poem or role-play, scenario that you felt was particularly relevant.

The tutor will reproduce for you any slides, handouts, chartwork or scenarios etc. if you need them.

It would be helpful to think about the following points:

Consider the impact this had/will have on you.

Consider the impact it had/will have on your family and any others

What you said and felt about the course at the time and now

How would you use the material learned in the future

You can be creative as you like.

The idea is not to be competitive in your presentation but real.

CITIZENSHIP

Session Eleven

Preparation for Moving on Ceremony

Assignment Two.

Your assignment is to give a poster presentation on the

You can refer to and use if you want, any material covered in the course about the social development evenings (remember the INDUCTION sessions of the programme and material from the community living course). Perhaps there was a particular moment during a time with the volunteers you would like to remember.

It would be helpful to think about the following points:

Consider the impact this had/will have on you.

Consider the impact it had/will have on your family and any others

What you said and felt at the time and now

How would you use this experience in the future?

You can be creative as you like.

The idea is not to be competitive in your presentation but real.

CITIZENSHIP

Session Eleven



Kainos Community
**CHALLENGE
to CHANGE**

Preparation for Moving on Ceremony

Assignment Three.

Your assignment is to give a poster presentation on...

living in the Kainos Community

You can refer to and use if you want, all of your handouts, and learning points for community living and the Induction sessions where there is information about community living.

The instructor will reproduce for you any slides, handouts, chartwork or scenarios etc. if you need them.

It would be helpful to think about the following points:

Consider the impact this had/will have on you.

Consider the impact it had/will have on your family and any others

What you say and feel about the community

How would you use this experience in the future?

You can be creative as you like.

The idea is not to be competitive in your presentation but real.

CITIZENSHIP

Session Eleven

Preparation for Moving on Ceremony

Assignment Four.

Your assignment is to give a poster presentation on...

What had the most impact on me during the Challenge to Change programme

You can refer to and use if you want, all of your handouts, and learning points.

Perhaps there was a reading or poem or role-play, scenario that you felt was particularly relevant, maybe an event during the programme or something about it.

The instructor will reproduce for you any slides, handouts, chartwork or scenarios etc. if you need them.

It would be helpful to think about the following points:

Consider the impact this had/will have on you.

Consider the impact it had/will have on your family and any others

What you said and felt about it at the time and now

How would you use the material learned in the future

You can be creative as you like.

The idea is not to be competitive in your presentation but real.

CITIZENSHIP

Session Eleven

Preparation for Moving on Ceremony

Assignment Five.

Your assignment is to give a poster presentation on...

The Good Neighbour Weekend

You can refer to and use if you want, any material covered in the course about the Good Neighbour Weekend Perhaps there was a particular moment during a time with the volunteers you would like to remember. A moment during the Closing Ceremony.

A reminder about the talks: You should have notes on all these talks in your group

Talk one. Why be a Good Neighbour Talk two. Love Talk three To love myself Team building exercises	Talk four. Who is my neighbour Talk five. Can I do it on my own Talk six. Everybody needs good neighbours The Closing on Ceremony
---	---

It would be helpful to think about the following points:

Consider the impact this had/will have on you.

Consider the impact it had/will have on your family and any others

What you said and felt at the time and now

How would you use this experience in the future?

You can be creative as you like.

The idea is not to be competitive in your presentation but real.

CITIZENSHIP

Session Eleven

Preparation for Moving on Ceremony

Assignment Six.

Your assignment is to give a poster presentation on...

how being on the Kainos Community programme is going to change my future

You can refer to and use if you want, all of your handouts, and learning points for Change, Focus, Interpersonal Relationships, boundaries and any other life-challenging course taken

The instructor will reproduce for you any slides, handouts, chartwork or scenarios etc. if you need them.

It would be helpful to think about the following points:

Consider the impact this will have on you.

Consider the impact it will have on your family and any others

What you say and feel about the community

How would you use this experience in the future?

You can be creative as you like.

The idea is not to be competitive in your presentation but real.



Kainos Community
**CHALLENGE
to CHANGE**

CITIZENSHIP

SESSION TWELVE

RELAPSE PREVENTION

ONE

Citizenship



Kainos Community
**CHALLENGE
to CHANGE**

SESSION TWELVE:

Relapse Prevention

SESSION AIM:

- To create in the minds of participants a relapse prevention plan
- To look at the consequences of a relapse
- To develop a decisional balance sheet from earlier work

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

REHABILITATIVE NEEDS TARGETED

- Reducing responsivity issues of:
 - Failure to cope with high risk situations
 - Practical life skills deficits
- To begin to consider the consequences of relapse on self and others
- Developing an action plan to deal with high risk situations
- Awareness of personal responsibility in a community/country

HANDOUTS:

- Decisional balance sheets for considering consequences of relapse
- Identifying my own high risk situations
- My Learning Points

TUTOR: Congratulations on completing the main part of the programme, which helped you to consider how crime has affected yourself and others, together with identifying how to challenge your thoughts, feelings and behaviour to increase the likelihood of continuing to remain crime free.

Now that you have identified that you wish to remain crime free, you must continue to rely on your own motivation to continue.

Continuing earlier work

Also we shall be continuing to identify practical ways that we began to look at in session ten. You can carry on the process of keeping crime free and changing any character defects or false thinking beliefs etc. that may be leading you into trouble.

You might be able to make reparation for your past damage to others, and help yourself by helping others in their process of recovery as well.

Finally you will develop a **relapse prevention plan** of your own to deal with **high risk situations** that would lead you back down the slippery slope to crime

TUTOR: the title of the next few sessions is: '

'Relapse prevention'.

ASK: So, *What is a relapse prevention plan?*

Encourage the group to come up with their own ideas:

TUTOR PROMPTS

Relapse prevention can be summed up as a self-control programme that combines behaviour, training, skills, developing helpful thinking skills and lifestyle change procedures.

This plan is something you can take with you after you leave prison and can help to remind you how far you have come.

ASK: What is the purpose of a relapse prevention plan?

Compare their answers to the following slide:

SLIDE 1: The purpose of Relapse prevention Plan

- Provide you with information on lapses, relapses and how to prevent them
- Help you take responsibility for identifying specific high risk relapse factors in future
- Help you identify some practical ideas you may use to minimise the chances of relapse after release
- Help you identify a long term relapse prevention plan
- Help you monitor and continue the improvements you have made

LEARNING POINTS

- A relapse prevention plan is a proactive method to help identify and overcome future challenges to leading a positive and crime free lifestyle.

Time: 15 minutes

Elapsed time 15 minutes

TUTOR We will help you to fill in the sections both on an individual basis and in the relapse prevention sessions.

In the FOCUS (session 13) course we used the decisional balance sheets to identify the 'pro's and con's (advantages and disadvantages) of giving up smoking, but looking at short and long term advantages and disadvantages (pro's & cons).

Today we are building on the work completed in FOCUS and looking at how this decisional balance tool can be used for crime prevention and

relapse prevention. Those of you who have completed a drug or alcohol awareness programme may have used this. There are other uses for the decisional balance idea.

The next handouts deal with 'relapsing while in prison' and relapsing on release.

TUTOR: Give out handouts and allow participants several minutes to complete. Go round the group and assist in completing the handouts

Handouts 1: 1-1 and 1-2 *Decisional balance sheets*.

1/ Consider adjudications that participants may have had and the consequences and 'advantages' etc.

2/ Participants complete the handouts reviewing their crime and the consequences to themselves and to others. Tutor to check and help individuals complete the handouts as needed.

ASK: Why is it helpful to keep a reminder of these costs and benefits?

(When you ever feel tempted, you can re-read them to remind yourself why it is important to resist.)

Learning Point:

It is always useful to keep a reminder of the reality of the benefits and costs of previous crime, together with statements as to why it is worth continuing to stay crime free.

Time: 30 minutes

Elapsed time: 45 minutes

Identifying and learning to cope with high risk situations

TUTOR: There are likely to be certain times when you are inside and following release when you are sorely tempted to give in and commit crime again. By planning for these situations in advance, it is possible to either avoid this situations altogether or identify practical ways to reduce the risk of relapse when they occur.

CHARTLIST AND DISCUSSION

TUTOR: Encourage participants to identify as many high-risk situations as they can that would lead them back to crime. They may not be able to think of ten things but the exercise will alert them to dangers they may not have thought of as possible openings to relapse.

TUTOR PROMPTS:

Living in old area, old friends, old habits, old beliefs, old attitudes, drug taking, alcohol, a bad event, being jobless, nowhere to live etc.

The second part of the exercise will affirm the work they are doing or have achieved on their journey. Encourage participants to think, if they can of any other means by which they can avoid high risk situations and achieve a crime free life on release.

HANDOUT 2: *Five high-risk situations that would lead me back to crime and five things I am doing about it.*

TUTOR PROMPTS:

Education, sentence planning, adjudication free, drug free, learn a trade, get qualifications, establish and build family ties and relationships. Move away from old friends and places, attend AA etc.

Learning point:

Recognising high risk situations that could lead to crime helps to plan ways of avoiding them

Time: 20 minutes

Elapsed time: 65 minutes

RATIONAL THINKING SKILLS

TUTOR: In order to be able to plan for future challenges, and how best to manage them, we need to be able to consider a situation rationally, rather than emotionally. Complete the following questionnaire and assess how strong your rational thinking skills are

HANDOUT 3: 'Rational Thinking Skills Exercise'

Give each participant a copy of the 'rational thinking skills handout and inform them that the explanation of how to fill it is at the top of the sheet, and the scoring part is explained at the bottom.

TUTOR: Read the above instructions from the handout and ask the participants to complete the sheet and mark their scores accordingly. This might take a few minutes. Inform them that their scores will not be revealed to the rest of the group unless they want to and that it is for their interest only.

NOTE: It would be helpful for the tutor to go around the room while the participants are filling in this sheet to make sure that they are being filled in correctly and to help any of those who may need it.

Give time for participants to discuss their results fully if they feel able. Allow them to digest the answers they give and even to re-assess them during the discussion. Encourage those with lower scores to consider how they might improve their rational thinking skills

TUTOR PROMPTS

Have clear plans (use the relapse prevention plan)
Give themselves time to think in any situation
Ask for advice from others
Gather as much information as possible on any problem area

LEARNING POINT

- Rational thinking skills can help build and maintain an effective relapse prevention plan

Time: 20 minutes

Elapsed time: 85 minutes

Unhelpful thinking

TUTOR: Ways that your thinking can increase the risk of relapse, these can be thought of as negative thinking errors.

As you have learnt high risk situations can feel threatening or concerning and can lead to unhelpful thinking.

SLIDE 2: Thinking errors for speeding

Justification- Eg I had to drive fast as I was late

Minimisation- Eg I was 'only' going 20 kph over

Catastrophising- Eg If I didn't get to my appointment, I would lose my job

Labelling- Eg I am a safe driver

Over generalisation- Eg Everyone drives at this speed

All or nothing- Eg Either I speed and get my job done, or I can't do my job

Blaming- Eg It's the company's fault for give me such tight deadlines

Mind reading- Eg I just know what other drivers are going to do

Denial- Eg I was really speeding

Personalising- Eg The cops are trying to get me

Encourage the group to consider what thinking errors they would be at risk of that would lead them closer to offending:

TUTOR PROMPTS

Justification- Eg I had to offend as I had no money

Minimisation- Eg I only gave him a slap

Catastrophising- Eg I had a smoke, I will have to go back to my old ways

Labelling- Eg I am an offender who can never change

Over generalisation- Eg Everyone I know is into crime

All or nothing- Eg Either I steal, or I will never have any money

Blaming- Eg What do you expect if they keep their windows open?

Mind reading- Eg I knew that

Denial- Eg I was really speeding

Personalising- Eg The cops are trying to get me

Learning point:

Challenging thinking errors can reduce the risk of relapse

Time: 20 minutes

Elapsed time: 105 minutes

HANDOUT 4: My Learning Points

Encourage the group to consider what targets for change they can practice to assist in developing and maintaining an effective relapse prevention plan

Time: 15 minutes

Elapsed time: 120 minutes

CITIZENSHIP

SESSION TWELVE

Decision Balance Handout 1 - 1:

Fill in the decision balance sheet below for relapsing while in prison

<i>Immediate Positives</i>	<i>Immediate Negatives</i>
<i>Longer Term Positives</i>	<i>Longer Term Negatives</i>
<i>If the long term negatives happen, how will this affect you and people who are important to you?</i>	

CITIZENSHIP

SESSION TWELVE

Decision Balance Handout 1 - 2:

Fill in the decision balance sheet below for relapsing after release

<i>Immediate Positives</i>	<i>Immediate Negatives</i>
<i>Longer Term Positives</i>	<i>Longer Term Negatives</i>
<i>If the long term negatives happen, how will this affect you and people who are important to you?</i>	

CITIZENSHIP

SESSION TWELVE - Handout 2

Five things that might lead me back into crime and five things I am doing about it

You may not be able to think of five things, or you may think of more than five things. No matter this is to help you be aware of the dangers and the internal and external support that is available



Five things I am doing, have done, will do to prevent a relapse



CITIZENSHIP

SESSION TWELVE - Handout 3

Rational Thinking Skills exercise

Read each of the statements below and tick the appropriate box for each and to which one is you feel is most like you. Your answer should reflect how you feel at the present time.

The way I think	Strongly Agree	Agree	Disagree	Strongly Disagree
I am not a failure just because I might fail (answer honestly how you feel)				
I don't like it when things are going badly for me, but I can cope with it.				
I don't get too upset when others behave in an unfavourable manner.				
I think it is possible for me to grow and change as a person.				
Sometimes in life we hurt others and I should be prepared for this.				
I am aware that some of the views I have could lead to problems for me.				
I realize that how I look at the world can have an affect on the way that I feel.				
Normally I can connect my upset feelings to an incident in my life (I know why I'm unhappy).				
I am able to remain firm whatever happens to me.				
I feel that a lot of unfortunate events in life are simply due to the way people look at things.				
If I needed to, I could do without a lot of the things that other people might see as important.				
I believe that guilt is an unnecessary emotion.				

The way I think	Strongly Agree	Agree	Disagree	Strongly Disagree
I don't get upset if I don't get what I want.				
I believe that I have some value as a person, no matter what other might people think.				
I feel that there isn't any reason why I should be perfect.				
If I really tried, I know that I could change the way I think.				
I believe that is only reasonable to see myself as equal to others.				
I enjoy others thinking well of me, but I can get by without it if I needed to.				
If I fail at anything, I just take it in my stride and learn from the experience.				
The times when I do feel upset, I can always work out what thoughts lay behind it.				
Column totals				
Multiply	X4	X3	X2	X1
Total Score				

Add up the number of ticks in each column and write the answer in the appropriate space in the 'COLUMNS TOTALS'. Then multiply each column total by the number underneath it and write the answer in the 'TOTAL SCORE' underneath that.

Higher scores show that you have an ability to think rationally.

PLEASE NOTE: There is no score, which is 'normal'. The scores here are to give you some idea of being able to see the progress that you have made.

Citizenship

SESSION TWELVE - Handout 3

My Learning Points

The learning points for me from this session are: -

My targets for change from this session are:-

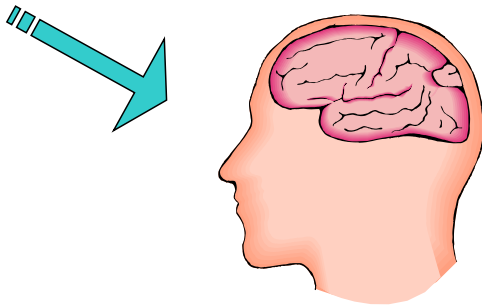
The purpose of a Relapse prevention Plan

- . Provide you with information on lapses, relapses and how to prevent them
- . Help you take responsibility for identifying specific high risk relapse factors in future
- . Help you identify some practical ideas you may use to minimise the chances of relapse after release
- . Help you identify a long term relapse prevention plan
- . Help you monitor and continue the improvements you have made



Thinking errors (1)

Change how we see the world



The Human Brain

EG Thinking errors that allow people to speed:

Justification- Eg I had to drive fast as I was late

Minimisation- Eg I was 'only' going 20 kph over

Catastrophising- Eg If I didn't get to my appointment, I would lose my job

Labelling- Eg I am a safe driver

Over generalisation- Eg Everyone drives at this speed

All or nothing- Eg Either I speed and get my job done, or I can't do my job

Blaming- Eg It's the company's fault for give me such tight deadlines

Mind reading- Eg I just know what other drivers are going to do

Denial- Eg I was really speeding

Personalising- Eg The cops are trying to get me



CITIZENSHIP

SESSION THIRTEEN

RELAPSE PREVENTION

2

Citizenship

SESSION THIRTEEN

Relapse Prevention 2



SESSION AIM:

- To conduct a rational thinking skills exercise
- To identify irrational thinking
- To identify sources of irrational thinking

MATERIALS:

- Flip chart and pens
- Handouts
- Pen's

REHABILITATIVE NEEDS TARGETED

- Reducing responsivity issues of:
 - Irrational thinking skills
 - Distrust of authority
- Anti authoritarian beliefs
- Awareness of personal responsibility in a community/country

HANDOUTS:

- Rational Thinking Skills Exercise
- Feelings Scenario
- Actions Scenario
- Negative Self Statements
- Positive Thinking
- My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: We began to look at 'rational thinking in the last session. Now we shall look at how thinking effects our behaviour, making more or less likely to lapse.

How we see challenges changes how we react

SLIDE 1: Show the slide of the 'manager's office'

TUTOR: Read the Scenario 1 to the group and explain that you are now going to divide them into groups of three or four for discussion.

SCENARIO:

You work part time in a small engineering company. Your supervisor has just called you into the office and told you that the company has been having financial problems and that you will be made redundant at the end of the month. You have worked for the company for a long time and will get some redundancy pay, but, you have been left alone to bring up two children, you need a regular income to pay the bills. You know there is very little employment available locally, particularly for people who can only work part-time. Your present company has been very flexible over the hours, so you could fit in work around the children.

HANDOUT 1: 'Events, Feelings & Actions'

Divide the participants into groups of three or four and give each a copy of Scenario 1. Ask them to discuss the situations and to write their answers to the questions. These will be used for flipchart feedback.

CHARTWORK:

Reactions to scenario 1

TUTOR PROMPTS: Examples might be:

Scenario 1 (event)

Feelings: Anxious, depressed, angry, confused, worried, feeling sick, rejected, used.

Actions: Slam door, argue, plead to keep the job, shout at the kids, go to the job center, talk to someone, cry, and get drunk.

TUTOR: When the feedback has been obtained for Scenario 1 continue with showing the slide for Scenario 2 and read before giving out a copy to each of the groups.

HANDOUT 2:

SCENARIO 2:

As in the first handout, scenario (2 - the part time mechanic) then... You did not know why you were called to the office but you have been concerned lately because your brother has offered you a partnership in his small snack and sandwich bar, which is doing well and expanding. He only wants you to find some money to put into the business (which at the moment you don't have). You would be expected to work in the snack bar but the hours could fit in with the children's needs. You don't know what to do. At this point the supervisor tells you the company is letting you go. You discover the redundancy pay would be just enough to buy into the business and you would have a weekly wage and a share of the profits.

SLIDE 3: Show the slide of 'Smiley's Snack Bar'

TUTOR: Obtain feedback from the Scenario 2 and write to flipchart

Scenario 2 (event)

Feelings: Relieved, pleased, excited, sad, hopeful, a bit anxious, fortunate.

Actions: Tell the other workers, talk to the brother, plan for the future, laugh, celebrate.

TUTOR NOTES: The event outlined in both scenarios is the same. However, the lists of feelings and actions produced are likely to be very different based on how we view the situation.

In Scenario 1 the feelings are likely to be negative, whereas, in the Scenario 2 they are more likely to be mostly positive tinged with sadness at having to leave the job, and some anxiety about the challenge to come.

TUTOR: ASK: The following questions

- Can we definitely say that a certain event leads to certain feelings?
- Are feelings caused by events.

SLIDE 4: Show the questions diagram slide to prompt discussion.
Does an event automatically lead to...

TUTOR: ASK: Get each participant to write down in their notebooks, a recent event that they have experienced which resulted in some distressing emotions or behaviour, together with all the feelings or actions which resulted from it.

Learning Point:

Our thinking can influence how we behave in the same situations
Our likelihood of relapse will depend on how we view challenges

Time: 30 minutes

Elapsed time: 45 minutes

TUTOR: There are three more types of thinking errors that can place us at risk of lapsing in behaviour:

SLIDE 6: Thinking errors:

1/ THE GENERALISATION EFFECT

Thinking errors occur when you have been in frightening situations in the past and you FEAR that a similar but non-threatening situation might also become dangerous.

"Here I go again",
"It always turns out this way for me"

TUTOR: Explain that this means you might feel that only your old ways of dealing with problems will work out. Nothing's different it will always be this way

2/ RELAPSE EFFECT

Thinking errors also often occur following a lapse, as you feel so bad about failing your goal of remaining crime free.

"I've messed up again - I might as well mess up completely now"

TUTOR: Explain that this means you might think, 'Oh well. I've failed once; I might as well fail big time and go on to full relapse. This is also known as the "ABSTINENCE VIOLATION EFFECT"

Encourage the group to consider any times when they have used one of these effects to trigger thinking errors

LEARNING POINTS

- Certain styles of thinking (effects) cause an increase in thinking errors
- To be aware of these means we can challenge and change them reducing the risk of relapse

Time: 20 minutes

Elapsed time: 65 minutes

TUTOR: Ask, 'When are thinking errors most likely to happen?'

CHARTWORK:

Accept responses from group

TUTOR PROMPT:

When having a bad day anyway
When feeling anxious
When not thinking about a positive future
When feeling affected negatively by others
In situations which in the past have lead to offending

EXPLAIN- These are called 'HIGH RISK SITUATIONS' and we will come back to these in the next session

LEARNING POINTS

- Thinking errors are more likely in high risk situations

Time: 10 minutes

Elapsed time: 75 minutes

TUTOR: Ways that your thinking can decrease the risk of relapse

Positive thoughts are those that help us to react to high-risk situations in a confident, thought through and effective manner. They help to reduce anxiety and help us to feel more in control of ourselves and the situation.

HANDOUT: *Positive Thoughts*

TUTOR: Go through handout

Positive thoughts can include:

- *I can cope with these feelings*
- *I am going to face up to my anxiety*
- *Just because I feel bad doesn't mean something bad will happen*
- *I am learning to cope with these situations*
- *This feeling will pass*
- *It's the old fight or flight mechanism kicking in again- Good to know it is still working properly*
- *Even if I feel uncomfortable in any way, this is not the end of the world*

Positive thoughts are:

- *Based on good evidence*
- *Do not predict the future*
- *Put things into perspective*

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- *Help us to succeed in a way that reduces hassles for ourselves and others*

TUTOR: Ask, 'How can we keep using positive thoughts, even in high risk situations?'

CHARTWORK:

Accept all answers - refer to principles learned on FOCUS course

TUTOR: Encourage feedback.

Any new way of thinking takes time before it becomes automatic and as you have learnt on the programme at first new thoughts are difficult to control (Covered in the Focus Course). However with practice, preparation and planning (remember the 'affirmations') we can give ourselves the time and the skills to make these positive thoughts come naturally and with little effort, no matter how high the risk the situation might be.

Learning Point:

Maintaining mindfulness of our thoughts can keep us strong even in high risk situations

Time: 20 minutes

Elapsed time: 95 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider their targets for change to help them incorporate positive and rational thinking into their relapse prevention plans

Time: 15 minutes

Elapsed time: 110 minutes

CITIZENSHIP

SESSION THIRTEEN - Handout 1



Scenario 1

Discuss the situation outlined below and record how each person might feel and any actions you might take.

You work part time in a small engineering company. Your supervisor has just called you into the office and told you that the company has been having financial problems and that you will be made redundant at the end of the month. You have worked for the company for a long time and will get some redundancy pay, but, you have been left alone to bring up two children, you need a regular income to pay the bills. You know there is very little employment available locally, particularly for people who can only work part-time. Your present company has been very flexible over the hours, so you could fit in work around the children.

Write below all the feelings you might have:

.....

.....

.....

.....

.....

.....

.....

Write here anything you might do:

.....

.....

.....

.....

.....

.....

.....

CITIZENSHIP

SESSION THIRTEEN - Handout 2



Scenario 2

Discuss the situation outlined below and record how each person might feel and any actions you might take.

As in the first handout, scenario (2 - the part time mechanic) then...

You did not know why you were called to the office but you have been concerned lately because your brother has offered you a partnership in his small snack and sandwich bar, which is doing well and expanding. He only wants you to find some money to put into the business (which at the moment you don't have). You would be expected to work in the snack bar but the hours could fit in with the children's needs. You discover the redundancy pay would be just enough to buy into the business and you would have a weekly wage and a share of the profits.

Write below all the feelings you might have:

.....

.....

.....

.....

.....

.....

.....

Write here anything you might do:

.....

.....

.....

.....

.....

CITIZENSHIP

SESSION THIRTEEN - Handout 3

Maintaining positive thinking

Positive thoughts can include:

- *I can cope with these feelings*
- *I am going to face up to my anxiety*
- *Just because I feel bad doesn't mean something bad will happen*
- *I am learning to cope with these situations*
- *This feeling will pass*
- *It's the old fight or flight mechanism kicking in again- Good to know it is still working properly*
- *Even if I feel uncomfortable in any way, this is not the end of the world*

Positive thoughts are:

- *Based on good evidence*
- *Do not predict the future*
- *Put things into perspective*
- *Help us to succeed in a way that reduces hassles for ourselves and others*

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Citizenship

SESSION THIRTEEN - Handout 4

My Learning Points

The learning points for me from this session are: -

My targets for change from this session are:-



Session Thirteen Slide 1

CITIZENSHIP

SMILEY'S SNACKS



SERVED WITH A SMILE

Session Thirteen. Slide 2

CITIZENSHIP



Kainos Community
**CHALLENGE
to CHANGE**



Session Thirteen Slide 3

CITIZENSHIP

Thinking Errors

1/ THE GENERALISATION EFFECT

Thinking errors occur when you have been in frightening situations in the past and you FEAR that a similar but non-threatening situation might also become dangerous.

"Here I go again",

"It always turns out this way for me"

2/ LAPSE EFFECT

Thinking errors also often occur following a lapse, as you feel so bad about failing your goal of remaining crime free.

"I've messed up again - I might as well mess up completely now"



CITIZENSHIP

SESSION FOURTEEN

RELAPSE PREVENTION

3



SESSION FOURTEEN

Relapse Prevention 3

PUTTING THE PLAN TOGETHER

SESSION AIM:

- To develop ways our thinking can decrease risk of relapse
- Identifying triggers that lead to relapse
- Meeting and dealing with high risk situations on release
- To develop a plan for relapse prevention which includes relationships,
- To identify signs of relapse
- To develop positive practices on release to prevent relapse

MATERIALS:

- Flip chart and pens
- OHP Slides
- Contact information card *
- Handouts
- Pen's

REHABILITATIVE NEEDS TARGETED

- Reducing responsivity issues of:
 - Responding negatively to relapse triggers
 - Giving up in times of difficulty
- To identify obstacles and develop a strategy to overcome them
- Developing an action plan to deal with high risk situations

Awareness of personal responsibility in a community/country

* Contact information card contains participants own notes of the best helps available and the Kainos Web Site Members page.

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes.

Identifying and putting into practice lifestyle changes to aid recovery

High-risk situations

In the last session we began to see how high risk situations can increase the likelihood of thinking errors, and relapsing.

CHARTLIST

ASK: But what might start the process of us wanting to get into high risk situations in the first place? Split a flipchart into 'internal' and 'external' factors and chartlist their answers

Compare to the following slide:

SLIDE 1: Triggers to high risk situations

Internal factors such as your:

Mood: Boredom, need for relaxation, anxiety, anger, sadness, need to celebrate
Psychological craving for drugs/alcohol use.
Positive thoughts about crime, excitement etc.

External factors such as

Pressure from others
Significant life events (Loss, trauma, rejection etc)
Triggers (opportunities, temptations)

Learning Point:

- High risk situations themselves can be triggered by internal and external factors

Time: 15 minutes

Elapsed time: 30 minutes

TUTOR: Now that we have identified high-risk thoughts, high-risk situations and high-risk triggers we can begin to develop a plan that we spoke about earlier.

Introduction to the plan

TUTOR: Our first focus must be on relationships. Of course we have already covered this in the Interpersonal Relationships Course. However we can build the aim of having healthy strong relationships into our plan.

The aim:

To help you understand how freedom and growth in recovery are maintained by taking a personal inventory.

INDIVIDUAL EXERCISE

HANDOUT 1: Healthy relationships inventory

For each 'relationship' encourage each group member to list at least one way (more for the more able members of the group) they can change or confirm a change already made towards them under the four headings:

FRIENDS

Changing your attitudes, feelings or behaviour towards them

FAMILY

Changing your attitudes, feelings or behaviour towards them

THE COMMUNITY

Changing your attitudes, feelings or behaviour towards them

AUTHORITY

Changing your attitudes, feelings or behaviour towards them

Once everyone has completed their sheet, bring the group back to discuss their findings.

Learning Point:

It is important to develop healthy relationships in society

We can develop healthy relationships by developing healthy attitudes

Time: 20 minutes

Elapsed time: 50 minutes

Where the responsibility lies

TUTOR: Whilst you will be getting some support from staff, family, people and friends around you, the only person who can really make the relapse prevention plan work is you. As new challenges appear you need to focus on your qualities and the principles you have learned up to this point to continue your recovery.

The most difficult time to do this is often for the few months following the programme/prison sentence, as there is a temptation to think you have done the programme/ your 'time' and now you don't have to worry about crime, or high risk situations. This is just the time, when your guard is down, that temptation can strike.

One way to help reduce this from occurring is to monitor closely what is happening to you each day, how your thoughts are and how you are feeling to be on the lookout for early warning signs of relapse.

CHARTLIST

ASK: What do you think are the first signs that your guard is dropping and that your risk or lapsing is increasing?

Compare their answers to the slide

SLIDE 2: Early warning Signs of Relapse

HANDOUT 2: *Early warning signs of relapse*

- Mood changes
- Increasing number of thinking errors
- Events coming up that concern you in any way
- Any unhelpful pressure from others
- Increasingly feeling a desire for excitement, drugs or need to commit crime to solve an immediate problem (no money, unemployed etc.)
- Feeling that a problem is becoming too difficult to handle safely

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Learning Point:

Awareness of early warning signs can help us return to our recovery plan more quickly and more easily.

Time: 15 minutes

Elapsed time: 65 minutes

Working with high risk situations following release

TUTOR: Once you are released, despite your best intentions, there are likely to be situations that arise where in the past your response would have been to return to old coping mechanisms, such as dishonesty, violence or crime.

Without a clear plan to either avoid these situations or reduce their impact on you, when these situations occur you will be at risk of relapse.

By trying to think about these situations in detail before they happen and identifying practical ways to minimise the damage they might cause you, this can dramatically reduce the risk of you giving in.

HANDOUT 3: *Working with high risk situations following release*

TUTOR: Go through handout

HANDOUT 4: *Identifying my own high risk situations and developing a plan*

Allow participants to read handout before discussion

TUTOR: It is therefore important that you try to fill in the handouts before your release.

You can have as many of Handout 4 as you wish - you may like to complete some privately later.

CHARTWORK:

Ask the group to identify high risk situations for themselves:

TUTOR PROMPTS:

Something/someone makes you angry, getting drunk, no or little money, depressed, let down by someone,

TUTOR: Then allow participants to complete the handout(s), using one of these high risk situations. Go round and help as needed.

Bring the group back to discuss their findings

Learning Point:

Planning to manage high risk situations reduces their risk

Time: 20 minutes

Elapsed time: 85 minutes

TUTOR: Although we don't have time to discuss these in detail, there are also other aspects of a relapse prevention plan which might be helpful for some of you to consider:

HANDOUT 5: The Spiritual Aspect

TUTOR: Meditation and prayer can take many forms and you will know what is right for you.

Encourage the group to consider where the spiritual aspect may aid their relapse prevention plan

LEARNING POINTS

- For some, planning to maintain and build relationships of faith can reduce risk of relapse

Time: 15 minutes

Elapsed time: 100 minutes

Replacing High Risk Behaviours with Positive Behaviours

TUTOR: To make this programme continue to work for you it usually takes all sorts of changes in your lifestyle to develop remain Crime free and replace high-risk behaviours with ones that are more helpful to you and others. As a result this can be the hardest step of all to achieve.

HANDOUT: My learning points

Encourage the group to consider lifestyle targets for change to continue to build upon their plans to reduce relapse

Time: 15 minutes

Elapsed time: 115 minutes

CITIZENSHIP

SESSION FOURTEEN - Handout 1

Developing Healthy Relationships in the Community

Changing attitudes to authority/family friends people contacts etc. For each 'relationship' list at least one way you can change or confirm a change you have already made towards them under the four headings:

FRIENDS

Changing your attitudes, feelings or behaviour towards them

FAMILY

Changing your attitudes, feelings or behaviour towards them

THE COMMUNITY

Changing your attitudes, feelings or behaviour towards them

AUTHORITY

Changing your attitudes, feelings or behaviour towards them

CITIZENSHIP

SESSION FOURTEEN - Handout 2

Early Warning Signs of Relapse

You may need to keep a constant lookout for early warning signs that may signal an early relapse. Recognising these signs is the first step to preventing a return to crime or

Mood changes

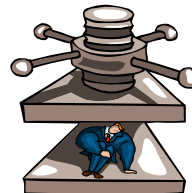


Increasing number of thinking errors



Events coming up that concern you in any way

Any unhelpful pressure from others



Increasingly feeling a desire for excitement, drugs or need to commit crime to solve an immediate problem (no money, unemployed etc.)

Feeling that a problem is becoming too difficult to handle safely

CITIZENSHIP

SESSION FOURTEEN - Handout 3

Working with high risk situations following release

Temptation will be there

Once you are released, despite your best intentions, there are likely to be many situations that arise where in the past your response would have been to fall back on old behaviours.

Without a clear plan to either avoid these situations or reduce their impact on you, you be at risk when these situations occur to fail.

But -

Think before you act

By trying to think about these situations in detail before they happen and identifying practical ways to minimise the damage they might cause you, this can dramatically reduce the risk of you giving in.

It is therefore important that you fill in the next handout(s) before your release.



CITIZENSHIP

SESSION FOURTEEN - Handout 4

High risk situation

Description of High Risk Situation for relapse. Eg.
Ways to avoid this situation in the first place (list as many as you can)
1.
2.
3.
4.
5.
Thinking errors that make this situation worse (list as many as you can)
1.
2.
3.
4.
5.
Positive thinking that makes this situation easier
1.
2.
3.
4.
5.
Positive behaviour to reduce the risk of relapse in this situation
1.
2.
3.
4.
5.

CITIZENSHIP

SESSION FOURTEEN - Handout 5

The Spiritual Aspect



Meditation and prayer can take many forms and you will know what is right for you. However it is important to understand that both meditation and prayer may not come easily at first, especially when you are trying to live according to spiritual principles as laid out in your particular faith.



It is perfectly acceptable to believe that a Higher Power can be a source of forgiveness and initiate change within you. Many people who attend AA or NA feel that 'Higher Power' can simply mean, others interested in their recovery.

As you continue your meditation and prayer on a daily basis, a gradual awakening of your higher power begins to occur.

You may find that you can start to love yourself and others, begin to laugh and enjoy simple pleasures, and find a satisfaction that cannot be bought.

Citizenship

SESSION FOURTEEN - Handout 9

My Learning Points

The learning points for me from this session are: -

Have you benefited from this session? - YES NO (please circle)

Please give examples below why

Has this session met your goals? - YES NO (please circle)

Please give examples below why

Do you have any outstanding needs? - YES NO (please circle)

Please give examples below why

High risk situations include

Internal factors such as your:

Mood: Boredom, need for relaxation, anxiety, anger, sadness, need to celebrate
Psychological craving for drugs/alcohol use.

Positive thoughts about crime, excitement etc.

External factors such as

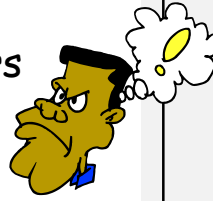
Pressure from others
Significant life events (Loss, trauma, rejection etc)
Triggers (opportunities, temptations)

Early warning signs of relapse

Mood changes



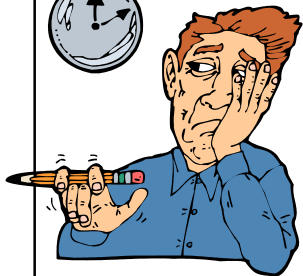
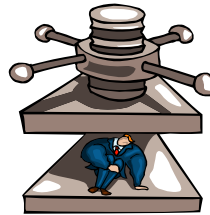
Increasing number of thinking errors



Events coming up that concern you in any way

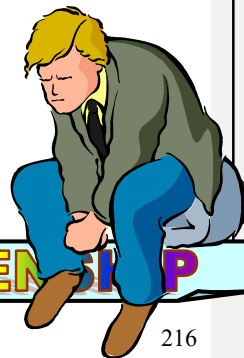


Any unhelpful pressure from others



Increasingly feeling a desire for excitement, drugs or need to commit crime to solve an immediate problem (no money, unemployed etc.)

Feeling that a problem is becoming too difficult to handle safely



CITIZENSHIP

SESSION FIFTEEN

**BUILDING A POSITIVE CRIME FREE
LIFESTYLE**

Citizenship

SESSION FIFTEEN

Relapse Prevention

Building a Positive Crime Free lifestyle Programme review

SESSION AIM:

- To link the relapse prevention plan to long term change
- To recap all the programme material
- To Assess learning achieved
- To deal with any concerns raised by participants
- To gain thoughts and ideas that may be useful on future programmes/courses

MATERIALS:

- Flip chart and pens
- Handouts
- Pen's
- Participants to bring along all booklets, handouts and learning points

REHABILITATIVE NEEDS ADDRESSED:

- Developing maintenance strategies for change
- Understanding the value of personal achievement
- Understanding others points of view
- An encouragement to think positively about themselves and their achievements.
- That their thoughts and ideas are valued and used

HANDOUTS:

- **Group Feedback**
- **Individual Feedback**

GROUP MEMBER WELCOME

TARGETS FOR CHANGE REVIEW

Time: 15 minutes

Elapsed time: 15 minutes

Positive Practices to aid a crime free life

TUTOR: In the last session we looked at immediate strategies to manage high risk situations, But changes can include not only dealing with the high-risk situations you have already identified, but also developing a range of new positive lifestyle practicees that help you to avoid these situations in the first place. Such changes can mean developing:

HANDOUT: *Positive practicees must be things you can do that:*

- You can spend an hour per day on
- Which is fairly easy and won't brain drain you
- Is something you don't have to depend on others for
- Has value to you
- You feel you will be able to get better at over time
- You can do without giving yourself a hard time

Encourage the group to consider examples of such lifestyle behaviours:

Walking

Fishing

Sport

Exercise

Reading

Writing

Music

Meditation

Learning Point:

Building in positive lifestyle changes makes high risk situations less likely to occur

Time: 15 minutes
Elapsed time: 30 minutes

Positive social support

TUTOR: Remaining crime free for a long time can often mean very careful consideration of who you chose to spend time with.

Positive professional support can also be helpful as this can help to resolve any particular difficulties you may be experiencing as well as provide you with practical support on a variety of issues. We have already spent some time (session Ten, RE-INTEGRATION INTO SOCIETY) on this and covered many resources. Also keep checking our 'members area' on the website for new and up to date information.
www.kainoscommunity.org/members

SLIDE 1: Kainos Web Site Members Area

TUTOR: Handout Kainos community contact cards. A template for them is on the last two pages at the back of this manual. They need to be printed on card double sided with the details on one side and the Kainos Logo on the other

HANDOUT: KAINOS COMMUNITY CONTACT CARDS.

LEARNING POINT

- The group can continue to find support from the Kainos community after finishing the programme
- All positive social support is likely to reduce the risk of relapse

Time: 10 minutes
Elapsed time: 40 minutes

Positive long-term attitudes

TUTOR: Once you have developed your relapse prevention plan, it can be easy to fall in to the trap of believing that things should go smoothly and that the plan need never change.

In order to use your relapse prevention plan most effectively it can be helpful to consider not just your thinking in high-risk situations, but your general attitudes to yourself and how you expect the future to be. Helpful attitudes can include beliefs that:

SLIDE 5 Helpful attitudes and beliefs

- Remaining crime free is a changing process which needs to be monitored constantly
- Big long term changes start by changing little things today
- We often learn by making mistakes
- Bad feelings can sometimes be unpleasant, but they always pass

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TUTOR: Also, as we come to actually putting a realistic plan together you can effectively plan to be successful on your release

SLIDE 6: Putting the plan together

- You can plan how to avoid particular high risk situations
- You can plan how to cope with particular high risk situations if they still arise
- You can plan how to make positive life changes for the short and longer term

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Facilitate a discussion on how easy the group feel it will be to keep helpful attitudes and beliefs, and keeping the plan going

LEARNING POINTS

- Relapse prevention is a life long process for building a better life

Time: 15 minutes

Elapsed time: 55 minutes

SUCCESS PLAN FOR RELEASE.

TUTOR: Finally the following two handouts form a relapse prevention plan that is personal to you.

The first one deals with Positive Approach we can use whilst in prison

TUTOR: State that this covers,

- Positive practices
- Positive peers
- Positive family/community contacts
- Positive attitudes

HANDOUT: *Positive Approach for my Future*

TUTOR: Go through handout. Allow Participants to complete handout.

HANDOUT: *Positive goals to achieve*

Point out that this covers steps needed to achieve the goal. It could be a level in numeracy/literacy or completed and OU course. If you want you can use the goals you set during the focus course or some new ones. Remember what we learned about setting realistic goals and use the steps you need to achieve the goal.

Give some thought to the section on blocks to your goal and where you might get help or what you can do to overcome it/them

TUTOR: Allow participants to complete the handout.

LEARNING POINTS

- Having clear long term relapse plans as well as short term increases the likelihood of continuing to build a positive life, even when challenges arise

Time: 30 minutes

Elapsed time: 85 minutes

TUTOR:

So this is now nearing the end of the course.

We want you to know that **your** views are important and valuable to us. We use the information to assess our programme as well as your learning. There are a few handouts asking you questions and we shall have some general feedback as well.

HANDOUT: *End of programme group feedback questionnaire*

SLIDE 1: *List of courses covered*

TUTOR: 'In your small groups consider the questions about the programme and courses for a few minutes, choose a spokesperson to feedback to the whole group your findings'.

Allow several minutes for this then collect feedback to flipchart. Get the participants to talk through each course. Make headings for each question on a separate piece of flip chart paper.

TUTOR NOTE:

Item 1 - Give full reminder of course contents from Participants Information Booklet

CHARTWORK:

Record the answers to each question on the handout:

1/ Which was the best course and why? (see slide 1)

- *Induction*
- *Community Building*
- *Focus*
- *Interpersonal Relationships*
- *Citizenship*
- *Social Development Weekend*

2/ What part of the programme had the most impact on you

3/ What were the turn off's of the programme?

4/ What could have been done differently?

5/ Any other comments.

TUTOR: Accept feedback from participant groups. Make comments as necessary on each feedback item.

TUTOR: Thank the participants for giving their feedback as a whole group. Ask the participants to complete an individual feedback form now. Hand out the individual feedback questionnaire and collect back in.

HANDOUT: *Individual End of programme Feedback form.*

TUTOR: Allow participants to complete form and return. There are no Learning Points to be handed out for this session. Thank participants for their involvement in the programme and wish them all the very best for the future. Encourage them to write and let us at Kainos know how they are getting on when moving through their sentence and upon and after release.

Time: 35 minutes

Elapsed time: 120 minutes

CITIZENSHIP

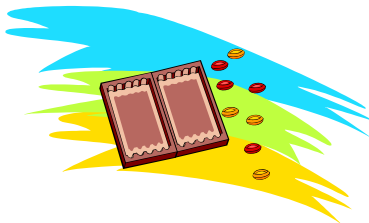
SESSION FIFTEEN - Handout 1:

Positive practices must be things you can do that:

- You can spend an hour per day on
- Which is fairly easy and won't brain drain you
- Is something you don't have to depend on others for



- Has value to you



- You feel you will be able to get better at over time



- You can do without giving yourself a hard time



CITIZENSHIP

SESSION FIFTEEN - Handout 2: A Positive Approach for my Future

Positive Practices	
In prison	On release
Positive peer associations (who I mix with)	
Positive Family/Community contact	
Positive professional contact	
Positive Long term attitudes that will aid future success	

CITIZENSHIP

SESSION FIFTEEN - Handout 3:

Positive Goals to Achieve now and on Release

A Positive Goal	
In Prison	On Release
Steps needed to make this goal achievable (remember FOCUS course)	
How to overcome any blocks to achieving this goal Block(s)	How to overcome it (them)

CITIZENSHIP

SESSION FIFTEEN - Handout 4

GROUP END OF PROGRAMME FEEDBACK

Your group.....

- 1/ Which was the best course and why? (see slide 1)

- 2/ What part of the programme had the most impact on you

- 3/ What were the 'turn off's' of the programme?

- 4/ What could have been done differently?

- 5/ Any other comments.

CITIZENSHIP

SESSION FIFTEEN - Handout 5

INDIVIDUAL END OF PROGRAMME FEEDBACK

Name.....

1. What benefits do you feel you got personally from participating in the programme?

2. How can you best use these benefits from now on?

3. Please identify what, for you, were the best parts of the programme?

4. Which was the best course for you and why?

5. What aspect of the programme, if any, had the most profound effect on you and why?

Please turn over

6. Please identify the negatives - the switch offs - for you, of the programme and why?
7. Was there anything that should not have been included and why?
8. Is there anything you would like to have seen included that was not, and why?
9. Any other additional comments you may wish to make.

Having a pre-prepared plan (a contingency plan)



High Risk Situations



Session fifteen slide one

CITIZENSHIP



Kainos Community
CHALLENGE
to CHANGE:
to CHANGE

[**kainoscommunity.org/members**](http://kainoscommunity.org/members)

Session fifteen slide 2

Helpful attitudes and beliefs

Remaining crime free is a changing process, which needs to be monitored constantly

KAINOS
COMMUNI
TY

Big long-term changes start by changing little things to do

KAINOS
COMMUNI
TY

We often learn by making mistakes

KAINOS
COMMUNI
TY

Bad feelings can sometimes be unpleasant, but they always pass

KAINOS
COMMUNI
TY

KAINOS COMMUNITY CONTACT CARD

My main reason for staying crime free:

You can plan how to avoid
particular high-risk situations

KAINOS
COMMUNI
TY

You can plan how to cope with
particular high-risk situations if
they still arise



You can plan how to make
positive life changes for the
short and longer term



List of courses covered:

Induction

History of Kainos, Listening Skills, Problem solving

Community Living

Reflecting, boundaries, perspective taking

Focus

Knowing myself, thinking skills, Motivation & choices, setting realistic life goals

Social development weekend

Who is my neighbour? Love, forgiveness

Interpersonal relationships

Moral reasoning, victim awareness, anger, social skills

Citizenship. Stress, management relapse prevention

Citizenship

Session Fifteen Slide 5

CITIZENSHIP

CITIZENSHIP

SESSION SIXTEEN

RELAPSE PREVENTION

SESSION SIXTEEN

MOVING ON CEREMONY

Citizenship

SESSION SIXTEEN

Relapse Prevention

Moving on Ceremony

SESSION AIM:

- To affirm all the work completed during the programme
- For participants to receive affirmation from fellow participants, staff and visitors
- To experience a 'rite of passage' and move on to the next stage in their development

MATERIALS:

- Any props participants may need for their final presentation
- Buffet meal or dinner/lunch and refreshments
- Amplifier and 'open mike'
- Tables, chairs

CRIMINOGENIC NEEDS ADDRESSED:

- An understanding of Personal value
- Understanding the value of personal achievement
- An appreciation and empathy with the general public as represented by the visiting volunteers
- Understanding others have a positive interest in their lives
- An encouragement to think positively about themselves and their achievements.
- Development of social skills

Citizenship

SESSION SIXTEEN

Relapse Prevention

Moving on Ceremony

It would be ideal to hold the Moving on Ceremony in a separate and a large enough room to receive all the participants, Kainos staff, Prison Staff that have been involved in the participant's rehabilitation, outside volunteers.

It would be expected that Governors will be invited from the Number one down and any other staff that have had a significant role in developing the Participants.

All arrangements will be in place as discussed in session 15 - Preparation for the Moving on Ceremony. Props, laid tables Buffet/meal* etc.

**Buffet on the same occasion is preferred but may be held on a separate day where unlock times demand as in the case of a 'B' Cat for example. However a buffet/meal should still be in place as this is a very important social event!*

There will be an order of events that staff and anyone involved in the running of the ceremony will have (see session 15)

At the given time the programme manager will convene the ceremony and welcome every one.

PROGRAMME MANAGER (or delegated member of staff):

The opening talk will include:

- Welcome to participants, staff (prison and Kainos), any visiting dignitaries etc.
- Any necessary domestics
- A brief description of the programme
- A brief description of the events during the ceremony
- An invitation to begin the buffet/meal

******* Meal/Buffer *******

(see note above)

After which the meal buffet will be cleared away.

PROGRAMME MANAGER:

To introduce the participants' teams and to announce the presentation of each group. The groups will have 5 minutes each maximum to give their presentation. A short comment on each presentation will follow or could be made on each at the end of the presentations as is fitting.

******* Presentation of certificates *******

PROGRAMME MANAGER:

Ideally a visiting dignitary or governor will present the certificates to the participants with a short round of applause.

The visitor/governor to give a short motivational/ inspirational and encouraging talk to participants.

PROGRAMME MANAGER

Will invite participants to the microphone (if there is one) to give a response to the programme. (Participants will be briefed not to give thank-you's or singing or poetry etc. as this will have happened during the short presentations).

PROGRAMME MANAGER:

To close the ceremony. This should include:

- Comments arising from the open mike
- Thanks to visitors
- Any domestics etc.

CITIZENSHIP INTERVENTION



QUESTIONNAIRE - START

To be completed at the **START** of the Course Date:

Surname: Forename: Number:

1 Do you consider yourself to be a positive role-model?

.....

.....

.....

.....

2 Are you able to see things from a different point of view, even if you don't necessarily agree with it?

.....

.....

.....

.....

3 On a scale of 1-10, how judgemental do you think you are? [1 = very; 10 = not at all]

.....

4 What do you think will be the most difficult thing about re-integrating into society?

.....

.....

.....

.....

5 What do you think are some examples of anti-social behaviour?

.....

.....

.....

.....

6 On a scale of 1-10, how much do you trust and accept authority? [1 = completely; 10 = not at all]

.....

7 Can a person act in his/her own interests when using moral reasoning?

.....

.....

.....

.....

CITIZENSHIP INTERVENTION

QUESTIONNAIRE - END



To be completed at the **END** of the Course Date:

Surname: Forename: Number:

8 Do you consider yourself to be a positive role-model?

.....

.....

.....

.....

9 Are you able to see things from a different point of view, even if you don't necessarily agree with it?

.....

.....

.....

.....

10 On a scale of 1-10, how judgemental do you think you are? [1 = very; 10 = not at all]

.....

11 What do you think will be the most difficult thing about re-integrating into society?

.....

.....

.....

.....

12 What do you think are some examples of anti-social behaviour?

.....

.....

.....

.....

13 On a scale of 1-10, how much do you trust and accept authority? [1 = completely; 10 = not at all]

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14 Can a person act in his/her own interests when using moral reasoning?

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My main reason for staying crime free:

People I can talk to now who could help me:

I can find helpful information on:
www.kainoscommunity/members

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